

UNIT REPORT

**College of Natural Resources -
College APR Report**

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College of Natural Resources

College of Natural Resources, Mission Statement

College's Mission Statement:

The University of Idaho's College of Natural Resources is committed to disciplinary and interdisciplinary programs that integrate ecological, social, and natural science and management systems. Our research, education, and outreach sustains people and the land through innovative science, technology, and leadership.

1. Build adaptable, integrative curricula and pedagogies

College Goal Statement:

Engage college faculty in a thoughtful dialog about curriculum revision to reduce course overlap and low-enrollment courses, while maintaining effective course delivery. Review of the college's core curriculum for relevance to current degree offerings and adjust as appropriate (the college's core set of courses have not been reviewed since 2008).

Action Plan:

1. Each department will review courses for overlapping content and suggest course adjustment as appropriate. The review will be managed by the department head with facilitation from the associate dean of the college. Changes to course descriptions may be required to be submitted to the University Curriculum Committee for approval.
2. The College of Natural Resources' Curriculum Committee will review of the college core set of courses during the spring of 2022 and will bring proposed changes to the spring college faculty meeting for review and possible vote. The chair of the College of Natural Resources' Curriculum Committee will lead this effort supported by the college's associate dean and faculty secretary.

Achievement Indicators/Metrics:

Each department will have met to discuss course content with focus on overlapping content.

If appropriate, course descriptions will be changed and forwarded to the University Curriculum Committee for review.

If appropriate and approved by the college faculty, the College of Natural Resources' core set of courses will adjusted to increase relevancy to the degrees that the core serves.

2. Expand students' university learning experiences

College Goal Statement:

Develop integrative learning activities that span students' entire university experiences

Action Plan:

1. Expand the number of slots available for freshman and transfer students to participate in the College of Natural Resources Undergraduate Research Experience (NR 211 and NR 212) that pairs these students with faculty mentors. Current number of slots available is 25. The College of Natural Resources' director of development and dean will lead this effort.
2. Resurrect the College of Natural Resources' Semester in the wild program that takes place at the Taylor Wilderness Research Station in the Frank Church River of No Return Wilderness Area. This program has not been delivered during the past two years due to COVID-19. The college intends to "repackage" course offering to increase the number of student participants in the program. The college's associate dean and targeted faculty will lead this effort.

Achievement Indicators/Metrics:

1. College development efforts will identify a segment of donors that have capacity to provide long-term financial support for the Undergraduate Research Experience. Metric is increased funding to support.
2. Semester in the Wild will be offered to University of Idaho students in Fall 2022.

3. Access and inclusion

College Goal Statement:

The College of Natural Resources will be a purposeful, ethical, vibrant, and open community committed to access and inclusion.

Action Plan:

1. Establish best practices for diversity, equity, and inclusion in the college hiring process.
2. Establish a dashboard of key college diversity, equity, and inclusion metrics to measure progress.
3. Establish Indigenous Scientific Ways of Knowing course and have it included as a Regulation J course meeting General Education requirements.

Achievement Indicators/Metrics:

1. Document is prepared concerning diversity, equity, and inclusion that is used as a reference in hiring faculty and staff.
2. A diversity, equity, and inclusion dashboard is created and used by the college to develop and implement inclusion and access strategies.
3. Indigenous Scientific Ways of Knowing course is created and approved for inclusion in the General Catalog. Course is vetted by University Committee on General Education (UCGE) for possible inclusion as a Regulation J course.

Department of Fish & Wildlife Sciences

Upload Program's APR Self-Study Report: Attached Files



Quality of Program's Self-Study Report: Partially Meets Expectations

Questionnaire has been completed: true

Recommendations:

1. Goal 1 is to increase undergraduate enrollment. In the next update of the assessment process, please tie this goal directly back to the department's mission statement.
2. Goal 4 focuses on experiential learning for students. This is measured by evaluating the percentage of students who graduate with senior thesis or internship credits. Are senior thesis and internship credits the only experiential activities that can be measured in the department? For example, how many courses include experiential field studies or field trips? Could these activities be included as a measure for achieving this goal?
3. Skills reported in the the "Outcome Data" section provide no results. This may be a function of the new assessment process (i.e., Anthology software). In the next assessment update, please determine how data can be included in this section.

Department of Forest, Rangeland & Fire Sciences

Upload Program's APR Self-Study Report: Attached Files



Quality of Program's Self-Study Report: Fully Meets Expectations

Questionnaire has been completed: true

Recommendations:

1. The department may wish to reexamine each of their four goal statements and reword them so that they tie directly to the department's mission statement. Someone familiar with the department and its programs can infer this connection, but individuals not familiar may have a difficult time making the connection.
2. Goal 4 Engage with stakeholders is measured by "number of annual outreach and engagement activities...." Is this a meaningful measure of engagement? The number of annual activities may be more of an output rather than an outcome. The second metric clearly is a measure of engagement (i.e., impact on stakeholders).
3. Self-study report contains several comments concerning the perceived impact of COVID-19 on student performance. Is there a way to control the effect of COVID-19 on assessment measurement? For example, remove data from the assessment originating from students with known COVID-19 issues. This may be doable now that the assessment process now requires individual student assessment rather than course-level overall assessment.

Department of Natural Resources

Upload Program's APR Self-Study Report: Attached Files



Quality of Program's Self-Study Report: Partially Meets Expectations

Questionnaire has been completed: true

Recommendations:

MNR's Goal #1 is "Retention - increase retention of online graduate students." In the next assessment update for the MNR program, please tie this goal directly back to the program mission statement.

MNR's Goal #3 is "Recruitment efforts - expanding the geographic diversity of graduate applicants." In the next assessment update for the MNR program, please tie this goal directly back to the program mission statement.

Additional metrics should be added to the Ph.D. program. Currently, the assessment information concerning the Ph.D. program is sparse.

Program in Environmental Science

Upload Program's APR Self-Study Report: Attached Files

 [ENVS.pdf](#)

Quality of Program's Self-Study Report: Partially Meets Expectations

Questionnaire has been completed: true

Recommendations:

New Program Goal #2 for the B.S. Environmental Science Online program is to increase enrollment. The narrative provided for this goal does not connect to the program mission statement. In the next assessment update, connect this specific goal to the program mission statement.

M.S. Environmental Science self-study report is missing narrative components related to goals and strategies. Learning assessment information, however, has been provided in the report. Goals and strategies should be included in next assessment update.

Ph.D. Environmental Science self-study report is missing narrative components related to goals and strategies. Learning assessment information, however, has been provided in the report. Goals and strategies should be included in next assessment update.

Strategic Assessment Recommendations and Partnerships

List of 3-5 Strategic Recommendations:

1. Department and program mission statements should better align with the college mission statement (i.e., internal consistency).
2. Greater effort needs to be placed on the "student services" aspect it relates to delivering the program and department missions and goals. No program or department addressed student services and their impact on student learning and success. While the College of Natural Resources has exceptional student services (e.g., advising, career placement, recruitment), it is not demonstrated in the assessment reports how these student services benefit student learning and success. The four programs in the Forest, Rangeland and Fire Sciences Department are accredited by third-parties; these third-parties do require assessment of student services. This information could be ported over to the Anthology system.
3. The College of Natural Resources' core curriculum is not used in the assessment of any undergraduate program. This calls into question as to whether the college core is relevant and meaningful to the college's eight degree programs. If the core is meaningful, then assessment of the core as it relates to degree programs should take place.

Partnerships:

The College of Natural Resources has an extensive network of partners, the majority of these partners are stakeholders of our college's academic programs. Partners include the Idaho Department of Lands, Idaho Fish & Game, Idaho Department of Parks and Recreation, Washington Department of Natural Resources, Bureau of Land Management, U.S. Forest Service, the Nez Perce Tribe, the Coeur d'Alene Tribe, the Confederated Salish and Kootenai Tribes, and corporations in the the forestry, forest products, forest nursery, range, and aquaculture industries, among others. There are two primary areas the college focuses on with our strategic partners: [1] providing an exceptional education to students in the natural resources fields to be productive employees and contributing citizens and [2] providing a storehouse of knowledge that are strategic partners can rely upon to answer existing and emerging issues in the natural resources field.

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