MEMORANDUM

To: Board of Regents

From: Board Office

Subject: Iowa State University Accreditation Reports

Date: March 3, 2003

Recommended Action:

Receive the accreditation reports for Iowa State University noted below.

Executive Summary:

Each accreditation report is summarized below to include comments contained in the final accreditation report and the responses to the report's recommendations and conclusions from Iowa State University. The typical accreditation process includes the development of a self-study by the unit under review, site visits by outside peers representing the accreditation agency, and the development of a final report and recommendations by the accreditation agency. The summaries below reflect only the highlights of the findings and recommendations for each program.

The following accreditations are reviewed:

1. Bachelor of Architecture and Master of Architecture Programs
2. Student Counseling Service
3. Bachelor of Science in Forestry Program
4. Bachelor of Science and Master of Science in Community and Regional Planning
5. Athletic Training Program
6. Computer Science

Bachelor of Architecture and Master of Architecture Programs

Six-year Accreditation Granted

On August 20, 2001, the National Architectural Accreditation Board (NAAB) informed Iowa State University that the Bachelor of Architecture and Master of Architecture programs were formally granted six-year terms of accreditation.

Below is a summary of the Visiting Team report on the 2 programs, including a response from ISU to the deficiencies identified in the report.

Team Comments:

Commendations

- The provost is committed to the success of the college and its architectural leadership. He has pledged his support in maintaining the resources necessary for the technological needs of our profession.

- The new chair, as a renowned practitioner, is bringing a new vision and leadership to the program at Iowa State. He has established an excellent rapport with faculty and the professional community at large, and he is committed to the program's success.

- The students are extremely resourceful in optimizing their academic environment. A richness of models, drawing skills, writing skills, and emerging computer skills, movie making and even real construction is taking place. There is vitality within the building 24 hours a day.

- The faculty is collegial.

- The preparation for the visit was outstanding. An amazing body of work has been displayed with care and pride. The team appreciated the attention to every detail.

- The program provides students and faculty with tremendous opportunities for travel and exploration with studios in Rome, and New York, Los Angeles, Chicago, New Mexico and soon Havana, Cuba. The richness of experience goes well beyond Iowa.

Conditions Well Met:

Criteria well met:
  12.6   Collaborative Skills
  12.7   Human Behavior
  12.8   Human Diversity

Deficiencies

Conditions Not Met:

ISU Response to Deficiencies

ISU Response:

The following specific responses to the unmet items in the Visiting Team report are enumerated below.

3.   Publication Information – Not Met

Outdated language about the accredited professional degree program in current catalog. NAAB-required language does not appear in any promotional materials.

NAAB wording has been incorporated into the text for the new catalog. Promotional literature will be modified as it is updated.

12.5 Fundamental Design Skills – Not Met (Graduate Program)

The design fundamentals still need to be more clearly identified in the course syllabi for each studio, but the development of the comprehensive design studio has improved the total performance within this criterion.

12.9 Use of Precedents – Not Met (Graduate Program)

Precedent studies are the basis of Arch 501, the initial design studio at the graduate level. A series of explorations and applications of formal and programmatic precedents are identified through selected architects. An example was the fall Arch 501 studio conducted by Professor Muecke. The students produced digital movies showing an evolution of their design. Each stage of the evolution added the perspective and precedent of a prescribed architectural philosophy. Professor Muecke has received the highest teaching award given by the College for his engaging and effective methods in this course.

12.14 Accessibility – Not Met

We have a well-subscribed architecture elective that deals with accessibility, Arch 471, Design for all People. The aspiration of conceptual accessibility was also introduced into the Integrated Design Studio.

12.15 Site Conditions – Not Met (Graduate Program)

There has been an attempt to diversify the site conditions for the studio projects this year, but we are still developing a plan to coordinate a broad range of site conditions and settings over the graduate studio curriculum.

12.22 Building Systems Integration – Not Met (Graduate Program)

The creation of the Integrated Design Laboratory in coordination with the Comprehensive Studio specifically deals with this issue.

12.29 Comprehensive Design – Not Met (Graduate Program)

A Comprehensive Design studio that includes the defined NAAB criteria is a direct response to this issue.

12.30 Program Preparation – Not Met

The issues of programming have been addressed in the new Integrated Design Laboratory. We anticipate that this will become a required course at both the graduate and undergraduate levels.

We are working diligently to improve the deficiencies identified in the report, particularly in our graduate program. We are also playing a lead role in the conceptual evolution of a graduate college of design. The planned coordination and enhancement of the graduate programs that is taking place at the college level is a great asset to our department.

Additional
Concerns

NAAB Team Comments on Causes of Concern:

Faculty. Recent faculty turnover at the senior level has left students and remaining faculty with a sense of insecurity. While the curriculum is being delivered, the Department of Architecture needs to hire its compliment of permanent faculty. A balance in faculty diversity must be maintained between the technical aspects of the program and a well-balanced theoretical base to the curriculum. The effort to hire senior faculty could be hampered by salaries that lag behind the national average.

Graduate Program. The graduate program is at an important crossroad. It needs to redefine its professional and intellectual focus with emphasis on the synthetic nature of the studio experience.

Technology. Continued support at the University level for technological advances is imperative. This support must include training of faculty to better deliver and take advantage of computer technology.

Collaboration. Previous teams have noted the potential for collaborative efforts within the College of Design and the greater University. These have failed to be realized. The commitment of Chairman Lewis to this potential will help make this a reality.

Engagement. Iowa State University, as a land grant University of Science and Technology, has an institutional mission to serve the community with engagement. The undergraduate program is beautifully positioned to fulfill that mission. This team urges Iowa State to align their goals with applied research within their own community. The Urban Center in Des Moines and the Design Build Studio are vehicles that could be built upon.

The team urges the upper administration of the University to take more advantage of the expertise of the Department on issues of campus planning, architect selection and design review. This would not only be a benefit to the campus, but would also recognize the quality of the faculty and its leadership.

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Student Counseling Service

Accreditation
Granted Until 2008

At its meeting on April 4-7, 2002 the Committee on Accreditation conducted a review of the internship program in professional psychology at Iowa State University Counseling Center. This review included consideration of the program's most recent self-study report, the report of the team that visited the program on December 6-7, 2001, and the program's response to the site visit report on February 19, 2002. The Committee voted to award accreditation to this program. In so doing, the Committee scheduled the next accreditation site visit to be held in 2008.

Below is a summary of the program's perceived relative strengths and weaknesses. This will be provided according to each of the criteria (**"Domains")**.

➢ **Domain A: Eligibility**. As a prerequisite for accreditation, the program's purpose must be within the scope of the accrediting body and must be pursued in an institutional setting appropriate for the doctoral education and training of professional psychologists.

Iowa State University Student Counseling Center offers education and training which prepares students for independent practice of psychology. It is the only mental health counseling facility on campus. The service appears to be an important part of the campus and programs are will integrated with the university.
The Committee noted that the current institutional funding problems may ultimately have a negative impact on the program.

➢ **Domain B: Program Philosophy, Objectives and Training Plan**. The program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the practice of professional psychology. The internship is an organized professional training program with the goal of providing high quality training in professional psychology. The training model and goals are consistent with philosophy and objectives. The program has a logical sequence that builds upon the skills and competencies acquired during doctoral training.

The training for practice is sequential, cumulative, and graded in complexity. The extensive orientation period for interns is used to provide a variety of types of didactic training. Expected competencies are clearly laid out as a set of ten goals with objectives, assessment methodologies and documentation procedures. The interns express their satisfaction with the program and with the veracity of its self-presentation. The Committee noted that the number of recent graduates who obtain counseling center staff positions immediately after the internship is unusually high.

➢ **Domain C: Program Resources**. The program demonstrates that it has resources of appropriate quality and sufficiency to achieve its training goals and objectives.

The program currently has four interns, but will drop to three in 2002-2003 due to budget cuts. Primary supervisors for clinical cases are assigned out of a pool of 8 available staff members who are doctoral level licensed psychologists. The site visitors are impressed with the interns who are knowledgeable about the program's philosophy, goals, and model.

The Committee is concerned that cuts in staff to meet budgetary constraints may eventually negatively impact the internship.

> **Domain D: Cultural and Individual Difference and Diversity**. The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists.

  The program is consistent with the provisions for this domain and appears to make a strong effort at diversity training and recruitment.

> **Domain E: Intern-Staff Relations**. The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between interns and training staff and that it operates in a manner that facilitates interns' training and educational experiences.

  The documents provided specify intern rights and the interns spoke positively about the environment of respect and trust that they experience in the program. The interns receive regular feedback verbally in each program area and a formal written evaluation in the middle and at the end of their internship. The intern files are generally very complete, containing clear evidence that procedures are regularly followed. A certificate of completion is issued.

> **Domain F: Program Self-Assessment and Quality Enhancement**. The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, enhances the quality of professional education and training obtained by its interns and training staff, and contributes to the fulfillment of its host institution's mission.

  Interns meet weekly with the training director. This weekly meeting provides regular opportunities to express ideas for improvement of the program and their specific needs. The training committee meets regularly and reviews certain aspects of the program on a rotational schedule.

  Professional development funds are available to both senior staff and to interns to be used for conferences, jobs search activities or other professional training opportunities.

ISU Response   *With respect to all of the concerns noted by the Visiting Team, Iowa State University has indicated that it plans to make corrections such as being consistent in its program model descriptions as "practitioner-scholar," implementing more systematic training in empirically validated treatments, and specifying concrete exit criteria. The University will also respond to intern feedback by increasing the number of individual clinical hours to 12-14 and reducing some of the seminar hours.*

It should also be noted that ISU's internship class was reduced to 3 interns for 2002-2003 due to statewide budget cuts. This cut was made in time to recruit the correct number of interns through the Association of Psychology Post-Doctoral and Internship Centers (APPIC) matching process. The salary was kept the same. ISU had a number of students representing diversity in its pool.

Relationship between Domains B and F: Assessment of desired outcomes. The program shows, through self-assessment and outcome data, that it has achieved its stated goals and objectives.

There is good concordance between program training goals and employment outcomes of intern graduates.

Domain H: Relationship with Accrediting Body. The internship program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted.

The program is consistent with the provisions for this domain.

Bachelor of Science in Forestry Program

Action. The SAF Committee on Accreditation continues accreditation through 2006 for the Forest Ecosystem Management, and Forest Products options leading to the Bachelor of Science in Forestry degree as administered by the Department of Forestry, Iowa State University. The SAF Committee on Accreditation also grants initial accreditation through 2006 for the two options, Urban and Community Forestry, and Natural Resource Conservation.

Accreditation Granted Through 2006

Further, the Committee requests an Interim Status Report to be submitted in 2006 to comply with procedures stated in the Accreditation Handbook. Said report shall also include information on the following points:

1. Progress in establishing stronger relationships between University, College and Department goals and decisions relating to budget and facilities.

2. Progress in establishing more formality in curriculum and course evaluation, including information how the processes of self-evaluation and student outcomes are contributing to improvement in teaching.

3. Continued discussion on the relative balance between research and teaching loads, compared to budget allocation.

4. Progress in the achievement of University goals on diversity.

Summary of
Findings and Action

The following is a summary of findings by each criterion ("Standards") and action by the Society of American Foresters Committee on Accreditation, based upon a site visit and the visiting team's report.

➢ **Standard I – Forestry Program Mission, Goals, and Objectives**. The Department of Forestry (Department), the College of Agriculture (College) and Iowa State University (University) all have clearly defined missions and goals that are clearly linked. Common elements that are particularly pertinent to accreditation are promotion of scholarship, diversity, interdisciplinary collaboration, coupled with an intellectually stimulating and supportive University community that encourages creativity, best practices and extracurricular activity. Academic outcomes are stressed and progress in the application of scientific principles of forestry is specifically addressed. There is substantial focus on teamwork and communication.

The Department has a dynamic assessment and review system, fully responsive to University and College goals. However, it is not clear how, or whether these goals relate to budget development, staffing and priority for facilities.

The standard is met.

➢ **Standard II: Curriculum**. The Bachelor of Science degree in Forestry continues to be the only degree offered at Iowa State. There are now four options. Continued accreditation is sought for two options – Forestry Ecosystem Management (formerly Forest Resource Management) and Forest Products. Initial accreditation is sought for the two new options (Urban and Community Forestry, and Natural Resource Conservation).

A noteworthy characteristic of the four curricula is the commonality of general and professional core classes among the four. About one-half of the general and professional requirements are common. It is also noteworthy that the Department requires substantial exposure to communication, critical thinking/problem solving and environmental matters by mandating substantial requirements in "intensive" courses for all three areas.

General education requirements are common to curricula in Forest Ecosystem Management, Wood Products and Community Forestry. Requirements are 12.5 (Communications), 25 (Science and Math), 15 (Social Science and Humanities) with electives ranging from 9.5 to 17.5. In the Natural Resources Conservation curriculum, requirements are 12.5 (Communications), 29 (Science and Math), 18 (Social Science and Humanities) and 11.5 (Elective).

Professional course requirements among the four curricula range from 17 to 24.5 (Forest Ecology and Biology), 4.5 to 11 (Measurements), 22.5 to 28.5 (Management of Forest Resources) and 8.5 to 13 (Forest Resources Policy and Administration).

The Department has a strong program based in student outcomes, which contains specific statements of outcome objectives. The program outcomes are assessed in exit interviews, through faculty self-evaluation, by peer groups, surveys and student feedback. While most of these processes are informal, there are sufficient checks to assure quality outcomes. The creation of more formal processes is still emerging.

The Department clearly leads the College in developing the teaching and assessment techniques associated with Project LEA/RN. This program, which emphasizes group and collaborative teaching methods, stands out at the University in its effectiveness. It too integrates processes for self-evaluation and, in general, there is significant satisfaction with its outcomes. It was noted that other students in the College are challenged by the academic performance of the forestry students, due largely to their strengths in communication, critical analysis, teamwork and integration.

Ethics is covered through requirements at the College level. Within the Department three courses with ethics components are required for all four options. Students and alumni report that this process serves them well.

Curriculum relevancy, except for conformance with the University catalog, is driven by both formal and informal stimuli. Project LEA/RN is expected to increase some of the formality. Department faculty are actively engaged in job search for students; this connection provides a ready mechanism for needed change.

The standard is met.

➢ **Standard III: Organization and Administration of the Forestry Program**. The Department Chair is appointed by the Dean of the College for a five-year term. The incumbent has been in position since 1995 and was re-appointed in 2000. Authority is comparable to other administrative heads within the College, and includes implementation of priorities established by appropriate faculty committees. The Chair has full budget authority, following allocation by the Dean of the College.

There are clear admission requirements for high school as well as transfer students. Students are required to adhere to curriculum requirements; students expressed no real issue with the manner in which this is accomplished.

The standard is met.

➢ **Standard IV: Faculty**. The Department consists of 13 persons defined as Faculty, plus one half-time Associate Scientist. All have Ph.D. degrees. Other faculty members, who hold joint appointment with other Departments, support the programs.

The majority of the faculty has strong roots, academically and experientially, in Iowa. Of the thirteen, four are female, as is the Associate Scientist. Four are from other countries. Minority and female recruitment is a priority in the University and the Provost reviews all reasons for rejection of the highest rated female or minority candidates.

Most faculty have taken advantage of the University Center for Teaching Excellence, which provides assistance in creating and maintaining teaching excellence.

Teaching workloads for the Forestry faculty tend to be higher than in other departments. There has been a 90% increase in student clock hours per faculty FTE since 1995. All faculty appointments are split, mostly between teaching and research. Some imbalance between teaching load and budget allocation is noted. No faculty member teaches more than five required courses; most teach two or three.

The faculty has little redundancy in skills. Since some of the required courses are taught by faculty from other departments there is some risk that priorities could leave some skill areas inadequately covered as replacements occur.

There has been an increasing emphasis on research at the University, as in many other universities. This increases the imbalance between budget and what faculty are actually doing.

There is a Faculty Professional Development Program, similar to sabbatical programs. In the last five years, three Forestry faculty have participated in this. All requests have been approved in the past five years.

All faculty members are members of professional societies and/or scientific organizations.

The standard is met.

➢ **Standard V: Students**. There have been between 22 and 29 Forestry B.S. degree recipients per year over the past 5 years. The two accredited programs (Forest Ecosystem Management (formerly Forest Resource Management) and Forest Products accounted for 122, total; Urban and Community Forestry (added in 1999) accounted for 4. Enrollment is expected to decline.

Graduates have a good history in gaining forestry employment, averaging 63%. The Department is addressing the decline in enrollment by assessing its curricula (adding the two new options is part of the strategy) and through improving student employment rates.

Student racial diversity is low, consistent with the University as a whole. There is good gender diversity. Minority population in Iowa, as a whole, is about 4% and the University has an ambitious racial diversity goal of 8.5%. The specific College goal is also an ambitious 6%. Students themselves are required to take a minimum of 3 credit hours of "diversity" course work. The students support this course requirement.

Students are assigned advisors in the freshman-sophomore years and nominate three for their junior-senior years; one of the three is assigned. Students demonstrate satisfaction with the process and with the quality of advising.

Students are not formally engaged in policy and decision-making at the Department level, but do actively participate in course and instruction assessment and evaluation. They express significant satisfaction with the strategic elements of Project LEA/RN, particularly in preparation in communication, teamwork and critical thinking and analysis.

Students have many opportunities to engage in professional development and actively participate in professional societies and the forestry club.

The standard is met

➤ **Standard VI: Parent Institution Support**. Funding support, in general, is a significant challenge for the Department. Increases in the last five years have been below the average for the College (ranked 12th among the College Departments). The budget has increased an average of 2.4% per year, but is still 6% below the College average. Full professor salaries are comparable, Associate Professors are 8% below and Assistant Professors are 12% higher than peer University faculty salaries.

Academic support from other Departments and Colleges is strong; access is not a problem. Support services from the University are strong, but those aimed primarily at students (such as the library) are not used too widely, due to excellent Departmental support and student access.

There is good external support through collaborative programs for new equipment purchases.

The standard is met.

- **Standard VII: Physical Resources and Facilities**. Since 1995 space for storage, offices for graduate students and research space has increased. Most professional courses are taught in state-of-the-art teaching classrooms, which also contain visual connectivity to the Iowa Communications Network. The primary Department need is for multi-purpose classroom space and for laboratory space for the sophomore field study series.

  Field study sites are available within reasonable driving distance to the campus. Most are under control of other owners/agencies; many are regularly used in research and are readily accessible for student use. The sophomore series field camp uses sites in Wyoming, Minnesota and Alabama.

  Acquisition of new technological equipment is a challenge. External support fills much of the void, but funds are limited, internally.

  Overall, most of the Department space problems have been solved through integration of forestry and other College classes and activities and through facilities sharing with other Departments. The system is working well, minimizing the potential negative impact of financial and space limitations.

  The standard is met.

- **Standard VIII: Research, Extension, Continuing Education and Public Service**. All components are an integral part of the Department's program and enhance the undergraduate program. Research field sites are often used for laboratory courses and up to 20% of the students employed, part-time, in research projects. Extension programs are also readily available to students, increasing their exposure to diverse topics and issues.

  As noted earlier, an increasing emphasis on research at the University, coupled with significant faculty FTE allocations to research raises some question about the balance between teaching and research access with the faculty itself.

  The standard is met.

- **General Observations**. The application of Project LEA/RN to teaching in the Department is laudable. Students are self-confident, enthusiastic and articulate. Their academic achievements are very competitive within the College. Also, the emphasis in communications, critical thinking and environmental awareness in curriculum structure appears to make significant contributions to excellence in academic preparation. The Department demonstrates creativity in solving space and equipment availability problems through cooperation with others.

**Bachelor of Science and Master of Science
in Community and Regional Planning**

3-Year
Accreditation
Granted

In it's March 11-12, 2001 meeting, the Planning Accreditation Board (PAB) granted three-year accreditation, effective January 1, 2002 to December 31, 2004. (The maximum term of accreditation is 7 years.)

Condition of
Continued
Accreditation

A condition of this accreditation is that the programs submit progress reports by September 1, 2003, addressing their compliance with the following accreditation criteria areas:

4.1 & 4.2 Curriculum Quality and Goals, including the differentiation of courses for the undergraduate and graduate students;

5.3   Faculty Recruitment and Composition, including the achievement of stability, retention of faculty, and diversity;

5.4   Continuing Academic and Professional Development of the faculty, with consideration of mentoring of junior faculty;

5.5   Concentration of Faculty Resources, particularly as is suitable to meet the programs' goals and objectives and is suitable as a regular work load;

6.3   Specializations, particularly the faculty support for all the specializations advertised and offered;

9.3   Size of graduate program enrollment focusing on the need to have a critical mass for a quality student learning environment; and

9.4   Student Recruitment and Composition with respect to diversity.

Strengths

Strengths of the Programs.   The Department and the two programs have numerous strengths according to the PAB Site Visit Final Report. The vast majority of the criteria of the PAB were fully met. Below are the site committee's comments on the strengths of the programs.

Alumni Support

1.   The Department's alumni support group (many of whom are also employers) is supportive and enthusiastic about the quality of education available through the programs.

Strong Ties
to Planning
Committee

2.   The programs have strong ties to the professional planning community as well as to various research, outreach and extension organizations including the Center of Transportation Research and Education (CTRE), the Community Outreach Partnership Center (COPC), and the Institute for Design Research and Outreach (IDRO). This generates work and career opportunities, internships, and increases outreach opportunities.   The Department's extension activities are highly supportive of the University's mission as a land grant school.

Outstanding Facilities	3. The facilities available to faculty and students are outstanding. Work space, libraries, reading areas all meet Department needs. The Iowa Cable Network (ICN) offers the opportunity for distance learning throughout the state.
Student Support	4. Graduate students receive significant funding assistance.
Strong Inter-disciplinary Ties	5. The Department is involved in strong interdisciplinary programs such as Environmental Studies, Transportation, and Housing.
Faculty Commitment	6. Senior faculty are strongly committed to the programs. The junior faculty are skilled and well-liked.
Administrative Support	7. The Provost, Dean, other University administrators and state officials are highly supportive and appreciative of the program's education and outreach.
Good Placement Services	8. The programs have good placement assistance services and enthusiastic and articulate advisors and spokespeople.

Improvement Needed

Recommendations for Improvements. The PAB site visit report notes that there is one NOT MET criterion, (7.2) Quality Research and Scholarly Activities, and several PARTIALLY MET criteria (1, 4, 5, 6, 7) for both programs. Note that each criterion includes several subparts. These are described below:

➤ **Criterion 1.** Goals and Objectives:

❑ Clarity (1.3). Establish goals and objectives which distinguish between the BSCRP and MCRP programs.

❑ Progress (1.5). Goals and objectives should describe how progress will be measured. Expectations should be written clearly, particularly for new faculty and should include indicators to assess "creative thought, scholarship, and research."

ISU Response to Criterion 1

ISU Response – The site visit report indicates that "it is somewhat difficult to assess progress relative to the recommendations of the previous site visit," and that "there has been progress made on several recommendations, but others are written in such a way that it is difficult to measure progress." The report did not specify what is included under "others." Section 1.5 progress of the self-study reports for both programs detailed the progress made since the 1995 accreditation report. In addition, the Department submitted a detailed report on the progress to the PAB dated September 1, 1998 (we assumed the team had a copy of it), and the chair of the Department met with the Board in October 1999 and presented this progress report and responded to questions. The outcome was the decision by the Board to offer the two-year extension for re-accreditation to both programs effective January 1, 2000 through December 31, 2001. The changes introduced to both programs were presented in the self-study reports.

> **Criterion 4.** Curriculum:

Improvement
Needed

❑ Graduate students should have more than six weeks of statistics coursework (criterion 4.36).

❑ Eliminate combined courses for required core courses. (Eliminating the combined required studio and giving the undergraduate students their own studio space will help the undergraduates define their own identity.)

❑ Reduce the number of combined undergraduate/graduate courses.

❑ Re-evaluate the curriculum and reallocate the courses among the eleven faculty.

❑ Update the syllabi for courses. Differentiate appropriately between graduate and undergraduate requirements.

❑ Fill the full-time positions, and replace the bulk of part-time visiting positions with full-time faculty. New positions should include an environmental planner and a professor who could teach law and zoning.

ISU Response to Criterion 4

ISU Response *–. Currently, we offer a five-week module focusing on statistics. Our self-study reports incorporated all the changes that we introduced to both programs. One of these changes is the introduction of a new semester-long course focusing mostly on statistics, C R P 501 titled "Quantitative Methods for Planning Data Analysis." This course is a required one in the master program, and the students are also required to take two additional courses: C R P 521, "Land Use Planning" and C R P 523, " Advanced Planning Methods." In addition, we offer two elective courses: C R P 551, "Introduction to Geographic Information Systems" and C R P 552, "Geographic Data Management and Planning Analysis."*

The report suggests on page 19 that there is pressure to move toward a stronger urban focus. They noted the same as one of the concerns raised with them. The move toward giving a stronger urban focus was initiated by the faculty to establish a balance in our offerings and outreach activities. Our Community Outreach Partnership Center in Des Moines, Iowa, is one of these initiatives to create such a balance and expose our students to urban issues. The key issue here is to establish a balance and not focus on one at the expense of another. We believe that our location and setting dictate paying attention to rural and small-town issues.

> **Criterion 5.** Faculty Resources and Composition:

Improvement
Needed

❑ The expectation that faculty will publish in refereed publications should be explicitly expressed. Faculty, particularly non-tenured and new faculty, should be encouraged to publish (criterion 5.1).

❑ Requirements for tenure should be clearly presented. The Promotion and Tenure document approved by the CRP faculty (Appendix 3 in the Self-Study Report) should be reviewed and made more explicit. The mentoring process for non-tenured

faculty should be continued and expanded. If there is a shortage of senior planning faculty, perhaps mentors could be found in other social science areas. The third-year review process should be clarified and feedback should continue beyond the third-year review.

❑ Increase collegiality among faculty and extend collegiality to junior faculty.

❑ Complete the hiring process of full-time faculty in order to reduce the workload of non-tenured faculty and add stability to the curriculum.

ISU Response to Criterion 5

***ISU Response** – The Team is quite correct in that the department is still going through a transition as a result of retirements and resignations. However, these facts should not be interpreted in that "tenure-track faculty are carrying heavy loads," page. 23. Such an observation is not substantiated. No faculty member was ever assigned more than two courses per semester, including both junior and temporary full-time faculty. It should be noted that this teaching load is lower than that of some of our sister departments within the College of Design. Each of our junior faculty, with the exception of one, received a minimum of one release time from one course funded by the Department. Two of them were granted release time from one additional course as a result of a grant they received to prepare a course on sustainable development (C R P 484/584), and they co-taught this course together twice (during spring semesters 1999 and 2000). One of them also received an additional release time as a result of a buy-out from a research grant.*

➢ **Criterion 6.** Teaching, Advising and Student Services:

Improvements Needed

❑ Replace the bulk of visiting teachers with full-time faculty, especially in the BSCRP program (criterion 6.2).

❑ Ensure that required core courses, especially in the BSCRP program, are taught by full-time faculty (criterion 6.2).

❑ Hire faculty with a specialty in Environmental Planning and Design (criterion 6.3).

❑ Establish a bi-weekly or monthly lecture series by practicing planners and faculty from related fields.

ISU Response to Criterion 6

***ISU Response** – The Team is quite correct in that the department is still going through a transition as a result of retirements and resignations. However, these facts should not be interpreted in that "tenure-track faculty are carrying heavy loads," page. 23. Such an observation is not substantiated. No faculty member was ever assigned more than two courses per semester, including both junior and temporary full-time faculty. It should be noted that this teaching load is lower than that of some of our sister departments within the College of Design. Each of our junior faculty, with the exception of one, received a minimum of one release time from one course funded by the Department. Two of them were granted release time from one additional course as a result of a grant they received to prepare a course on sustainable development*

(C R P 484/584), and they co-taught this course together twice (during spring semesters 1999 and 2000). One of them also received an additional release time as a result of a buy-out from a research grant.

> ➢ **Criterion 7.** Research and Scholarly Activity:

Improvements Needed

This is the area of most concern, particularly regarding criterion 7.1 - Policy and 7.2.3 - Dissemination. In order to meet the criteria, the following recommendations should be undertaken:

- ❑ The expectation that faculty will publish in refereed publications should be explicitly expressed. Faculty, particularly non-tenured and new faculty, should be encouraged to do so. It should be a goal to expand scholarly research and discussion to extend beyond the university and state boundaries.

ISU Response to Criterion 7

***ISU Response** – We are quite surprised that the Team did not acknowledge the level of funded research taking place in the Department. The Department was able to increase those funds from $536,681 during the 1997-98 AY to $1,857,774 during the 1999-2000 AY. This represents an increase of about 246 percent during a three-year period. This was done also during a period of serious transition that the Department has been experiencing.*

Most of our faculty are young. One of them just published an article that was accepted for publication more than two years ago. We are utilizing every possible avenue to disseminate our scholarship, including publications in refereed journals, edited books, reports that are distributed widely inside and outside the state, and through presentations at academic and professional conferences. Section 7.2.1 of both of our self-study reports documents this effort by the entire faculty. The Team is correct in encouraging us to increase sharing our research effort outside Iowa. Our land-grant mission, as they noted, is reflected in our publication. We will continue to strive to improve it.

Additional Concerns Noted in the Final Site Visit Report and Possible Solutions:

Throughout this report, the team has raised issues and actions that may help the programs improve. In addition, the following possible actions may help:

1. Consider shifting the Department's focus from rural to urban planning. As the State (and the Nation) continues to grow and move away from its traditionally rural roots, this will become increasingly important. This need and desire to address urban issues and problems was expressed both by University administrators and by the students.

2. The potential hiring of 3 new faculty will increase the total to 11. This offers an outstanding opportunity for the Department to revisit the curriculum of both programs, and address some of the issues discussed above, including minimizing the number of combined courses, adding courses with urban emphasis, better allocation of faculty resources, and strengthening the curriculum in general.

3. The University might establish a policy of spousal support. The lack of such a policy negatively impacts the ability of new faculty to stay, and will impact the pool of potential new faculty to be hired (two of the current faculty are affected by this problem).

Athletic Training Program

Accreditation Granted Until 2005-06

On March 27, 2002 the Commission on Accreditation of Allied Health Education Program (CAAHEP) granted accreditation to the ISU program on Athletic Training until the 2005-06 Academic Year.

Program Strengths

Program Strengths - The following are comments on Program Strengths from the site visit report.

➢ Iowa State University has demonstrated a long and proud tradition of Athletic Training Education. As the athletic training program evolves to meet the curriculum challenges ahead, the Site Visitation Team sensed strong administrative support for the program from Dr. Richard Seagrave (Interim President) to Dr. Jerry Thomas (Chair, Health and Human Performance Department).

➢ Essential to the success of the athletic training education program is the close cooperation between the Athletic Department and the Health and Human Performance Department. This support was evident from our conversations with J. Elaine Hieber, Associate Athletic Director (SWA), Mark Coberley and Denise Harklau (Men's and Women's Head Athletic Trainers) and Dr. Marc Shulman (Team Physician). These people not only respect the leadership of Mary Meier as program director, but they also have a very good understanding of the program, its needs, and have a passion for athletic training education at Iowa State University.

➢ The athletic training room in the Jacobson Building is one of the finest facilities in the nation. The athletic training departmental library, staff offices, clinical facilities and rehabilitation equipment are second to none.

Additional strengths of the program are found in the University's commitment to professional development for Mary Meier and the entire athletic training staff.

Program Deficiencies

➢ **IB1d-Training Curriculum** – The athletic training curriculum shall include provision for clinical experiences under the direct supervision of a qualified clinical instructor in an acceptable clinical setting.

Comments:
1. No supervision of student athletic trainers at high school football games.

2. Inconsistency in the placement of student athletic trainers in the clinical setting. Not all students area receiving experiences with both men's and women's sports; some students are spending more than one half of their clinical experience in an affiliated setting, while other students have been limited to only one experience.

ISU Response

1. *The Iowa State University Athletic Training Education Program will cease to cover the high school football games and discontinue this experience from the program. The current agreement with McFarland Clinic will be dissolved and the student athletic trainers will not be required to cover high school football games.*

2. *The student athletic trainers will be assigned for four week rotations to the Iowa State Sports Medicine Physical Therapy clinic supervised by two physical therapists/certified athletic trainers and Ames High School supervised by the Certified Graduate Assistant Athletic Trainer. This will be part of their clinical experience in the athletic training education program. Student athletic trainers will no longer be assigned to only one affiliated setting and will be rotated through men and women's sports to diversify their clinical experiences. See attached clinical rotation schedule for spring, 2001.*

> **ID1a-Fair Practices** – Announcements and advertising must accurately reflect the program offered.

Comments:

1. No documentation of any agreement between Sport Medicine Consultants/McFarland to supply student athletic trainers for high school football games was provided in the self-study. In addition there was no evidence of such a requirement found in any of the materials describing the requirements of the program.

ISU Response

1. *The agreement between McFarland Clinic and Iowa State University was a verbal agreement between the two parties. The program was not mentioned in the self-study because it was through a separate organization (McFarland Clinic) and not Iowa State University. The agreement and the clinical experience will be discontinued and not offered through the Iowa State Athletic Training Education Program.*

> **ID1f-Fair Practices** – Policies and Processes by which students may perform service work while in the program must be published and made known to all concerned in order to avoid practices in which students are substituted for regular staff. Students may not take the responsibility or the place of qualified staff.   However, after demonstrating proficiency, students may be permitted to undertake certain defined activities with appropriate supervision and direction. Students may be employed in the field of study outside of regular educational hours, provided the work does not interfere with regular academic responsibilities. The work must be non-compulsory, and subject to standard employee practices.

Comments:

1. Student athletic trainers are required to work high school football games for a private corporation. This requirement was not published, the students were not supervised and students were not paid.

ISU Response

1. *The student athletic trainers will no longer be required to work high school football games for McFarland Clinic. The current agreement with McFarland Clinic will be discontinued and not part of the Iowa State University Athletic Training Education Program.*

Computer Science

Accreditation Granted for 3 Years

On July 20-22, 2001 the Computer Science Accreditation Commission (CSAC) of the Computing Science Accreditation Board (CSAB) granted accreditation for three years to the Computer Science Program at Iowa State University.   The maximum term of an accreditation for this accreditation organization is six years.

Report of Findings from CSAC Evaluation Visit:

The CSAB Criteria are divided into seven major categories.   Each category contains a statement of Intent that provides the underlying principles associated with the category. To be accreditable, a program must meet the intent of each category. Each category also contains standards that provide a detailed description of how a computer science program can meet the statement of intent. A program can meet an intent by satisfying all the associated standards or by demonstrating that an alternate implementation fully meets the intent.

Below is a summary of the visiting team's findings at the time of the evaluation site visit.

➢ **Objectives and Assessments Criteria Intent.** The program has documented measurable objectives, including expected outcomes for graduates. The program regularly assesses its progress against its objectives and uses the results of the assessments to identify program improvements and to modify the program's objectives.

Team Comment. At the time of the visit, the intent of the Objectives and Assessments Category was not met.

ISU Response. Our outcomes assessments and objectives have guided us immensely since the last CSAC visit in 1994, but we acknowledge that the process should be more formal with quantifiable measures and objectives.

Subsequent to our receipt of CSAC's Preliminary Statement, we requested Professor Mary Huba, the Associate Vice Provost for UG education (in charge of University Outcomes) to assist us with our assessment procedures. We had given her copies of the department's self study including the outcomes assessments policies and procedures. After examining our department's assessment methods, she said, in a departmental faculty meeting, that our objectives were consistent with the mission of the University and College but that we had to make changes to our definitions, policies, and procedures to move from informal mechanisms to formal and measurable mechanisms.

The specific points she raised about our outcomes assessments were:

1. *The intended outcomes should be less general and more specific so that they can be measured and quantified. Student objective, S5, was too general and should be made more specific; S6 was difficult to measure.*

2. *Student and faculty objectives should be clearly stated.*

3. *Statements describing what students know, understand, and can do with their knowledge as a result of their experience in the program – this is what intended learning outcomes should really be. Student objective S4 is not a learning outcome and should be rephrased in terms of what students need to know for graduate study.*

4. *Data should be gathered from multiple and diverse sources. Student surveys are not enough and give us only one viewpoint.*

   A faculty committee was established to reformulate our student and faculty objectives. The recommendations from the committee have been approved by the faculty. The intent is to adopt a more formal procedure for assessment, which is in alignment with the University's goal for outcomes assessments.

> **Student Support Criteria Intent.** Students can complete the program in a reasonable amount of time. Students have ample opportunity to interact with their instructors. Students are offered timely guidance and advice about the program's requirements and their career alternatives. Students who graduate the program meet all program requirements.

Team Comment. The program meets the Intent of the Student Support Category by satisfying all the associated Standards. Additionally, all Standards are fully satisfied with no concerns.

> **Faculty Criteria Intent.** Faculty members are current and active in the discipline and have the necessary technical breadth and depth to support a modern computer science program. There are enough faculty members to provide continuity and stability, to cover the curriculum reasonably, and to allow an appropriate mix of teaching and scholarly activity.

Team Comment. The program meets the Intent of the Faculty Category by satisfying all the associated Standards. However, there is a concern that continued growth in the number of students without significant increase in faculty will impact the program's ability to serve the programmatic needs of students (Standard III-1).

ISU Response. Over the past three years the department has received continued support from the college in hiring new faculty members. We have added nine new faculty members while losing five (one being the former chairman). The growth has been steady – two added for 1999-2000, five added for 2000-2001 and two more hired this spring. While this growth has been positive, we recognize that this matter deserves special attention and it will be addressed as best it can, given our resources.

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> **Curriculum Criteria Intent.** The curriculum is consistent with the program's documented objectives. It combines technical requirements with general education requirements and electives to prepare students for a professional career in the computer field, for further study in computer science, and for functioning in modern society. The technical requirements include up-to-date coverage of basic and advanced topics in computer science as well as an emphasis on science and mathematics.

Team Comment. The program meets the Intent of the Curriculum Category by satisfying all of the Standards. However, there is a concern relative to Standard IV-2 that a student could graduate with fewer hours of mathematics and science depending on the electives that are taken in science.

ISU Response. Our catalog contains a list of natural science electives that students can take once the required 10 credits in Physics 221 and 222 are completed. However, a couple of these courses are 2-credit courses, which is the subject of this concern. Although our academic advisors routinely steer students into a 3-credit science elective, we will address this concern by dropping from our elective list those natural science courses that are 2 credits. We thank the CSAB team for bringing this to our attention.

> **Laboratories and Computing Facilities Criteria Intent.** Laboratories and computing facilities are available, accessible, and adequately supported to enable students to complete their course work and to support faculty teaching needs and scholarly activities.

> **Team Comment.** The program meets the Intent of the Laboratories and Computing Facilities Category by satisfying all the associated Standards. However, there are several concerns related to the computing facilities and personnel.

ISU Response. Contributions from the college have allowed the department to replace one complete laboratory and helped purchase two servers that have greatly improved the type of equipment available for instruction. The department has also added both an undergraduate student and a graduate student to the departmental equipment committee. This has led to better use of the available funds and as a result, student complaints have dropped off sharply in the last two years.

Even with these gains we recognize the need for a written plan for continued upgrading of equipment and this will be addressed as best we can, given our resources. A 5-year departmental equipment plan is already in draft stage for the period 2001 to 2006.

We recognize the seriousness of the concerns raised in these standards and they will all be addressed. The department is in the second interview stage of hiring a new chairman from outside the University. It is expected that the incumbent chairman will have discussions with the College on many of these issues and how best to allocate resources to address them in the short-term as well as the long-term. Changes in administrative personnel have caused some issues to be neglected and we will make every effort to continue to support them.

➢ **Institutional Support and Financial Resources Criteria Intent.** The institution's support for the program and the financial resources available to the program are sufficient to provide an environment in which the program can achieve its objectives. Support and resources are sufficient to provide assurance that the program will retain its strength throughout the period of accreditation.

Team Comment. The program meets the Intent of the Institutional Support and Financial Resources Category by satisfying all the associated Standards. However, there are three concerns.

❑ A concern related to the adequacy of the office support for the program (Standard VI-4);

❑ A concern with the financial resources available for acquiring and maintaining laboratory facilities (Standard VI-7); and

❑ A concern about the continuity of institutional support and financial resources (Standard VI-9).

ISU Response. We recognize the seriousness of the concerns raised in these standards and they will all be addressed. The department is in the second interview stage of hiring a new chairman from outside the University. It is expected that the incumbent chairman will have discussions with the College on many of these issues and how best to allocate resources to address them in the short-term as well as the long-term. Changes in administrative personnel have caused some issues to be neglected and we will make every effort to continue to support them.

➢ **Institutional Facilities Criteria Intent.** Institutional facilities including the library, other electronic information retrieval systems, computer networks, classrooms, and offices are adequate to support the objectives of the program.

Team Comment. The program meets the Intent of the Institutional Facilities Category by satisfying all the associated Standards. However, there is one concern. The growth in the size of the program has resulted in an increase in the number of large sections that is straining the current available pool of adequately equipped large lecture halls (Standard VII-4).
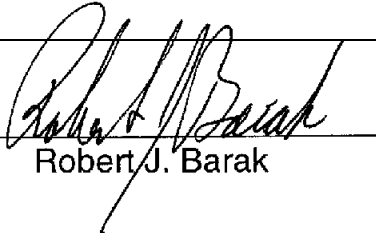
ISU Response. Given the large number of large lecture sections due to increases in enrollment, we are not always able to schedule the best classrooms for our courses. We are experimenting with smaller section sizes and more of them since there is a shortage of well-designed rooms for large lectures at the University.
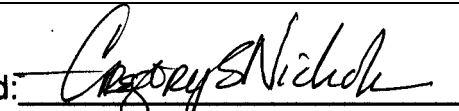
In 1999, Peter Orazem, the Interim Associate Dean, conducted a survey of 15 of the large lecture rooms (capacity > 100) on campus. The summary recommendations were turned over to the University's Facilities Planning and Management Department. The summary included names of faculty members who taught in these rooms in Spring or Fall 1998 and the most frequent responses dealt with improvements to room lighting, projection facilities, maintenance checks of equipment, and other logistical changes. Faculty members who taught in these rooms were to be consulted before making changes. As multi-media presentations become more common, classes that needed to use these could be scheduled in the few rooms that did multi-media well. The survey did not address the issue of sufficient large lecture halls on campus but focused on improving the quality of existing large rooms.

_____   Approved:_____
Robert J. Barak   Gregory S. Nichols