

Education and Student Affairs Committee
Board of Regents, State of Iowa

Subject: Programmatic Re-Accreditation Reports at the University of Iowa

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Date: March 2, 2005

**Recommended
Action:**

Receive the following accreditation reports from the University of Iowa:

- Business Programs
 - Accounting Programs
 - Doctor of Pharmacy
 - Master's Program in Rehabilitation Counseling
 - Master's Program in School Counseling
 - Master's Program in Student Development in Postsecondary Education
 - Doctoral Program in Counselor Education
 - Internship Program in Professional Psychology
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**Link to
Strategic
Plan:**

This report addresses Objective 1.1 in the Board's Strategic Plan:

Offer high-quality programs through ongoing program improvement for undergraduate, graduate, professional, and non-degree students and special school students.

**Executive
Summary:**

Each program contained in this report: (1) underwent a self-study that addressed the criteria defined by its accrediting agency; and (2) had an on-site visit by peer evaluators. All of the programs were accredited for the full period allowed by the respective accrediting agencies.

The programs have responded to the concerns/recommendations identified during the on-site visit.

BUSINESS PROGRAMS IN THE TIPPIE COLLEGE OF BUSINESS

Description	The Tippie College of Business offers undergraduate and graduate programs that provide a foundation in the functional areas of business, complemented by contributing disciplines and modern management practices.
Accrediting Agency	The accrediting body is the Association to Advance Collegiate Schools of Business (AACSB) International.
Review Process	In anticipation of SUI's scheduled review of its degree programs in business, AACSB International invited the university to participate in an experimental accreditation maintenance review process. The maintenance review was based on (1) the school's definition of the administrative unit; (2) a set of comparative schools, including those from which the peer review team was selected, those that compete too directly to be on the peer review team, and those that comprise the university's aspirational set; and (3) strategic plans and annual reports on accomplishments and objectives.
On-Site Visit Team Report	In February 2004, the Peer Review Team reviewed the 21 accreditation standards of AACSB International and found that the School "has achieved high quality in relation to the accreditation standards of AACSB International."
Sample Strengths/Effective Practices Identified by the Team	<ul style="list-style-type: none">☐ "Effective process for promotion and tenure review at the college level."☐ "Strong emphasis on student placement."☐ "Effective and impressive quality standards for delivery of programs at off-site locations."☐ "Deliberate and opportunistic approach to recruiting new faculty that capitalizes on the excellent research reputation of the School and its geographic advantages in order to appeal to a sub-group of candidates in the market."☐ "Positive and productive relationship with the central IT function that allows the coordination of its own IT function with that of the university."

Sample
Consultative
Suggestions for
Improvement
Identified
by the Team

The following consultative suggestions for improvements are not relevant to maintenance of accreditation:

- ▣ “The current high level of achievement in the College’s programs may not be sustainable. The capacity for the college faculty to deliver quality educational products in all its programs is currently at its limit. The danger exists that the satellite programs will overtake the campus programs and become the college’s primary product.”
- ▣ “There is a need for more specificity in the college’s strategic plan. Clearer articulation of the timing of assessment, evaluation, and revisions to the plan and to the mission statement as part of a continuing process is recommended.”
- ▣ “Greater attention to diversity should be featured as one of the Tippie College’s goals. A strategic plan for advancing diversity should be constructed.”
- ▣ The communications and public relations functions in the Tippie College would benefit from increased coordination with the central campus authorities. The lack of a clearly communicated branding strategy for the University as a whole has reduced the aggressiveness with which the Tippie College has pursued its own marketing and brand building.

Accreditation
Status

In April 2004, AACSB International extended maintenance of accreditation for the undergraduate, master’s, and doctoral degree programs in business offered by the University of Iowa for an additional six years. The next on-site maintenance review occurs in year five, 2008-09. Annual maintenance reports and participation in the accreditation data module are required for each of the next five years.

In its annual maintenance reports, the Tippie College must measure and provide progress on strategic management of available resources, including implementation and results of strategies over the previous year on existing action items. Furthermore, action items, either obvious or explained, for the immediate future and their relevance to the mission must be included.

ACCOUNTING PROGRAMS IN THE TIPPIE COLLEGE OF BUSINESS

Description	The undergraduate and master's accounting programs prepare students for careers in public and corporate accounting and in related fields, including finance and law. The doctoral program prepares students for faculty positions.
Accrediting Agency	The accrediting body is the Association to Advance Collegiate Schools of Business (AACSB) International.
Review Process	In anticipation of SUI's scheduled review of its degree programs in business, AACSB International invited the university to participate in an experimental accreditation maintenance review process. The maintenance review was based on (1) the school's definition of the administrative unit; (2) a set of comparative schools, including those from which the peer review team was selected, those that compete too directly to be on the peer review team, and those that comprise the university's aspirational set; and (3) strategic plans and annual reports on accomplishments and objectives.
On-Site Visit Report	In February 2004, the Peer Review Team reviewed the 37 accreditation standards of AACSB International and found that the "overall quality of the degree programs offered by the Accounting Department of the University of Iowa relative to the AACSB accreditation standards is comparable or superior to those schools identified as peer institutions."
Sample Strengths/Effective Practices Identified by the Team	<ul style="list-style-type: none">▣ "In the Professional Orientation Seminar, students learn about the various accounting specialties and hear from successful practitioners."▣ "The Writing Program helps to develop and assess students' writing skills and honors three students each year with cash awards and plaques."▣ "Research workshop environment provides continuous stimulation to faculty and doctoral students by using available resources of the McGladrey Institute and PricewaterhouseCoopers to support an active and high quality accounting area research workshop series."

Sample
Consultative
Suggestions for
Improvement
Identified
by the Team

The following consultative suggestions for improvements are not relevant to maintenance of accreditation:

- ▣ “The decline of tenure-track accounting faculty represents a serious threat to the department’s teaching and research missions; an additional investment in the Accounting Department is both justified and necessary at this time.”
 - ▣ “Increasing faculty salaries in accounting needs to be a high priority for the University.”
 - ▣ “With the recent movement to a 150-semester hour environment in Iowa, an opportunity may exist to further develop and formalize the department’s commitment to the student internship program, especially involving spring internships.”
 - ▣ “The team encouraged the College and the Department to continue the recently initiated programs to increase the ethnic diversity among business and accounting majors.”
 - ▣ “The department’s curriculum review should be attentive to the AACSB’s relatively new “Assurance of Learning Standards” for business and accounting.”
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Accreditation
Status

The AACSB International extended maintenance of accreditation for the undergraduate, master’s, and doctoral degree programs in accounting offered by the University of Iowa for an additional six years. The next on-site accounting maintenance review occurs in 2008-09. Annual maintenance reports and participation in the accounting accreditation data module are required for each of the next five years.

In its annual maintenance reports, the accounting department must measure and provide progress on strategic management of available resources, including implementation and results of strategies over the previous year on existing action items. Action items for the immediate future and their relevance to the mission must also be included.

DOCTOR OF PHARMACY

Description	The Doctor of Pharmacy program provides professional education in a number of areas, including pharmaceutical technology, biopharmaceutics, medicinal chemistry and natural products, pharmaceutical socioeconomics, and clinical and hospital pharmacy. Aspects of biotechnology are a common part of pharmacy education.
Accrediting Agency	The accrediting body is the Accreditation Council for Pharmacy Education (ACPE) for the accreditation of professional degree programs in pharmacy and providers of continuing pharmacy education.
On-Site Visit Team Report	In March 2004, the Evaluation Team reviewed the 30 accreditation standards of ACPE and found the “Doctor of Pharmacy program to be in compliance in large measure with the ACPE accreditation standards.”
Sample Strengths Identified by the Team	<ul style="list-style-type: none">▣ “There is strong leadership provided by the dean, associate deans, and the division chairs.”▣ “There is a commitment to continuous quality improvement characterized by a willingness to undertake the necessary introspection to identify areas in need of improvement and to consider possible initiatives to achieve needed improvement.”▣ “There are strong positive relationships with the Veterans Administration Hospital and the University of Iowa Health Center.”▣ “The College has a strong focus on community practice and on the development of pharmaceutical care at these sites.”
Sample Recommendations Identified by the Team	<ul style="list-style-type: none">▣ “The Executive Committee should exert a more concerted effort to establish and communicate yearly goals and action plans to achieve various components of the strategic plan.”▣ “One area that requires attention is that of tenured College faculty members without established clinical practices at some institutions who precept students and rely on other health care professionals to provide much of the hands-on supervision of students without a formal assignment of responsibility for the students. Formalized relationships are necessary to strengthen supervision, provide role models, establish accountability, and better assess student achievement during the advanced practice experiences.”▣ “An area of the curriculum that needs attention is that of courses taught outside the pharmacy program yet core to its curriculum. At a minimum, corrective steps must be taken that allow the College to provide input into course content and to monitor relevant instructor and course assessment data.”

- ▣ “Academic advising at the College needs improvement.”
 - ▣ “The evaluation team notes the minimal level of staffing in the Pharmacy Practice Lab and suggests that the College explore ways to provide additional support to this sequence of courses.”
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Accreditation
Status

The Accreditation Council for Pharmacy Education extended accreditation for the Doctor of Pharmacy program until June 2010, which represents the customary six-year cycle. The next scheduled evaluation of the Doctor of Pharmacy program will occur in 2009-10.

Written Report
Required

A written report that addresses the Comments and Recommendations, as well as other issues raised in the Evaluation Team Report, must be sent to the ACPE office by April 15, 2006. This report must emphasize the continued development and refinement of the Doctor of Pharmacy curriculum, and of the physical and pharmacy practice facilities and other resources necessary to insure the effective delivery of the Doctor of Pharmacy program.

The following specific issues should be included in the requested report:

- ▣ Update on the College’s financial health;
 - ▣ Update on assessment activities at the College;
 - ▣ Update on student enrollment;
 - ▣ Update on organizational issues impacting the College;
 - ▣ Update on curriculum changes made since the March 2004 comprehensive visit;
 - ▣ Update on faculty turnover since the March 2004 site visit;
 - ▣ Update on procedural changes made relative to how non-pharmacy based elective courses receive approval within the College as meeting the elective requirements of the pharmacy curriculum, as well as how information about previously approved elective courses are communicated to students; and
 - ▣ Update on faculty-student interaction and communication, including changes made to the College’s academic advising program.
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MASTER'S PROGRAM IN REHABILITATION COUNSELING

Description	This program prepares professionals to provide direct services and coordinate resources for persons with disabilities.
Accrediting Agency	The Council for Accreditation of Counseling and related Educational Programs (CACREP) is the accrediting body for graduate programs in counselor education.
On-Site Visit Team Report	In November 2003, the On-Site Visitation Team reviewed the CACREP standards and found that both the department and the program standards were met. There were no specific requirements identified regarding the standards.
Sample Strengths Identified by the Team	<ul style="list-style-type: none">▣ "The leadership of the faculty in national organizations has resulted in changes in the curriculum for preparation nationally and is reflected in changes in the departmental curriculum."▣ "E-portfolios for students are required and used by faculty advisors to monitor student progress and by faculty advisors to monitor students progress and by students to develop understanding of program objectives and curriculum as well as for placement assistance."▣ "Students benefit greatly from the developmental training model created by the faculty and used in the program."
Suggestions for Improvement Identified by the Team	<ul style="list-style-type: none">▣ "Add curricular components that clearly address the community standards."▣ "Faculty should consider renaming courses in the community sequence to include the new community emphasis."▣ "Internship site selection and placement confirmations should occur with greater lead time for community agencies, particularly for the Fall semester."
Accreditation Status	In July 2004, the Council for Accreditation of Counseling and Related Educational Programs extended full accreditation for the Master's Program in Rehabilitation Counseling for eight years, through October 2011.

MASTER'S PROGRAM IN SCHOOL COUNSELING

Description	The school counseling program is designed for individuals who are interested in counseling children and adolescents within a school setting.
Accrediting Agency	The Council for Accreditation of Counseling and related Educational Programs (CACREP) is the accrediting body for graduate programs in counselor education.
On-Site Visit Team Report	In November 2003, the On-Site Visitation Team reviewed the CACREP standards and found that both the department and the program standards were met. There were no specific requirements identified regarding the standards.
Sample Strengths Identified by the Team	<ul style="list-style-type: none">▣ “There is a balance between theory and practice and comprehensive school counseling models and the American School Counseling Association standards are incorporated.”▣ “The strategic plan is comprehensive and proactive.”▣ “The long-tenure of a faculty member has provided tremendous stability to the program.”▣ “An excellent website provides a large amount of useful information for students and prospective students.”
Sample Suggestions for Improvement Identified by the Team	<ul style="list-style-type: none">▣ “Continue to encourage faculty to model professional identity in counseling/professional school counseling.”▣ “Some content areas need strengthening – legal and ethic issues, substance abuse prevention, and early childhood development.”▣ “A higher level of consistency across faculty in the advisement information provided to students is desirable.”▣ “Faculty are encouraged to avoid making changes in students’ approved programs of studies based on curricular innovations.”
Accreditation Status	In July 2004, the Council for Accreditation of Counseling and Related Educational Programs extended full accreditation for the Master’s Program in School Counseling for eight years, through October 2011.

MASTER'S PROGRAM IN STUDENT DEVELOPMENT IN POSTSECONDARY EDUCATION

Description This program integrates theory and practice and provides preparation for college positions in admissions and orientation, student activities, financial aid, career planning and placement, and similar areas.

Accrediting Agency The Council for Accreditation of Counseling and related Educational Programs (CACREP) is the accrediting body for graduate programs in counselor education.

On-Site Visit Team Report In November 2003, the On-Site Visitation Team reviewed the CACREP standards and found that both the department and the program standards were met. There were no specific requirements identified regarding the standards.

Sample Strengths Identified by the Team

- ▣ "Flexibility is provided to meet the needs of part-time students."
- ▣ "Students and alumni reported feeling empowered because they were given the responsibility for creating their own learning environment and learning vicariously from each other throughout their specialty coursework."
- ▣ "The faculty model group work and counseling skills in their classes."
- ▣ Students are challenged to explore various areas of student affairs and professional roles."

Sample Suggestions for Improvement Identified by the Team

- ▣ "Improve usefulness of website to provide more information to prospective and current students."
- ▣ "Encourage faculty to join and become active in the American Counseling Association and promote affiliation with the counseling profession."
- ▣ "Earlier notification of student assistantships is important to make the program more competitive."
- ▣ "Include more practical implications and applications for student affairs in the theories and career (core) classes."

Accreditation Status In July 2004, the Council for Accreditation of Counseling and Related Educational Programs extended full accreditation for the Master's Program in Student Development in Postsecondary Education for eight years, through October 2011.

DOCTORAL PROGRAM IN COUNSELOR EDUCATION

Description	This program prepares students to be counselor, counselor supervisors, counselor educators, and researchers and/or evaluators, and for other positions requiring expertise in human relations.
Accrediting Agency	The Council for Accreditation of Counseling and related Educational Programs (CACREP) is the accrediting body for graduate programs in counselor education.
On-Site Visit Team Report	In November 2003, the On-Site Visitation Team reviewed the CACREP standards and found that both the department and the program standards were met. There were no specific requirements identified regarding the standards.
Sample Strengths Identified by the Team	<ul style="list-style-type: none">▣ "Site supervisors report that students are well prepared."▣ "Library and technology resources for students are excellent."▣ "Supervision training is reported by students to be in-depth, intense, and exceptional."▣ "Instruction, supervision, and mentoring in teaching and supervision is a strength reported by both students and faculty."
Sample Suggestions for Improvement Identified by the Team	<ul style="list-style-type: none">▣ "The program is encouraged to revise the titles of the programs and assure that the counselor education and supervision doctoral program is clearly explained to students and distinguished from other doctoral programs in the department."▣ "Students report a desire to participate in research teams beginning in their first semester and would appreciate a research seminar even for an hour to talk about research."▣ "Faculty should consider providing more mentoring of doctoral students relative to careers in academia."
Accreditation Status	In July 2004, the Council for Accreditation of Counseling and Related Educational Programs extended full accreditation for the Doctoral Program in Counselor Education for eight years, through October 2011.

INTERNSHIP IN PROFESSIONAL PSYCHOLOGY

Description	<p>The internship in professional psychology is a part of the University Counseling Service (UCS), the primary provider of mental health services to students at the University. It provides a range of services, including outreach, consultation, and crisis intervention along with individual, group, and couples counseling and psychotherapy, all of which incorporate supervised training for interns. UCS provides practicum experiences for 7-10 students in the Counseling Psychology doctoral program each year, allowing training in clinical supervision as part of the internship program also.</p> <hr/>
Accrediting Agency	<p>The accrediting body is the Committee on Accreditation of the American Psychological Association.</p> <hr/>
On-Site Visit Team Report	<p>In April 2004, the On-Site Evaluation Team reviewed the eight required domains. The program met the provisions of all the domains.</p> <hr/>
Sample Strengths Identified by the Team	<ul style="list-style-type: none">▣ “The training model is effectively implemented and is sequential, cumulative, and graded in complexity.▣ “The program appears to have made systematic, coherent, and long-term efforts to attract and retain interns and staff members who represent diversity, and has succeeded in achieving staff diversity in terms of both ethnicity and sexual orientation.”▣ “Program staff members are accessible to the interns and provide them with a level of guidance and supervision that encourages successful completion of the internship.”▣ “The program strongly recognizes the importance of cultural and individual differences in both didactic and supervisory components of the program.” <hr/>
Sample Weaknesses Identified by the Team	<ul style="list-style-type: none">▣ “Intern stipends are below the national average, a fact that may have hindered the program’s efforts to attract a diverse group of high quality applicants.”▣ “The program resources for staff to present at conferences seem to be quite limited.” <hr/>

Annual Report
Required

The program must address the following issues in its 2005 annual report:

- Steps to address the below average intern stipend;
 - Progress made in filling the vacant staff position;
 - Information about its commitment to obtain new and more adequate video equipment;
 - Efforts to increase support for professional staff development.
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Accreditation
Status

The Committee on Accreditation of the American Psychological Association awarded accreditation to the internship program in professional psychology for a seven-year period extending to 2011, the maximum accreditation term possible.

Copy of
Materials

A complete copy of the materials on these accreditation reports, including the self-studies, on-site visiting team reports, institutional responses, and letters of formal notification of accreditation, is on file in the Board Office.

dg/h/aa/accred/Mar05 EDU10A (SUI).doc