

UNIT REPORT

College of Agricultural & Life Sciences - College APR Report

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College of Agricultural & Life Sciences

College of Agricultural and Life Sciences Mission Statement

College's Mission Statement:

The College of Agricultural and Life Sciences fulfills the intent and purpose of the land-grant mission and serves the food-industry, people and communities of Idaho and our nation through identification of critical needs and development of creative solutions: through the discovery, application, and dissemination of science-based knowledge; by preparing individuals through education and life-long learning to become leaders and contributing members of society; by fostering the healthy populations as individuals and as a society; and by supporting a vibrant economy, benefiting the individual, families and society as a whole. The college advances the health and welfare of people, animals and the environment through research and education in agriculture, community, human and rural development, natural resources, nutrition and life sciences.

1. Increase Enrollment

College Goal Statement:

CALS will increase our educational impact by increasing Fall 2022 undergraduate and graduate student enrollment at census to a combined 954 students (previously stated 2024 goal).

Action Plan:

Engage faculty, staff and current students in correspondence and visits with prospective students.

Increase presence in rural, migrant worker, and Native American communities.

Engage alumni and stakeholders in activities that encourage UI and CALS advocacy in their communities.

Promote dual credit participation.

Increase grant and scholarship support of students.

Achievement Indicators/Metrics:

Goal will be measured using institutional research data at the census date (October 15, 2022).

Progress: Section Completed, Waiting for Feedback

COLLEGE GOAL SUPPORTS STRATEGIC PLAN GOALS -----

RELATED ITEM LEVEL 1

Cultivate: Improve Customer Service

RELATED ITEM LEVEL 1

Cultivate: Increase International Student Enrollment

RELATED ITEM LEVEL 1

Cultivate: Increase Multicultural Student Enrollment

RELATED ITEM LEVEL 1

Engage: Engage Stakeholders in Beneficial Ways that Support the UI Mission

RELATED ITEM LEVEL 1

Engage: Faculty Collaboration with Communities (regional, national or international)

RELATED ITEM LEVEL 1

Engage: Increase Alumni Engagement

RELATED ITEM LEVEL 1

Engage: Increase Dual Credit Participation

RELATED ITEM LEVEL 1

Engage: Increase U of I Extension Direct Contacts with Community

RELATED ITEM LEVEL 1

Innovate: Increased Number of Students Supported on Extramural Funds

RELATED ITEM LEVEL 1

Innovate: Increased Number of Terminal Degrees and Non-faculty Scholars

RELATED ITEM LEVEL 1

Transform: Creating an Inclusive Learning Environment

RELATED ITEM LEVEL 1

Transform: Curricular Innovation and Evolution

RELATED ITEM LEVEL 1

Transform: Increase Number of Degrees Conferred

RELATED ITEM LEVEL 1

Transform: Increase Number of Enrolled Students

RELATED ITEM LEVEL 1

Transform: Increase Retention**2. Increase Scholarly Activity****College Goal Statement:**

To address critical societal needs through the discovery, application and dissemination of science-based knowledge, CALS will increase research expenditures and publications per faculty FTE.

Action Plan:

Increase submission of grants and contracts per faculty.

Seek funding from sources not traditionally sought by CALS faculty.

Encourage timely publication of research results and completion of research results.

Engage undergraduate students in experiential learning as contributors to research.

Achievement Indicators/Metrics:

Grant activity will be measured using summary reports for grants provided by the Office of Sponsored Programs.

Publications will be evaluated through units summaries of annual activity reports.

Progress: Section Completed, Waiting for Feedback

COLLEGE GOAL SUPPORTS STRATEGIC PLAN GOALS -----

RELATED ITEM LEVEL 1

Cultivate: Improve Customer Service

RELATED ITEM LEVEL 1

Cultivate: Increase International Student Enrollment

RELATED ITEM LEVEL 1

Cultivate: Maintain Affordability for Students

RELATED ITEM LEVEL 1

Engage: Addressing Identified Societal Issues

RELATED ITEM LEVEL 1

Engage: Engage Stakeholders in Beneficial Ways that Support the UI Mission

RELATED ITEM LEVEL 1

Engage: Faculty Collaboration with Communities (regional, national or international)

RELATED ITEM LEVEL 1

Innovate: Increase in Invention Disclosures

RELATED ITEM LEVEL 1

Innovate: Increase in Research Expenditures

RELATED ITEM LEVEL 1

Innovate: Increase in Scholarly and Creative Works Derived from Collaborative Partnerships

RELATED ITEM LEVEL 1

Innovate: Increased Number of Students Supported on Extramural Funds

RELATED ITEM LEVEL 1

Innovate: Increased Number of Terminal Degrees and Non-faculty Scholars

RELATED ITEM LEVEL 1

Innovate: Increased Percentage of Undergraduate Students Participating in Research

RELATED ITEM LEVEL 1

Transform: Creating an Inclusive Learning Environment

RELATED ITEM LEVEL 1

Transform: Increase Number of Degrees Conferred

RELATED ITEM LEVEL 1

Transform: Increase Number of Enrolled Students

3. Increase Extension and Outreach

College Goal Statement:

Extension provides research-based information to help people, business and communities solve problems, develop skills and build a better future. We aim to maintain the high level of direct Extension contacts with stakeholders and communities while increasing the interaction between campus-based and Extension faculty to promote greater research and outreach opportunities that address societal needs.

Action Plan:

Maintain the high level of Extension engagement through direct contacts.

Increase collaborative project proposals, publications, and Extension and outreach activities.

Achievement Indicators/Metrics:

Direct Extension contacts are reported annually.

Project proposals, funding, publications and Extension and outreach program participation is a part of faculty annual accomplishment reporting.

Progress: Section Completed, Waiting for Feedback

COLLEGE GOAL SUPPORTS STRATEGIC PLAN GOALS -----

RELATED ITEM LEVEL 1

Cultivate: Improve Customer Service

RELATED ITEM LEVEL 1

Cultivate: Increase Job Satisfaction Scores

RELATED ITEM LEVEL 1

Cultivate: Increase Multicultural Student Enrollment

RELATED ITEM LEVEL 1

Cultivate: Reduce Staff Turnover Rate

RELATED ITEM LEVEL 1

Engage: Addressing Identified Societal Issues

RELATED ITEM LEVEL 1

Engage: Engage Stakeholders in Beneficial Ways that Support the UI Mission

RELATED ITEM LEVEL 1

Engage: Faculty Collaboration with Communities (regional, national or international)

RELATED ITEM LEVEL 1

Engage: Increase Alumni Engagement

RELATED ITEM LEVEL 1

Engage: Increase U of I Extension Direct Contacts with Community

RELATED ITEM LEVEL 1

Innovate: Increase in Research Expenditures

RELATED ITEM LEVEL 1

Innovate: Increase in Scholarly and Creative Works Derived from Collaborative Partnerships

RELATED ITEM LEVEL 1

Transform: Creating an Inclusive Learning Environment

RELATED ITEM LEVEL 1

Transform: Curricular Innovation and Evolution

RELATED ITEM LEVEL 1

Transform: Increase Number of Enrolled Students**Entomology, Plant Pathology and Nematology****Upload Program's APR Self-Study Report:** Attached Files[APR-Self-Study-Report-by-Academic-Unit-Entomology, Plant Pathology and Nematology.docx](#)**Quality of Program's Self-Study Report:** Partially Meets Expectations**Questionnaire has been completed:** true**Recommendations:**

Departmental goals were clearly expressed. Some degree programs are in relatively early stages of development, which results in limited assessment data. Very good discussion of demand and productivity provided.

1. The department considers success in graduate seminars and PhD qualifying exams indicators of the ability to communicate scientific information in the discipline. The department is encouraged to report the number of students successfully meeting these outcomes.
2. Encourage faculty discussion of expected learning outcomes in all programs, even new ones such as GDE. Faculty should also be encouraged to streamline data collection using Canvas and provide outcomes data through Anthology to assess learning outcomes throughout the undergraduate curriculum.
3. Provide comprehensive reflection on Student Achievement as related to program goals.

Margaret Ritchie School of Family and Consumer Sciences**Upload Program's APR Self-Study Report:** Attached Files[APR-Self-Study-Report-by-Academic-Unit-Family and Consumer Sciences.docx](#)**Quality of Program's Self-Study Report:** Fully Meets Expectations**Questionnaire has been completed:** true**Recommendations:**

The Margaret Ritchie School of Family and Consumer Sciences is applauded for providing clarity through the development of new majors, setting aggressive unit goals, and generally providing clear expectations for student outcomes. Excellent work by ATD in evaluating three assignments (introductory, developing, and mastery) for each program learning outcome.

1. Ensure that learning outcomes are communicated to all students in program (not checked for CD, ECDE and ECE). Course learning outcomes should be defined in the syllabus for each course. The relationship between course learning outcomes and program or university learning outcomes should be communicated to students.
2. Some programs (CD, ECDE, HDFS) indicated that students did not meet standard due to lack of assignment submission or timely submission, perhaps due to COVID. These data potentially underestimate the proportion of students who are achieving learning outcomes. Suggest inclusion of multiple opportunities or an expanded window for students to demonstrate achievement of learning outcomes. Alternatively, greater emphasis on assignments that evaluate learning outcomes may motivate timely completion. Establish rubric to ensure consistency of evaluation in these programs.
3. Encourage all programs, even new ones (e.g. BS NS and FCS), to have learning outcomes established from the beginning and faculty discussions of student learning.
4. Assessment for MS FCS appears to focus on one new course. Consider assessment in additional courses or activities required of graduate students.
5. Actions necessary to achieve goal of increasing scholarly activity are not clearly stated. Department is encouraged to consider internal and multidisciplinary collaborations in working toward this goal.

Soil and Water Systems**Quality of Program's Self-Study Report:** Fully Meets Expectations**Questionnaire has been completed:** true**Recommendations:**

Departmental goals were generally expressed clearly, and goals for student enrollment were very well defined. Good summary information on student learning was provided and discussion revealed that SWS faculty are committed to improving assessment of student learning.

1. Department may benefit by focusing on goals/metrics (e.g. Goal 1 Research) where greatest improvement is desired in the next year.
2. Encourage department to identify source of data used for assessment for each program, as this is not always clear. Providing source of data will facilitate discussions to identify where additional touchpoints for data collection may be beneficial (e.g. Soil and Land Resources MS data show n=1 but it's indicated that 9 students are in program).
3. Department recognized that metrics are focused on juniors and seniors. SWS is encouraged to explore ways to assess learning outcomes throughout the undergraduate and graduate curriculum. Additionally, faculty are encouraged to streamline data collection using Canvas and provide outcomes data through Anthology. A summary of student learning should be completed for ASM

Agricultural Econ & Rural Soc-Academic

Agricultural Economics and Rural Sociology

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

[APR-Self-Study-Report-by-Academic-Unit-Agricultural Economics and Rural Sociology.docx](#)

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

Questionnaire has been completed: true

Recommendations:

Departmental goals were clearly expressed and very good summary information on student learning was provided.

1. Department recognized need for more points of evaluation throughout the curriculum. Encourage department to identify touchpoints for evaluation in both undergraduate and graduate courses.
2. Faculty should be encouraged to streamline data collection using Canvas and provide outcomes data through Anthology.
3. Department should ensure that learning outcomes are communicated to all students in program. Course learning outcomes should be defined in the syllabus for each course. The relationship between course learning outcomes and program or university learning outcomes should be communicated to students.

Agricultural Ed, Leadership, & Comm

Agricultural Education, Leadership and Communications

Upload Program's APR Self-Study Report:

Attached Files

[APR-Self-Study-Report-by-Academic-Unit-Agricultural Education, Leadership and Communications.docx](#)

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

Questionnaire has been completed: true

Recommendations:

The Department of Agricultural Education, Leadership and Communications has done excellent work in nurturing relationships with Idaho agriculture teachers and expanding regional recruiting activities through the Idaho FFA State Career Development Events. The Department has also been proactive in developing potential large enrollment courses to satisfy general education requirements in humanities and communications.

Recommend:

1. Continue strong faculty participation in youth activities and recruiting events, and complete good work of Vandal Ideas Project proposal to expand regional participation in the Idaho FFA Career Development Events hosted on Moscow campus.
2. The Department has been proactive in developing potential large enrollment courses to satisfy general education requirements in humanities and communications. Promoting AgEd 262 on campus and as dual credit and completing development of AgEd 101 will help satisfy the departmental goal to increase student credit hour production and serve campus and dual credit needs for excellent general education courses.
3. A need to recruit and retain Agricultural Education Teacher Candidates of Hispanic descent was identified. The department is encouraged to partner with CALS Director of Recruitment and Student Engagement and CALS Ambassadors to specifically promote Agricultural Education as a career option in those schools that serve high Hispanic populations.

Animal, Veterinary & Food Science-Academic

Animal, Veterinary and Food Sciences

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

[APR-Self-Study-Report-by-Academic-Unit-Animal, Veterinary and Food Sciences.docx](#)

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

Questionnaire has been completed: true

Recommendations:

Departmental goals were expressed and good summary information on student learning was provided for several of the degree programs.

1. Faculty should be encouraged to streamline data collection using Canvas and provide outcomes data through Anthology.
2. Department should ensure that learning outcomes are communicated to all students in Food Science program. Course learning outcomes should be defined in the syllabus for each course. The relationship between course learning outcomes and program or university learning outcomes should be communicated to students.
3. Department recognized need for more points of evaluation throughout the curriculum, but seems focused on senior/capstone courses. AVFS is encouraged to assess learning outcomes throughout the undergraduate curriculum rather than focusing solely on senior-level courses. Also, continue to consider expectations for students in each degree option and include unique learning outcomes as appropriate (e.g. AVS 471 Animal Disease Management was identified for outcomes assessment in the pre-veterinary/science option).
4. Recognizing the recent dissolution of the Bi-State School of Food Science, student learning outcomes for Food Science undergraduate degrees need to be identified, communicated to students and faculty, and assessed to continue alignment with Institute of Food Technologists (IFT) accreditation. Learning outcomes for FS MS and PhD degrees are provided but limited evidence of assessment and no reflection is provided.
5. Provide comprehensive reflection on Student Achievement, Demand and Productivity, or Financial Health and Resources as each of these are related to program goals.

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