

**MEMORANDUM**

**To:** Board of Regents

**From:** Board Office

**Subject:** Annual Governance Report on Academic Program Reviews and Student Outcomes Assessment

**Date:** September 8, 2003

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**Recommended  
Actions:**

1. Receive the report.
  2. Encourage the universities to continue to focus academic program reviews on program improvements based on existing resources and to describe more fully the programs' expected student outcomes and the program improvements that relate directly to student outcomes assessment measures.
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**Executive  
Summary:**

Every year, the Board of Regents receives a variety of reports describing the quality assurance efforts of the Regent universities. These efforts include regional and professional accreditation reports, post-audit reports, special reports, program reviews, and student outcomes assessment reports. This academic program reviews report represents a major effort to assess the quality and effectiveness of the Regent universities.

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Number of  
Program  
Reviews  
in 2001-2002

This report provides summary information on 38 program reviews, including student outcomes assessments, undertaken by the Regent universities in 2001-2002. This compares to reviews of 33 programs in 2000-2001. A list of the 38 program reviews is found in Attachment A, pages 6-7.

During the 2001-2002 academic year:

- The University of Iowa completed 13 academic program reviews.
  - Iowa State University completed 16 academic program reviews.
  - The University of Northern Iowa completed nine academic program reviews.
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<u>Policy Manual</u>	According to the Board of Regents' <u>Policy Manual</u> (§6.05B), the universities should review between one-seventh and one-fifth of their academic programs each year. Attachment C (pages 52-82), contains the proposed seven-year cycle of program reviews at the three universities.
Goal of Reporting Process	A goal of the reporting process is for the academic program reviews to feature the changes that have been implemented since the prior review. Academic program reviews should also include evidence of improvements of teaching and student learning. Highlights from each of the university reports are provided in Attachment B (pages 8-51).
Student Outcomes Assessments	Board policy requires that information about Student Outcomes Assessments (SOAs), including program changes resulting from the assessments, be an integral part of the reviews and reports.
Variations in Reporting Student Outcomes Assessments	<p>The 38 academic program reviews contain a variety of examples of curriculum changes/program improvements that were made as a result of student outcomes assessments, including student evaluations, alumni and instructor surveys, and licensure and professional examinations.</p> <p>SOA measures and the links to curricular changes varied significantly this year. Some reviews provided lists of assessment instruments. Other reviews referred to a national test that students take; frequently, however, they did not include the scores of students or how they compared with students from peer institutions on the same examination. Some reviews provided extensive narratives of a range of instruments, from course evaluations to alumni surveys to faculty interviews. While the SOA coverage continues to improve, it needs to be enhanced to include links to course changes/program improvements resulting from student outcomes assessments.</p>
Concerns with 2001-2002 Reviews	<ul style="list-style-type: none"><li>▪ Many of the recommendations from the external reviews were tied to the need for increased resources. The universities should consider modifications to their review processes to reduce the external review emphasis on the need for new resources. This has been done successfully at other universities by the instructions given to the external reviewers.</li><li>▪ Some program reviews focused more on facilities, equipment, and faculty and did not focus specifically on students and/or the program curriculum. The purposes of academic program reviews are to enhance program effectiveness and to ensure that student learning occurs. Therefore, where necessary, the external reviews need to enhance their focus on program improvements which enhance quality and directly benefit students.</li></ul>

- Another concern is the use of a single external reviewer. Nationally, those who have analyzed the use of outside reviewers recommend that two or three persons give better balance and additional perspectives. This reporting year, the universities were more diligent in using at least two reviewers for most of the reviews, although there were two reviews conducted with fewer than two external reviewers and two conducted without any external reviewers. Such reviews are generally less effective.

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Typical Steps of a Program Review

Each institution has detailed program review procedures that describe and govern the steps in the process<sup>1</sup>. While some variations exist at the three universities, the typical academic program review consists of the following major steps:

Self-Study

Using university guidelines, the review begins with the program's or department's faculty conducting a comprehensive self-study that identifies the strengths and weaknesses of the program.

External Peer Review

A panel of external peers from the field or discipline reviews the self-study and makes a campus visit. Two or three outside reviewers are used in comprehensive program reviews. External reviewers are usually faculty from similar programs with national reputations located outside of Iowa. The external reviewers prepare and submit a report of the findings and recommendations for consideration by the appropriate university entity.

Exit Interview

An exit interview between the external reviewers and the Dean's or Provost's Office provides an opportunity for a candid discussion about the program. At this session, the external experts explore aspects of their assessment that may not be in the report.

Implementation Plan

The dean(s) and provost's office review all documents, meet with the program faculty, and, with the faculty, create an implementation plan for the program that builds on strengths, corrects weaknesses, and establishes strategic goals and objectives for the program. The implementation plan is a critical aspect of strategic planning.

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Link to Strategic Plan:

This effort is part of the institutional activities which help the Board of Regents achieve its objective of quality in the Regent institutions as stated in its current Strategic Plan:

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|-------------------|---|
| KRA 1.0.0.0       | Become the best public education enterprise in the United States.       |
| Objective 1.1.0.0 | Improve the quality of existing and newly created educational programs. |

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<sup>1</sup> A copy of each university's academic program review process is available in the Board Office.

**Background:** Academic program reviews and professional accreditation reports are two complementary aspects of the Board's quality assurance efforts.

- A professional accreditation report is based on a unit's compliance with minimum standards set by a professional organization.
- An academic program review is based on assessment of a program's strengths and weaknesses, and typically results in curriculum modifications and personnel changes. The objective of an academic program review is to go beyond minimum standards and assess the desired level of quality at the institution.

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**Policy Manual** The Board of Regents' Policy Manual (§6.05B) states "academic program review reports are to be made on an annual basis to provide the Board with more frequent exposure to institutional efforts to improve academic program quality and effectiveness." The Board of Regents' current Strategic Plan calls for each academic program to be assessed at least once every seven years (Action Steps 1.1.1.3 and 1.1.2.1).

Academic program reviews are undertaken to improve curriculum and student learning and are intended to focus on what can be done with existing personnel and resources. The Policy Manual indicates that accreditation reports should be separated from program reviews, although it recognizes that accreditation reports are supplementary to the program reviews. Evidence from a program review, i.e., the self-study with necessary modifications, can also be used in an accreditation review.

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**Institutional Reports** A copy of each university's report and supplementary materials included with the program reviews is available for review in the Board Office.

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**Analysis:** The academic program review process is a well-established practice that assists the Board of Regents and the universities to meet the objectives of the Board's and institutions' strategic plans. This on-going process continues to result in strengthening programs through curriculum revisions and budget reallocations, as well as offering creative ways (such as interdisciplinary efforts) to redirect weaker programs or develop needed programs.

The reviews presented a picture of current conditions, along with recommendations that emerged from the self-studies and external reviewers. The relationship of the department's or unit's strategic plans to the college's and university's strategic plans was described in a number of the reports. These linkages should be continued and enhanced. Considering the budget constraints placed on the universities, many reviews detailed the implications of reduced resources, especially faculty shortages and facility deficiencies. However, university staff

guiding the review process should remind the external reviewers to emphasize what can be done to improve teaching and learning, assuming there are no changes in budget or staff.

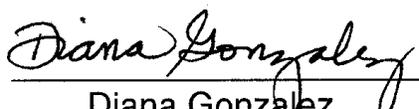
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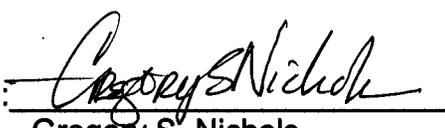
**Recommendations** Although the institutions have made significant improvements in stressing student outcomes assessment in program reviews and in using that information to direct program changes, the universities are encouraged to continue to focus academic program reviews on students and program improvements. They are also encouraged to provide guidance to the external reviewers regarding program improvements based on existing resources. In addition, the universities need to describe more fully the programs' expected student outcomes and the program improvements that relate directly to student outcomes assessment measures.

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**Attachments** Attachment A – List of the 38 program reviews (pages 6-7).  
Attachment B – Highlights from each university's report (pages 8-51).  
Attachment C1 – Proposed seven-year cycle of program reviews at the University of Iowa (pages 52-66).  
Attachment C2 – Proposed seven-year cycle of program reviews at Iowa State University (pages 67-76).  
Attachment C2 – Proposed seven-year cycle of program reviews at the University of Northern Iowa (pages 77-82).

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Diana Gonzalez

Approved:   
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Gregory S. Nichols

**ATTACHMENT A**  
**Academic Program Reviews at Regent Universities**  
**Completed in 2001-2002**

**UNIVERSITY OF IOWA (13)**

- College of Dentistry  
**Department of Oral Pathology, Radiology, and Medicine**
  
- Graduate College  
**Applied Mathematical and Computational Sciences**  
**Department of Urban and Regional Planning**
  
- College of Liberal Arts and Sciences  
**Department of Anthropology**  
**Center for the Book**  
**Department of English**  
**Iowa Social Science Institute**  
**Department of Philosophy**  
**Department of Physics and Astronomy**  
**Department of Psychology**  
**Department of Religious Studies**
  
- College of Nursing  
**College Review**  
**Pediatric Nurse Practitioner**

**IOWA STATE UNIVERSITY (16)**

- College of Agriculture  
**Agronomy**
  
- College of Engineering  
**College Review**
  
- Colleges of Agriculture and Liberal Arts and Sciences  
**Economics**
  
- College of Agriculture  
**Entomology**
  
- College of Family and Consumer Sciences  
**Human Development and Family Studies**

- Graduate College (Interdepartmental Programs)  
**Bioinformatics and Computational Biology**  
**Ecology and Evolutionary Biology**  
**Genetics**  
**Immunobiology**  
**Molecular, Cellular, and Developmental Biology**  
**Neuroscience**  
**Plant Physiology**  
**Sustainable Agriculture**  
**Toxicology**  
**Water Resources**
  
- Graduate College  
**Microbiology**

#### **UNIVERSITY OF NORTHERN IOWA (9)**

- College of Business Administration  
**Accounting**
  
- College of Education  
**Office of Student Field Experience**
  
- College of Humanities and Fine Arts  
**Art – Undergraduate**  
**Art – Graduate**
  
- College of Natural Sciences  
**Mathematics – Undergraduate and MA (Teaching)**  
**Mathematics – Minor/Elementary Education and MA Middle School**  
**Mathematics – Undergraduate and MA in Mathematics (Non-teaching)**
  
- College of Social and Behavioral Sciences  
**Political Science – BA**  
**Public Administration - BA**

**ATTACHMENT B**  
**SELECTED FINDINGS, RECOMMENDATIONS, AND PROGRAM IMPROVEMENTS**

**University of Iowa** In 2001-2002, the University of Iowa completed 13 academic program reviews. A brief description of each program review, focusing on selected actions taken as a result of the findings and recommendations and student outcomes assessments, is provided below. The department's responses to the team's recommendations are provided in italics.

College of  
Dentistry

**Department of Oral Pathology, Radiology, and Medicine**

- "The department should consider adding another oral and maxillofacial radiologist." *A new faculty member has been hired with advanced training in oral and maxillofacial radiology. Future faculty hires will include consideration of board certified oral and maxillofacial radiologists who can contribute to the research mission of the department.*
- "Residents should have more experience with teaching."
- "A space analysis and renovation plan should be developed." *A college-wide space assessment is planned.*
- "Dental students should have more exposure to prescribing radiographs in the clinical setting." *Pre-doctoral student experiences with case-based learning include a focus on prescribing appropriate radiographs.*
- *Additional recruitment for the residency programs will concentrate on Iowa dental students and focus on the potential for academic careers.*

Student Outcomes  
Assessment

This program uses the National Boards (Part II) for student outcomes assessment; however, the report did not include specific examples of links between the results of student outcomes assessments and curricular changes/program improvement.

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Graduate College

**Applied Mathematical and Computational Sciences (AMCS)**

- There were no external reviewers for this program review.
- The internal review strongly encouraged the development of a proposal for future development, including subsequent leadership, to take advantage of opportunities in related areas (e.g., bio-informatics, bio-computation).

Student Outcomes Assessment This program uses graduate placement and time-to-degree for student outcomes assessment; however, the report did not include specific examples of links between the results of student outcomes assessments and curricular changes/program improvement.

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Graduate College **Urban and Regional Planning**

- All students are expected to complete core courses in planning in this master's program, as well as a set of electives in one of four areas of concentration – economic development, housing and community development, transportation, and environmental planning.
- “Continue recruitment of quality students, expand educational collaborations, and, where appropriate, enhance support for graduate students.”
- “Develop a short-term strategic plan (3-5 years) to investigate the curriculum, administrative and scholarly opportunities, and financial needs of the program.”

Student Outcomes Assessment This program uses GRE scores and undergraduate GPAs of entering students for student outcomes assessment; however, the report did not include specific examples of links between the results of student outcomes assessments and curricular changes/program improvement.

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College of Liberal Arts and Sciences

**Department of Anthropology**

- “Immediate replacements for recent resignations in North American archaeology and anthropological linguistics should be made.” *An appointment in North American archaeology was made for Fall 2002 and in anthropological linguistics for Fall 2003. Budget reversions prevented the College from acting on other aspects of the department's hiring plan. The department has benefited from appointments in other departments.*
- “Further hires should be made on the basis of a comprehensive hiring plan resulting from the review; the hiring plan should have a more applied focus than the current departmental configuration.” *A comprehensive planning document, including the hiring plan recommended by the review committee, was submitted in May 2002.*
- “Explore the possibility of developing joint research programs in applied areas with other departments or disciplines in order to secure more external funds to support the training of graduate and undergraduate students.”

- “Develop planning to increase faculty and student diversity in the department.”
- “Streamline the requirements for the graduate degree and improve the mentoring of graduate students, and find additional sources of support for graduate students.” *The department’s planning included the recommended changes in the graduate program and an application for a federal training grant.*

Student Outcomes  
Assessment

Since 1993, the department has conducted annual exit interviews with graduating seniors; it has obtained additional input through workshops for undergraduate majors held 4-6 times each year. The workshops cover career planning, internships, and preparation for graduate study. The input from students has been used to identify areas for curriculum development. At the request of students, the department is considering offering a senior honors symposium in anthropological theory.

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College of  
Liberal Arts  
and Sciences

#### **Center for the Book**

- There was only one external reviewer for this review.
- The review team recommended more gradual growth than the Center had envisioned, and advised that the proposed new academic programs (MA in academic book studies and MFA in book arts) not be approved until the Center had secured more joint appointments with academic departments, more affiliated faculty, and permanent faculty or staff lines for the Center’s fine press and the manager of the papermaking facility. *The Graduate College did not approve the proposed MFA and MA programs.*
- *Budget reductions prevented the College of Liberal Arts and Sciences or the Graduate College from investing in the Center, as recommended by the reviewers, or even sustaining their previous level of supports.*
- *The College of Liberal Arts and Sciences asked the Center to increase its external fundraising and grant acquisition, and to review the price structure for its hand-printed books and hand-made papers, to replace the resources no longer provided by the College.*

Student Outcomes  
Assessment

The Center indicated that it was not subject to the student outcomes assessment requirement because it does not offer an undergraduate major.

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College of  
Liberal Arts  
and Sciences

### Department of English

- “The department should re-examine its internal allocation of resources, particularly the large amount of time faculty devote to administrative service and the relatively few lecture courses the department offers - the current organization of the department and its curriculum have put unnecessary strain on the faculty and the shrinking resources available for instructional purposes.”
- The team defined three areas in which resources are needed – two senior faculty hires; support for graduate student recruitment; and support for student advising and the department’s web-based instructional resources.

*In January 2003, the department submitted a hiring plan that reflects the department’s redefined curricular areas and areas of intellectual interest. The Graduate College asked for a graduate student recruitment plan that would be funded by private fundraising and by Graduate College funds. The College of Liberal Arts and Sciences supports development of a web-based tool for undergraduate student advising that would be implemented with the group advising sessions to streamline advising of the department’s many undergraduate majors.*

Student Outcomes  
Assessment

The department expanded its advising system to include an exit interview that allows faculty to gather students’ perceptions of the quality and usefulness of their experiences in the major. Using feedback from students, the department learned that its highly flexible set of major requirements made it difficult for English majors to see the coherence of the major, leading to the revision of the major in 2002-03.

The department is testing a portfolio system, which research has shown to be the most effective means of assessing how well students have developed skills in critical thinking, effective communication, and textual interpretation. This portfolio system will be available on-line as both an assessment tool and a means of demonstrating student skills to potential employers.

College of  
Liberal Arts  
and Sciences

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### Iowa Social Science Institute (ISSI)

- There was only one external reviewer for this program.
- “ISSI was not achieving the four objectives in its mission statement:
  - ❖ ISSI was not actively promoting quantitative social science research within the University (objective 1).
  - ❖ The Heartland Poll had failed to achieve its mission of collecting original data to help scholars understand the State of Iowa and the Midwest (objective 3).

- ❖ ISSI had been largely unsuccessful in training graduate and undergraduate students (objective 2).
- ❖ ISSI had succeeded in providing high quality data to its clients, but there have been few clients (objective 4).”
- “Close ISSI and conduct a university-wide assessment of the need for an enhanced survey research organization.” *ISSI closed in December 2002 after completing work on all contracts negotiated prior to the closure announcement. The University appointed a campus-wide faculty committee to assess the need for a social science research center on the campus, but budget reductions have hindered action on this review.*

Student Outcomes  
Assessment

The unit indicated that student outcomes assessment was not applicable.

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College of  
Liberal Arts  
and Sciences

#### **Department of Philosophy**

- “The department should undertake two hires, at least one a senior faculty member – one position open regarding areas of specialization and one in the history of philosophy, an area in which the department has a national reputation.” *The College authorized a search in early modern philosophy, which resulted in a Fall 2003 hire.*
- “The department should revise its undergraduate curriculum or make other changes that provide more sequencing in the major.” *The department agreed to publish on its web site various models for sequencing courses for the major, in lieu of establishing course pre-requisites.*
- The team recommended more support for entering graduate students. *The department drafted a more flexible financial aid plan for graduate students to provide more graduate assistantships during the first year of enrollment.*
- “Enhance the certificate program in the Philosophies and Ethics of Politics, Economics, and Law (PEOPLE) and promote its value for students applying to law schools.” *The department agreed to make the PEOPLE certificate program better known to students planning to enter law school.*

Student Outcomes  
Assessment

The department surveys students in the semester they graduate. The suggestions made by students typically relate to adding course offerings, particularly a capstone course for the major. The department has attempted to meet this need through its undergraduate seminar, but the number of faculty limits the seminar from being offered regularly, and has prevented the addition of other courses suggested by students.

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College of  
Liberal Arts  
and Sciences

**Department of Physics and Astronomy**

- The department contributes a large share of the College's externally-generated grant funding, particularly through its space science program.
- "The faculty should revise its hiring plan to reflect its aspirations for the future with regard to research specializations and the focus of its undergraduate and graduate instructional programs. The hiring plan should include condensed matter physics, a mainstream area in modern physics departments." *In February 2003, the department submitted a hiring plan designed to build on areas of strength through increased focus on space physics, plasma physics, and astronomy. Consequently, the college authorized highest priority for a 2003-04 faculty search.*
- An external assessment of the potential for the department's continued eminence in space physics should be conducted."
- "The department and college should agree on the availability of resources before a search is initiated for future hires in experimental physics where start-up expenses are very high."
- "The department needs to create more cohesion and focus in its research specializations in order to improve its national ranking."
- "Expand the graduate program, undertake more vigorous recruitment of women and underrepresented minorities to the graduate program, and allocate more salary support from external funding to research assistant positions in faculty laboratories."

*In 2001, the department submitted a plan for achieving greater focus and visibility. The major goals of the plan are to revitalize the graduate program, build the undergraduate major, and make the best use of faculty teaching resources.*

Student Outcomes  
Assessment

Using the results of graduating seniors surveys and group discussions with graduating undergraduate and master's students, the department took the following actions:

- Created a four-semester sequence of introductory/intermediate physics courses for majors and continuously improved those courses;
- Increased the number of semester hours of credit in the intermediate lab course for majors and replaced outdated lab equipment;
- Appointed a faculty member to serve as undergraduate director to advise first-year students and serve as liaison with the Academic Advising Center;
- Developed an undergraduate seminar to familiarize students with research opportunities in the department; and
- Refurbished the student commons room in Van Allen Hall to provide a better environment for work on group projects and to build community with faculty and research staff.
- Developed new lab experiences for the intermediate lab course.

College of  
Liberal Arts  
and Sciences

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**Department of Psychology**

- The review team affirmed the need to increase faculty size and to improve the department's facilities in Seashore Hall as the most crucial issues. *The college has committed to increasing the size of the faculty to at least 35 FTE as soon as possible. The University's commitment to a plan for revitalizing the college, funded by new tuition revenues, targets Psychology. With the support of the Provost's Office, the University's Capital Building Plan now includes renovation or replacement of Seashore Hall. The college and department reallocated funds to ensure that renovations to Spence Labs could begin on schedule in Summer 2002.*
- "Increase the size of the graduate program and increase diversity in the graduate program and in the faculty."

Student Outcomes  
Assessment

Since 1992, the department has surveyed every graduating senior to measure student satisfaction with the undergraduate program and to identify problems. Many of the curricular changes in the undergraduate program have resulted from the surveys. A significant number of comments from students have concerned the poor condition of Seashore Hall. The department also examines the performance of students in the required research methods classes and the rate of participation in Honors theses projects and independent study research projects.

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College of  
Liberal Arts  
and Sciences

**Department of Religious Studies (formerly School of Religion)**

- “Develop a hiring plan that is consistent with excellence in the undergraduate major and a smaller but high quality graduate program.” *As a result of the hiring plan submitted by the department in December 2002, the college authorized the two positions with the highest priority.*
- “A high priority should be given to hiring faculty to teach non-western traditions.” *The department’s teaching and scholarship has been broadened in the area of western religious thought by joint hires with African American World Studies and American Indian and Native Studies.*
- “Streamline the undergraduate major, reduce the areas of study in the graduate program, and restructure the advising and financial aid available to graduate students.” *The department has adopted the reviewers’ suggestions concerning the undergraduate and graduate programs.*
- “Implement a name change from “School of Religion” to “Department of Religious Studies” to describe more accurately the academic programs offered by the department.” *The name change was implemented in Fall 2002.*

Student Outcomes  
Assessment

The department surveys all seniors in the undergraduate program. In response to assessment results, the department has offered instruction in Islam, broadened the number and variety of upper-level courses for the major, and improved communication with students through newsletters and informational meetings.

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College of  
Nursing

### College Review

- The Iowa Board of Nursing granted approval of the college's doctoral, post-master's, Master of Science in Nursing, and Bachelor of Science in Nursing program for six years through Fall 2007.
- "Faculty in the pre-licensure program should continue efforts to maximize the National Council Licensure Examination (NCLEX®) performance of first-time testers, including utilization of National Council of State Boards of Nursing resources, faculty participation on NCLEX® item development panels, incorporation of assessment strategies, and faculty advisement."
- "Nursing faculty should review the undergraduate student advising process to maximize opportunities for students to explore career options, review academic progress, and assess individual readiness for NCLEX®."

*To increase the success of students on the licensure examination, the College of Nursing encourages students to take a focused review course at the end of their program; the Director of the Undergraduate Program facilitates arrangements for students.*

*With the University's approval, the College of Nursing student fees cover assessment tests throughout students' program of study. These tests usually provide a good indication of potential success on the licensure examination.*

*The college continually reviews student data to attempt to determine potential predictors of success on NCLEX®.*

*Faculty in the college have been involved in discussions about NCLEX® performance and advising issues. They have been encouraged to participate in NCLEX® development panels. In addition, the college's revised advising system now assigns two advisers to undergraduate students – an academic advisor and a faculty advisor/mentor.*

Student Outcomes  
Assessment

The College of Nursing uses a variety of student outcomes assessment measures, including GPAs, licensure examination passage rates, exit survey data, accreditation and review studies, and student evaluations regarding program progression.

A new evaluation plan for the graduate and undergraduate programs has been developed. The plan addresses the evaluation of student outcomes in the essentials of baccalaureate and master's education and specifies a plan for continuous evaluation of curricula, faculty, students, administration, and resources.

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College of  
Nursing

**Pediatric Nurse Practitioner**

The National Certification Board of Pediatric Nurse Practitioners and Nurses conducted a program review of the Pediatric Nurse Practitioner Program in Fall 2001. A site visit was not part of the process. The program received an extended five-year program recognition period. The five-year rather than three-year approval resulted from the strength and quality of the program. No recommendations were specified.

Student Outcomes  
Assessment

There were no student outcomes assessments or curricular changes/program improvements resulting from student outcomes assessments identified.

**Iowa State  
University**

In 2001-2002, Iowa State University completed 16 academic program reviews. A brief description of each program review, focusing on selected actions taken as a result of the findings and recommendations and student outcomes assessments, is provided below. The department's responses to the team's recommendations are provided in italics.

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College of  
Agriculture

**Agronomy**

- Due to the decrease in undergraduate enrollment during the last five years (approximately 6% each year), the department has established a plan for actively recruiting undergraduate students.
- A number of elements differentiate the department from other land grant universities, including the soils staff, plant breeders and geneticists, the plant transformation facility, and expertise in climatology.
- The review team made the following recommendations:
  - ❖ “Develop and immediately implement an annual system of documenting faculty productivity that is comprehensive in meeting reporting requirements.” *A web-based data base has been created, and it is now mandatory for faculty to report annually on all publications, grants, and teaching accomplishments.*
  - ❖ “Upgrade facilities for the protection of vital resources such as the seed storage facility and research facilities that house “sensitive” materials such as transgenic plant resources.” *The Office of the Vice-Provost for Research has provided funding to accomplish this.*
  - ❖ “Develop a strategy to maintain the critical infrastructure at off-campus research and teaching facilities.” *Decisions about such matters are the purview of the Experiment Station, not the department.*
  - ❖ “Continue to vest the primary responsibilities for teaching in the teaching faculty, but develop more opportunities to expose students to other faculty talent.” *The department has initiated a study to determine how best to engage more research faculty in the undergraduate program. This is likely to result in new options within the Agronomy major that focus on specific areas of faculty expertise, such as environmental science, plant breeding, and molecular genetics. It is important to do this in light of the declining enrollments in the traditional General Agronomy option.*

- ❖ “Create an external advisory team that reflects the array of interests that the department serves.” *The department’s Baker Council serves as an external advisory group.*
- ❖ “Continue to maintain a strong emphasis on basic and applied research in production agriculture, but expand efforts into environmental research related to agricultural production.” *The department believes that a greater emphasis must be placed on minimizing environmental impacts while sustaining productivity.*
- ❖ “Consider how best to serve and educate a broader segment of the higher education population, beyond production-focused students.”
- ❖ “Keep pushing the envelope to integrate plant breeding and molecular genetics/bioinformatics, and to pursue a systems approach to plant breeding.”
- ❖ “Identify a source of essential base funding for departmental extension activities.”
- ❖ “Continue to recruit highly qualified individuals who can provide diversity in gender and race/ethnicity to the faculty and the student body.”
- ❖ “Involve a greater proportion of the faculty in undergraduate teaching and advising during the next five years.”

Student Outcomes  
Assessment

The department uses a variety of sources of data to assess learner outcomes; however, the report did not include specific examples of links between the results of student outcomes assessment and curricular changes/program improvement.

- Course, instructor, and advisory evaluations.
  - Students serving on departmental teaching committees.
  - Student performance in departmental courses.
  - Student/advisory consultations.
  - Graduating senior exit interviews.
  - External evaluation of the teaching program.
  - Employer surveys and agricultural job placement feedback.
  - Student participation and recognition at regional and national contests and meetings.
  - Alumni evaluations.
  - Outside citizen advisory group.
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### College Review

The focus of this review was limited to graduate education and research programs of the college because an extensive undergraduate education review occurred in Fall 2000. The review team made the following recommendations:

- “Develop an integrated strategic plan that identifies the actions with respect to a timeline needed to achieve the college’s goals and that assesses the ability to generate the resources required to implement the plan.” *The college has developed the Reach for the Top strategic plan and initiative. The next steps will be to continue development and implementation of the specific tactics, timelines, and resources required to achieve the objectives.*
- “Attract outstanding faculty and students with aggressive recruitment and competitive financial packages.” *The college has begun further development of a targeted strategy to recruit the best faculty and students in a few high priority areas that will have significant impact on further program development. Initial implementation steps include increased emphases on endowments for faculty positions and graduate fellowships, partnering with the multi-disciplinary presidential initiatives to attract senior or mid-career “star” faculty members, enhanced recruitment of high quality domestic graduate students, and an internal fund-raising campaign for graduate fellowship endowments. The college is also partnering with the Vice-Provost for Research to provide more attractive start-up packages to help recruit the best new faculty members.*
- “Expand research, building on a strong applied research base, to increase basic, cutting-edge research efforts.” *The college is investigating mechanisms to enhance basic components of the research programs to achieve better balance between applied and basic research. Departments are examining opportunities that will further build upon and complement existing efforts within the college, as well as collaborative efforts with other strong programs outside the college.*
- “Communicate more effectively with stakeholders to increase the college’s visibility.” *The effectiveness of existing communications approaches is being investigated; enhanced electronic communications mechanisms are being considered.*
- “Develop critical resources by applying a tuition surcharge for engineering programs, increasing sponsored research funding, implementing a return of research overhead to the college for investment in research infrastructure and seeking gifts focused on creating endowments to support students and faculty.” *The college is working with the SUI’s College of Engineering to develop a tuition surcharge proposal to the Board of Regents. Central administration has developed new mechanisms to return portions of indirect costs*

*associated with sponsored programs to colleges and academic departments; the college is collaborating with departments to use the funds in ways that further enhance research productivity of faculty and graduate students. College private fund-raising priorities have increasingly emphasized endowments to support graduate students and endowed faculty positions.*

*The college leadership retreat will focus on development of enhanced benchmarking processes, refinement of departmental productivity indicators, and a discussion of how to improve linkages between the resource allocation process and department/unit productivity.*

Student Outcomes  
Assessment

Students, alumni, and employers are surveyed on expected learning and professional development outcomes; the results are analyzed and used to implement change with the goal of enhanced program quality and effectiveness. All departments have external advisory councils; the meetings with these external groups include a component of program or outcomes assessment from the perspective of external constituencies.

Colleges of  
Agriculture and  
Liberal Arts and  
Sciences

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**Economics**

The review team made the following recommendations:

- “Solidify the core of the graduate program by making additional faculty hires.” *The department made two hires in the graduate core, one in economic theory and one in macroeconomics, in 2003.*
- “Consolidate the number of Ph.D. fields.” *The department reduced the number of graduate fields from 10 to 7; not all fields will be offered every year, but a student can complete any of the fields by the fifth semester of the program.*
- “Undertake a serious evaluation of the undergraduate LAS major.” *An ad hoc committee was appointed in Fall 2002 to consider ways to improve the major in economics and to attract more students.*
- “Allow ample scope for specialization with the faculty in pursuing goals pertaining to outside grants, engagement, and interdisciplinary programs.” *The department has decided to forgo any written language emphasizing publications as opposed to grants and contracts, but will work with individual faculty members to choose a mix of published research and grant activity that is compatible with their field of expertise.*
- “Redesign the M.S. program to make use of available resources and strengthen the overall graduate program.” *The department will emphasize admitting individuals to the M.S. program who are likely to pursue a Ph.D. and will not admit foreign nationals to the M.S. program unless they are self-funded. The department will only fund M.S. students on university hard money funds for three semesters.*

*The department will also require students on appointment to complete 24 hours of classes the first two semesters in the program. Most M.S. field classes will be moved to the spring semester so that students will spend most of their time after first two semesters on research. The department will require students who are completing a terminal M.S. degree to complete an M.S. thesis as compared to a creative component. These changes will allow a meaningful research-oriented M.S. degree for those students who pursue it as a terminal degree and move those interested in a Ph.D. forward in a timely manner to the Ph.D. program. These changes will also result in the release of funds for more Ph.D. students.*

- *“Develop a hiring strategy for replacing faculty with significant extension appointments.” The strategy suggested for extension hiring is to hire individuals with 5-10 years of experience into extension positions as they become available; an ad hoc committee on extension indicated that hiring individuals who were not yet tenured would not be advisable. The committee suggested an organization of engagement activities into four areas – natural resources and the environment; agribusiness management and marketing; community and regional economics; and agricultural, trade, and food policy.*

Student Outcomes  
Assessment

Each semester, all graduating seniors participate in a senior seminar that collects data on students' experience at ISU and allows dialogue on the strengths and weaknesses of the program. The department uses this information as it considers changes in curriculum and teaching methods. However, the report did not include specific examples of links between the results of student outcomes assessment and curricular changes/program improvement.

The following measures are used to assess programs and their impact on students:

- Periodic external evaluations by colleagues from other institutions.
- Job placement records and discussions with employers who have hired graduates.
- Records of scholarships, fellowships, awards, and honors received by students.
- Input from departmental club or student advising committee.
- Student performance in internships.
- Periodic surveys of alumni and employers.
- Student evaluations of courses and instructors.
- Student participation in honors program.
- Student participation and performance at regional/national meetings and contests.
- Student membership in honorary organizations.
- Career tracking of alumni.

- Admission and matriculation statistics.
- Academic progress.
- Tracking of students who continue with graduate studies.
- Student performance in specific courses.
- Student performance on graduate/professional school admission tests.
- Graduating senior survey.
- Test of economic literacy.
- Student self-assessment.

College of  
Agriculture

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### **Entomology**

The review team made the following recommendations:

- “Develop a long-range plan.” *The department is using the new strategic plan to determine research priority areas as faculty members are replaced.*
- “Provide more formalized orientation, handbook, and mentoring for incoming graduate students.” *The department has begun developing a more formal handbook and orientation process for incoming students. The orientation process will include individual meetings with faculty members to learn about the research areas in the department. The Entomology Graduate Student Organization has assumed the responsibility for delegating mentors to incoming students.*
- “Provide more definitive guidelines for Plan of Study research proposals.” *The process of developing more definitive Plan of Study research proposal guidelines has begun.*
- “Describe ENT 590 sections regarding format and content.” *ENT 590 descriptions, which include content, format, and scheduling, are being added to the departmental website. A faculty coordinator will be appointed to oversee scheduling and organization.*
- “Improve diversity, particularly among faculty and post-doctoral research associates. Enhance student diversity through recruitment of domestic students from underrepresented groups.” *A new diversity committee, which includes faculty, staff, and students, has been established. The goal of the committee is to coordinate the flow of information on diversity opportunities into the department. Diversity opportunities include the recruitment of underrepresented groups for faculty, staff, and student positions. The current faculty search is using special resources for such recruitment.*

*All course offerings have been reviewed, and rarely taught classes will be eliminated or combined with other existing courses.*

Student Outcomes  
Assessment

Students evaluate courses at the end of each semester. Faculty use the scores for courses and instructors to make appropriate adjustments in their courses; the chair uses the results of course evaluation when evaluating faculty. Extension programs and presentations are evaluated by attendees. The outcome or impact of extension education is evaluated based on the operational changes implemented by stakeholders.

The department tracks graduation rates and job placement for undergraduate and graduate students. The department also conducts informal exit interviews of undergraduates and graduate students following graduation.

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College of Family  
and Consumer  
Sciences

**Human Development and Family Studies (HDFS)**

The review team made the following recommendations:

- “The faculty should identify two or three nationally-recognized signature areas and use these programs to build synergies in these areas for all parts of the land grant mission – resident instruction, research, and outreach/extension.” *A faculty task force will be appointed during Fall 2003 to prepare a report on this recommendation.*
- “HDFS offers too many different majors at the undergraduate level, given the department’s limited faculty resources.” *In May 2003, the department curriculum committee approved the merger of the Family Resources Management and Housing majors.*
- “HDFS should address the balance between Early Childhood Education (ECE) and the rest of the department. While there is clearly high student demand for the ECE program, there seem to be few rewards for the department accepting more undergraduate ECE students.” *In May 2003, the University Teacher Education committee approved new requirements for admission to ISU teacher education programs. The new admission standards will reduce the number of ECE majors to some extent. In addition, the department will coordinate with the department of Curriculum and Instruction to implement new advising procedures that will create more predictable demand for ECE courses.*
- “While service-oriented teaching (e.g., for college core and university diversity requirements) is a plus, it may not serve the department well in the long-run as it begins to develop greater instructional depth in specific “signature” areas.” *After analyzing course data, the department concluded that it is possible to restrict the extent of the department’s service-oriented teaching to achieve other learning objectives.*

- “There are too many areas of specialization at the graduate level, given faculty numbers. It would seem reasonable to consider a selective reduction in graduate admissions (by raising admissions standards) at the same time that the department considers a reduction in the number of graduate specialization areas.” *The task force for identifying signature areas will develop alternatives for reducing the number of specializations.*
- “The department should take a hard look at whether the growth in distance education programming at the graduate level is occurring at the appropriate pace, given existing resource constraints.” *With the exception of substantial development support provided by WOI funds, distance education faculty salaries have been supported by new graduate tuition revenue from off-campus students.*
- “All faculty with research appointments should develop cohesive, productive programs of research and be encouraged to apply for grants from federal and foundation sources that support their research program. In addition, these faculty need to be striving to publish in top tier journals where their research would get greater visibility.” *The department will review its research productivity standards and mentoring activities to ensure that the potential for stronger research programs and more visible publications is realized. HDFS will continue to involve faculty in grant writing workshops and affiliations with centers, institutes, and inter-departmental units that support research program development.*
- “The department should continue to use senior faculty reviews to re-examine (1) teaching-research-service splits in light of past research productivity, and (2) continued membership in the graduate faculty.” *In addition to post-tenure reviews and probationary faculty reviews, the chair’s annual faculty performance reviews are discussed with college administrators. The college administrative team will continue to recommend changes for HDFS faculty position responsibility statements.*
- “Faculty research could benefit from closer associations with other interdisciplinary research units on campus. Some departmental faculty members are already capitalizing on these resources but more should be.” *Each faculty member with at least a 25% research appointment will be encouraged to develop an affiliation with one of the college or university units that conduct interdisciplinary research by Fall 2005.*
- “This department does an incredible amount of outreach to Iowa families, including extension activities, the child welfare project, the marriage and family therapy center, the family financial counseling center, and the child development laboratory school. But, there could be more synergies between these outreach activities, and the resident instruction and research programs.” *The department’s Faculty Development Committee will be asked to provide forums to*

*develop better collaborations for greater synergy among outreach activities and resident instruction and research. As faculty attempt to secure more external research funding, they will be encouraged to include support for the dissemination of results through Extension to Families.*

- *“Careful consideration must be given to selective HDFS tenure-track hires in extension, to build depth in one of the established extension areas (e.g., family finance, early childhood/child care, youth development) or alternatively be devoted to gerontology, which is an established area within the department and a growing area of need given Iowa’s aging population.” Potential new funds or the timing of other opportunities for hiring tenure-track faculty with extension to support signature areas will be identified.*
- *“The role that the Center for Family Policy (CfFP) should/could play in the department’s future is unclear. With a new director coming on board, it is vital that the relationship between HDFS and CfFP be clarified now.” The department will cooperate with the new Center director to clarify both the operational and conceptual aspects of the Center-department relationship.*

Student Outcomes  
Assessment

The department uses the following student outcomes assessment measures:

- *Supervisor evaluations in the capstone senior practica experiences assess undergraduate students in five outcomes.*
- *Survey data from former graduate students identified the need for opportunities to publish, present at conferences, and learn to write grants. Survey results were used to consolidate the number of graduate courses and provided impetus to develop the new specialization in Family Policy and to add the M.S. degree in Marriage and Family Therapy.*
- *Exit interviews with graduating seniors and discussions with practica and internship supervisors revealed that the restriction of the Child and Family Services (ChFS) major to two options (Child Services and Family Services) was not preparing students to meet the full range of needs for families and individuals served by the programs and agencies that employ graduates. The revised ChFS curriculum has a core of courses built on a unified vision of content required of all students, with specialized course options for child programs, youth programs, adult programs, family programs, and policy/advocacy.*

*The Early Childhood Education program revised its assessment procedures in 2001-02 to incorporate the ten standards recommended by the Iowa Department of Education and the content standards for Endorsement 100. The assessment system includes performance indicators that reflect the outcomes students need to demonstrate. The performance indicators are reviewed at*

*four checkpoints – admission to teacher education; mid-program; application for student teaching; and application for licensure.*

*HDFS plans include annual assessment of selected graduate students' theses/dissertations by a faculty committee, progress reviews for instructional outcomes in annual faculty performance evaluations, and an emphasis on critical thinking and communication skills and abilities in HDFS and college core courses.*

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Graduate College

**Review of Ten Interdepartmental Graduate Programs in Life Sciences**

In November 2002, the Graduate College conducted a combined external review of ten interdepartmental graduate programs in the life sciences. The review team identified the following issues that apply to all programs:

- “Inadequate and uneven tuition scholarship offerings.” *The Graduate College hopes to implement an agreement in FY 2005.*
- “Ability to offer competitive and timely recruitment packages.” *A plan to establish an office dedicated to recruiting for all of the programs has been developed, and funding is being sought.*
- “Faculty release time and recognition for teaching and other program efforts.” *The Graduate College has requested that programs review their curricula and develop a prioritized list of course needs. The Graduate College will assist programs in developing specific articulation plans. The Graduate College will host an annual meeting of appropriate department chairs to discuss the value of and the difficulties presented by the interdepartmental program model to recognize faculty.*
- “Interdepartmental programs must be better recognized in college missions.” *The Graduate College has initiated discussions with key colleges to develop better mechanisms for institutionalizing interdepartmental graduate education in the college decision-making process.*
- “Interdepartmental graduate programs have no direct influence on faculty hires.” *This year, interdepartmental program needs were identified as a possible criterion by central administration. The Graduate College supports the continued use of this approach.*
- “Consolidation of administrative support staff to better serve interdepartmental programs.” *A staffing proposal has been developed to include 2.5 new support staff and a small central office for recruiting, data keeping, and website maintenance. The Graduate College will work with the appropriate leaders to implement this plan.*

- “Recognition of the needs of the interdepartmental graduate programs at the level of the Provost’s office and the Deans’ council.” *The Graduate College has requested that the Graduate Dean sit on the Academic Dean’s Council.*
- “Disparate compensation for interdepartmental graduate program chairs.” *The Graduate College’s discussion regarding the appropriate balance between recruitment of new students and program chair compensation should result in a new policy.*
- “Variation in requirements among interdepartmental students depending on departmental affiliation.” *Graduate College rules do not allow departments to impose curricular requirements on interdepartmental students. Thus, current department specific requirements have not been brought to the attention of the Graduate College. A clear policy will be developed in the coming year.*
- “Wide variation in staffing for interdepartmental graduate programs. *The Graduate College has developed an office plan; however, the plan requires increased funding.*
- “Programs need to take a more aggressive interest in the health and needs of their curriculum.” *Each program has been asked to review its curriculum and to develop a new curriculum plan.*
- “Need for a faculty level administrator (director or associate dean) to oversee interdepartmental programs in the life sciences.” *An office plan has been developed that includes a part-time faculty director to oversee the office and to promote graduate education in the life sciences; the plan will be implemented when the university budget permits.*
- “Inadequate program operating funds.” *The Graduate College reallocated \$6,842 from an old program to interdepartmental operating budgets for FY 2004, which will provide a modest improvement for some programs. The Graduate College is involved in discussion with the Colleges of Agriculture, Liberal Arts and Sciences, and Veterinary Medicine about how to provide better support for these programs.*
- “Need to formalize a Council of Interdepartmental Program Chairs.” *The Graduate College plans to host a meeting of the interdepartmental program chairs at least once a year to discuss issues relating to interdepartmental graduate education at ISU.*

Student Outcomes  
Assessment

The ten interdepartmental graduate programs in the life sciences assess graduate student progress in a variety of ways. However, the reports did not include specific examples of links between the results of student outcomes assessment and curricular changes/program improvement.

- All students must take courses relevant to their field and maintain a GPA of 3.0 or higher.
- Ph.D. students must pass a written and oral preliminary examination after their second year.
- All students must present an oral scientific report at least once per year and be judged by faculty and student peers.
- Students meet annually with their program of study committee to present and discuss their progress.
- Students are expected to publish their research projects in peer reviewed journals.
- All students must write a master's thesis or Ph.D. dissertation and pass an oral defense of the document. The work presented must meet the accepted standards of the field.

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Graduate College

**Bioinformatics and Computational Biology (BCB)**

The review team identified the following concerns/recommendations:

- "Provide tuition waivers for all students; provide appropriate compensation for interdepartmental graduate program chairs and staff; and provide the BCB program with a voice for faculty hiring/promotion decisions and resource distribution." *These recommendations are being addressed by university administration.*
- "BCB enjoys broad departmental support and faculty members can participate without any penalties; however, formalized mechanisms are needed to support interdepartmental teaching." *The departmental reorganization in the biological sciences provides a unique opportunity to restructure departmental graduate curricula to interface with the interdepartmental programs more effectively.*
- "Students have requested that the CSC 311 requirement be dropped or honored without the current compromise." *The curriculum committee is identifying a list of core topics/concepts for all BCB to master. The appropriate courses that teach these concepts are being identified; this list should help in student advising.*
- "There should be a defined method for determining whether a student needs a "ramp-up" course; some students realized they were over-qualified only after they put significant time into a course." *Instructors will be asked to meet individually with entering students to assess their level of expertise in the ramp-up disciplines. The*

*instructors will make a recommendation to the students and their temporary advisors regarding the appropriateness of the courses for each student.*

- *“BCB 495 might be further streamlined by a computational biologist.” Recently, the BCB program added a second core course that can substitute for BCB 495. This course is more computational and will benefit those students with a higher level of computational expertise.*
- *“Program leaders should work with faculty to develop clear guidelines about the respective roles of the advisor and co-advisor as mentors; the guidelines should be provided to students so that they know what to expect.” The BCB Graduate Student Handbook will be updated to amplify program expectations of co-major professors; annually, an e-mail reminder will be sent to students and their major professors regarding the purpose of the co-major professor and importance and benefits of selecting appropriately to ensure meaningful co-mentor involvement.*

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Graduate College

### **Ecology and Evolutionary Biology (EEB)**

The review team made the following recommendations:

- *“Ask each department to recognize formally participation of faculty members in EEB programmatic activities.” The chair of the EEB supervisory committee will communicate with all relevant departmental chairs to ensure that faculty involved with EEB program requirements are recognized as contributing to the graduate training mission of the university.*
- *“Develop a formal rotation of all participating faculty.” Long-range curriculum planning, more attention to faculty criteria for membership, and formal rotation on committees will lead to more equitable representation of all EEB faculty in program responsibilities.*
- *“Constitute a program guidance committee.” The current EEB supervisory committee, which includes graduate student representation, will continue to serve as the program guidance committee with ad hoc committees to address special needs and opportunities.*
- *“The EEB program should not be tied administratively to a single department.” There are no plans to tie the EEB program to a single department.*
- *“Assign a permanent staff member or engage all programs in a centralized office to develop a better support system for admitting and record keeping for EEB graduate students.” The EEB program chair will work closely with a permanent administrative assistant and support staff in a centralized office to maintain records, coordinate recruitment, oversee the budget, and maintain a website for EEB.*

- “EEB program graduate students should follow EEB requirements only, along with any program of study committee additional requirements.” *A clear policy statement from the Graduate College regarding this issue will be added to the EEB handbook that is distributed to all entering students.*
- “Aggressively pursue opportunities to locate and acquire land to serve as an outdoor laboratory.” *Currently, faculty and graduate students make use of university-owned or controlled land resources near campus and other sites (within the state, nationally, and internationally). When state resources become available, EEB will aggressively pursue opportunities to develop an outdoor laboratory, particularly on land near ISU that is readily accessible to graduate students.*
- “Make funds available for support of program activities.” *The EEB program budget is provided by the Graduate College.*
- “A set of topics for program seminars and faculty should be established and field trip details should be determined for several years into the future.” *Planning of seminar and field course offerings will be made two or three years in advance.*

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Graduate College

### **Genetics (IGM)**

The review team raised the following issues/recommendations:

- “Faculty needs to meet on a more regular basis.” *The IGM supervisory committee will hold one regular faculty meeting per semester.*
- “There is deficiency in the quantitative genetics component in the curriculum.” *The curriculum committee will be asked to find a mechanism to provide appropriate quantitative genetics training.*
- “Key courses are offered only in alternate years.” *The IGM supervisory committee does not see this as a problem. To ensure good enrollment for some of the advanced courses, the courses can only be taught every other year. There is sufficient time during a student’s tenure to plan a suitable program of study to allow enrollment in all desired courses.*
- “The format of the IGM preliminary exam is highly variable and should be more standardized.” *The IGM supervisory committee will address this issue with the faculty. Possible solutions include (1) separating the testing of general and basic understanding of genetics concepts from research proposals; (2) having students take general examinations on the basic genetics concepts once or twice each year overseen by a rotating faculty committee; and (3) providing a list of potential topics in the student handbook to guide students in their preparations for the preliminary exam.*

- “Students need interaction with program of study committee members, other than their mentors.” *The IGM administration will address this issue in the Student Handbook and will provide suggestions on ways to accomplish this objective.*
  - “There is a need for innovative student training emphasizing professional development.” *Students on training grants have internship opportunities. IGM encourages and contributes to student travel for scientific meetings and short-term off-campus training courses. IGM attempts to link advanced students to newly arriving students in student-student mentorships. IGM provides funds to support student participation in annual Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS) conferences. IGM requires both scientific and bioethics training. The Preparing Future Faculty (PFF) program provides an opportunity for teaching, mentoring, and learning. IGM offers grant writing opportunities through its Stadler Fellowship competitions. The IGM supervisory committee will highlight classes available on campus that give students experience in grant writing, publication writing, and communication in the Student Handbook.*
  - “Needed faculty positions to teach new courses desired by the program should be identified.” *The IGM chair will assist in identifying new faculty positions for which there is a strong need. An e-mail has been sent to IGM faculty regarding working with departments, other interdepartmental programs, and ISU centers to respond to the request for proposals from the Provost’s office on hiring decisions of future tenure-track faculty positions.*
  - “There is a need for a system to discontinue outdated courses as new ones are introduced.” *The IGM supervisory committee does not see this as an urgent issue because University regulations adequately address this area.*
  - “Faculty could be more actively involved in recruitment.” *As consolidation and streamlining of the early recruitment processes in all the biological sciences are addressed, there will be opportunities for faculty involvement.*
  - “The program can recruit better students if more competitive offers, including multiple-year tuition support, can be made.” *IGM will continue to use its resources to recruit the best students available while supporting specific faculty requests and a diverse student body.*
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Graduate College     **Immunobiology**

- The review team noted a lack of focused activity in the program. *A plan has been developed to enhance the curriculum, with gradual development of a focus area in comparative immunology. A revised core course was implemented last year.*
  - “There is a concern about the size and quality of the applicant pool.” *To enhance recruitment of students, a major upgrade of the Immunobiology website is expected to be completed during Summer 2003. Additional efforts will be made to enhance recruitment of domestic students.*
  - “The program would benefit from additional biologists (in particular, cell biologists) from other departments because the majority of faculty members are from the veterinary school.”
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Graduate College     **Molecular, Cellular, and Developmental Biology (MCDB)**

The review team identified the following issues:

- “The program is known for the high caliber of its graduate students, but, in recent years, these students have largely been international students.” *MCDB will continue to cooperate actively with other interdepartmental graduate programs to identify domestic applicants and to identify a source of funds for on-going web and computer support. Joint recruiting efforts by the faculty and staff of MCDB, Neurosciences, and Immunobiology will be explored. Office staff will upgrade the web site text and update seminar announcements. Contacts will be made with faculty of local institutions, indicating interest in their undergraduates. MCDB will participate in revising the Life Sciences Symposium as a recruiting and pipeline tool as funds become available. MCDB will search for new mechanisms to provide tuition funding for graduate students.*
- “An annual evaluation of the curriculum to channel resources into a newly defined niche and to search for a way to provide core courses should be conducted.” *MCDB members are making strong efforts to present the need to bolster course offerings. The Graduate Affairs committee will be given the task of re-evaluating the MCDB curriculum and, in cooperation with other interdepartmental graduate programs such as Neuroscience, developing new ways to participate in new and redesigned old courses. MCDB members will be encouraged to lobby in their own departments for additional recognition of their contributions and efforts in interdepartmental graduate programs. The MCDB director of graduate education will write letters annually to the appropriate department heads and central administration to acknowledge faculty members’ efforts. MCDB will seek to cooperate with any department whose interests*

*lie in strengthening basic molecular cell and/or developmental cell biology.*

- “There are differences in requirements for rotational and non-rotational students.” *Laboratory rotations are required of all Ph.D. students who enter through MCDB and are supported through Graduate College funds. Except in rare instances where students are not required to do rotations, all other elements of a student’s training are the same for rotational and non-rotational students.*
- “Some of the home departments for MCDB students require additional departmentally-sanctioned courses and seminars in addition to those of MCDB, resulting in different requirements for an MCDB degree.” *The Graduate Affairs committee will be directed to update the current requirements of all MCDB participating departments to determine the extensiveness of this practice. If a change is necessary, the home departments will be asked to waive control or to cede it entirely to the program of study committee of the MCDB student.*
- “There is a need for MCDB to provide greater opportunities for professional development for students.” *Some possibilities will be explored – faculty/student retreat with poster session; encouraging students to participate in joint laboratory “work-in-progress” presentations and journal clubs provided by faculty; and change in the format of MCDB 698. An additional professional development activity for senior students, organizing and conducting the presentations of the MCDB 698 students, will be encouraged by MCDB to the appropriate faculty.*

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Graduate College

### **Neuroscience**

- “There is a need for regular meetings to address curricular development.” *The Neuroscience faculty will initiate a two-semester series of Neurobiology for entering Neuroscience students in Fall 2003. This course sequence will provide a sound foundation for higher level coursework in neuroscience.*
- “There is a concern about faculty involvement in recruitment.” *A new Graduate Recruitment Committee has been established; the process by which applicants are evaluated has also been changed to include neuroscience faculty in evaluation and admissions decisions.*
- “There is a need to work together to facilitate and evaluate the progress of the neuroscience students.” *Annual faculty meetings in January will be scheduled and devoted exclusively to tracking graduate student progress.*
- “There is a need to pay more attention to student development, even if it means adding activities not missed by students. This would include having a policy that students not opt out of lab

rotations after they identify their potential mentor because rotations serve other educational purposes. In addition, a Neuroscience Works in Progress, attended by students, faculty members, and post-doctoral fellows, would be a mechanism for providing guidance in preparing presentations and scientific feedback.” *With more faculty participation, there has been an attempt to make the Journal Club more central to the program. There is more focus on working with students to make thorough and understandable presentations. This fall, rotations will be supplemented with a new required course for first-year students. The course, consisting of time in the laboratories of each neuroscience faculty member, will serve to introduce faculty members to all the students and will help students identify laboratories through which they might want to rotate.*

- “Teaching assistantships for the program would produce major improvements in student and faculty morale.” *The department will work with the undergraduate biology program and the biomedical sciences department to make teaching assistantships available.*

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Graduate College

### **Plant Physiology**

- The review team identified three issues affecting recruitment – more aggressive recruitment; program name does not adequately communicate focus of programs; student stipends. *The department developed a plan to organize recruiting efforts by selecting a recruitment committee early and aggressively pursuing domestic applicants. Efforts should be maintained to establish rapport with outstanding applicants through consistent communication, a concerted effort from the faculty, early offers of fellowships and research assistantships with tuition scholarships, and on-campus visits. Inviting prospective students to the spring symposium is a very effective recruiting strategy. The department will make recommendations for a uniform scale for research assistants’ support among students in the major.*
- “There is a need to evaluate the curriculum.” *The department plans to organize a curriculum committee to review curriculum needs and changes. This will help in adjusting the needs of students and working within the framework of the reorganization of departments in the biological sciences. The plan will seek to make the guidelines of the curriculum more flexible.*
- The team expressed a concern that the program name might be limiting. *The department plans to identify a new name for the major, using faculty input.*

- A weakness of the program was noted in the student training experience and professional development skills. *The department plans to incorporate bioethics training into the curriculum and to use the fall seminar series for professional development opportunities. This fall's theme, organized by students in the major, will include resumes, interviews, and teaching and industry opportunities.*
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Graduate College

### **Sustainable Agriculture**

- “This program has relatively low average GRE scores for its students and a high admission to applicant ratio, in comparison to other interdepartmental programs at ISU. While this can be attributed to the start-up process, program faculty should monitor these statistics and look for improvement as the program matures and recruitment becomes more effective.” *The department has reviewed the admissions process and criteria with the result that students in the second year's cohort appear to be more capable of handling academic and research expectations; GRE scores have increased in each of the first three admission cohorts.*
- “The program's emphasis is on the practice of sustainable agriculture, rather than underlying theory or concepts and the integration of social sciences with policy and process may be too limited.” *The limiting factors for curriculum design and implementation involve departmental and individual faculty participation. Through individual contacts and program retreats, there is an expectation of increased department and faculty involvement. The department conducted a colloquium on curriculum effectiveness and charged the program's curriculum committee with integrating the outcomes to improve the curriculum's interdisciplinarity.*
- “While there is an advantage to having many faculty members involved in teaching core courses, students noted that they would prefer greater consistency and integration of coursework.” *The department is working on this goal.*
- “There appears to be considerable disparity in the background knowledge of participants, requiring courses to spend excessive time on basic material. One solution could be to identify a core set of skills students are expected to have in biophysical and social sciences. Students who do not have the required skills would be admitted “with deficiencies” and would be required to take courses to acquire a minimal skill level before enrolling in core courses. Another option would be to develop mechanisms to assess the fundamental knowledge of new students early in the program and make the program of study committee responsible for guiding student course selection so that all students taking core courses are able to participate fully in discussions.” *It is probable that aspects of both options will be integrated into the admissions and program of study conventions.*

- “The expansion of the colloquium from one hour to two hours did not have the expected result.” *The colloquium structure has been revised to include facilitation by students.*
- The team noted lack of common space for interaction between faculty and students, tension with traditional departments arising from differing teaching philosophies and from lack of credit in home departments for contribution to Sustainable Agriculture, and student recruitment issues. *Suitable space and facilities are currently being sought. The department will also address the identity that students in the program must develop from the earliest contacts in order to create appropriate expectations; this will also be coordinated with program faculty members.*
- “Before students can be admitted to the program, they must find an advisor and funding.” *The department has prioritized the need for the program to administer a pool of funds in order to make offers to students and simplify their entry into the program. The College of Agriculture has been informed of this need and efforts are being made to identify financial resources for the program.*
- “Faculty should continue to interact closely with students to build a program that works well for non-typical students interested in sustainable agriculture.” *The department will follow-up on this through scheduled program retreats for faculty and students and through discussion at meetings with the faculty and the program’s coordinating committee.*
- “Core courses should be offered at least once a year if faculty members are available. This could be coupled with an effort to attract non-sustainable agriculture students into the courses to provide required enrollment.” *The department is limited by the number of faculty available to teach courses with given frequencies. Currently, the best approach is to sequence courses and coordinate carefully with students and major professors to ensure that course availability does not limit the progress that students can make toward their degree.*

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Graduate College

**Toxicology**

- “Too many instructors may be lecturing on too many diverse subjects.” *This issue, as well as students’ desire for an overview at the beginning of lectures, has been brought to the attention of the appropriate faculty members.*
- “Students felt that environmental toxicology received little emphasis in core courses and electives.” *The retirement of the environmental toxicology faculty has compromised the department’s ability to provide graduate training in this area. The department is investigating other avenues to provide training in this area.*

- “The toxicology seminar is struggling due to low faculty involvement and weak coordinating efforts.” *The department intends to identify an instructor for the toxicology seminar by mid-term of the semester in order to establish a coherent seminar series. If this is not possible, the toxicology chair will assume responsibility. The department will continue to discuss ways to heighten faculty commitment.*
  - The team noted the need for new courses in molecular toxicology, risk assessment and policy, and regulatory toxicology. *The department is currently preparing a one-credit on-line course in regulatory toxicology and is hoping to address some of the other course limitations. The toxicology curriculum committee will continue to discuss ways to add new courses.*
  - “The commitment of faculty to serve in important and necessary roles is waning.” *The toxicology supervisory committee is working on a new or revised mission statement that addresses the goals of the program, with an emphasis on recruitment efforts, curriculum review, and enthusiasm for the program. A curriculum committee will be appointed to review all courses annually and make suggestions based on student and faculty input.*
  - “There are limited opportunities for graduate students to obtain formal teaching experience and to develop professional skills.” *The department will re-emphasize opportunities offered through “Preparing Future Faculty” to its students. The Student Handbook will be revised to include information about other opportunities, e.g., enrolling in a grant proposal writing course, applying for pre-doctoral fellowship awards, and presenting full seminars during their Ph.D. training.*
  - “There have been key retirements and course cancellations.” *The use of a curriculum committee and alliances to obtain new tenured positions are in progress.*
  - “There is a need for formal recognition by departments of faculty time.” *The department will work with other departments to obtain recognition by those departments for faculty time and effort spent in teaching, advising, and administration of the program. Administrative involvement above the department level emphasizing the importance of interdepartmental programs may be necessary.*
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Graduate College

### **Water Resources**

- The review team observed that the program is operating without “enthusiasm or vigor” and that “both students and faculty members noted that the program lacks a sense of cohesiveness and comradery.” *One option to accomplish cohesiveness is to transform the Water Resources major into an Environmental Science major. A committee representing Water Resources and Environmental Science has been created to explore this idea.*

- The Graduate College noted that “programs need to take a more aggressive interest in the health and needs of their curriculum. *The Water Resources curriculum has not been revised since 1997; a thorough examination of the curriculum is planned for the coming year.*”

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Graduate College

**Microbiology**

- “Streamline teaching responsibilities and consolidate courses; avoid redundancy with laboratory exercises.” *One option is to offer some courses on an every-other-year basis, rather than yearly.*
- “There is a need to evaluate the “modular” laboratory exercises at the end of the current academic year.” *At the end of the third cycle of teaching the laboratory modules, 2001-2002, the department will conduct an evaluation of the modules.*
- The team recommended hiring an additional teaching coordinator to help with the laboratory preparation and teaching of advanced courses. *The department views this as a priority, although there are two challenges to hiring this coordinator – the administrative status of similar positions and departmental resources.*
- “Add more urgency to the requests for funding additional facilities to teach the laboratory sections of basic and advanced courses.” *Due to limited resources, the department does not have the resources to make substantial renovations to laboratory space.*
- “It is crucial that the department increase efforts to recruit quality graduate students; current efforts to contact potential students from smaller, but high quality, colleges in the state should be expanded.” *The faculty have discussed options to enhance recruitment efforts, but this activity has a lower priority than other mandatory activities. There is no immediate solution to this problem.*
- “The department should consider retaining the best undergraduate students by involving them in research programs and providing assistantships after graduation.” *The department encourages the top undergraduate students to participate in undergraduate independent study projects. The department has increased the salary for assistantships twice in the past three years and has extended the departmental assistantships from nine to 12 months. The department has also renovated graduate student offices to provide more modern and up-to-date workspace for students.*
- “The department should submit a proposal for a training grant to one of the government granting agencies or charitable foundations.” *While the department views this as a priority, faculty time and energy are currently limited.*
- The team recommended hiring a strong, mid-career person at the full professor level, who could provide leadership in the research

focus area. *The department concurs with this recommendation and sees as one option conducting an external search for a department chair.*

- “The administration will have to make an attractive offer, both in terms of salary and of facilities, to attract a distinguished scientist to lead a group of young staff members who have agreed to collaborate in an overall research program.” *The department concurs with this recommendation.*
- “The department should re-submit a comprehensive plan for renovation of existing facilities.” *The department has a plan for an implementation of the renovation process.*
- “The department should file with the administration a strategic plan that contains a justification for additional or new space, as dictated by projections of the number of students that will have to be accommodated.” *The department’s needs are dependent in part on the number of faculty; with the addition of three new faculty positions in the next 10 years, the proposed renovations would have to be completed.*
- The team strongly recommended that the tenure program of the associate and assistant professors in the department be presented to the administration, with a clear plan that does not allow the tenure clocks to extend beyond the normal limits, unless there are special circumstances. *New guidelines for promotion and tenure have recently come from the college and the university. The two non-tenured faculty members in the department are on track for promotion and tenure review in accordance with university guidelines and policies.*
- “The administration should provide direct budgetary support for the outreach and extension activities of the Department of Microbiology.” *The department concurs with this recommendation.*

Student Outcomes  
Assessment

There is an annual assessment of student portfolios by faculty giving the assignment; by students’ advisors; and by the curriculum committee through random sampling. Overall assessment of the Microbiology program curriculum includes alumni surveys; standardized testing; and employer surveys. The report did not include specific examples of links between the results of student outcomes assessments and curricular changes/program improvement.

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**University of  
Northern Iowa**

In 2001-2002, the University of Northern Iowa completed nine academic program reviews. A brief description of each program review, focusing on selected actions taken as a result of the findings and recommendations and student outcomes assessments, is provided below. The department's responses to the team's recommendations are provided in italics.

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College of Business  
Administration

**Department of Accounting**

- “The department should monitor changes in the CPA exam and make appropriate changes in the curriculum to help the program maintain its position of prominence.” *Each Accounting faculty member continually reviews his/her course content to ensure that it is current and relevant and that it meets the profession's needs for entry-level accountants. For each area where there are multiple instructors, committees are formed to standardize content. In response to needs identified in the Accounting and Reporting sections of the CPA exam, the department now offers a Governmental and Not-for-Profit course. Special review sessions in taxation are now offered by the tax faculty to students preparing for the CPA exam. Surveys are being conducted of the Accounting and Business Law faculty to determine if the content in the course offerings appropriately covers topics included in the new outline.*
- “Students should be encouraged to take more oral and written communication courses.” *This is an on-going advising process by department faculty. When feasible, students are encouraged to fill their elective schedule with additional oral and/or written communication courses.*
- “The department should incorporate more oral and written communication and increase student exposure to international issues in the accounting curriculum.” *The department head encourages faculty to develop students' communication skills through oral and written projects, and through group projects. They are also encouraged to discuss international issues as they relate to the accounting profession.*
- “The department should integrate the use of technology throughout the accounting curriculum, continue investment in the AIS development of current faculty, and hire an accounting information systems faculty member.” *A search is underway for an accounting information systems faculty member. The goal of the new position is a focus on enhancing the Computerized Accounting Systems course required of all accounting majors and providing leadership and direction for determining additional integration of technology in all courses. The department continually encourages the development of information technology skills by its faculty members. Funds were made available to faculty for hardware and software. Faculty support is provided to attend systems conferences.*

- The team recommended smaller class sizes to enable more individualized instruction. *This recommendation is not going to be implemented until more faculty members are hired.*
- “Lighting and temperature control should be improved in the College of Business Administration classrooms.” *Lighting problems are being addressed by Plant Services on an as-needed basis and as their budget permits.*
- “Supplies and services budgets should be increased to assist faculty development; present faculty salaries should be increased to market levels.” *Neither of these recommendations will be implemented in the short term due to current budgetary constraints.*
- “The department should review the number of courses devoted to law and preparation for the CPA examination.” *The department is currently reviewing the content coverage in Business Law I, Business Law II, and Law for the CPA Exam for the appropriate coverage of necessary topics for the revised CPA exam.*

Student Outcomes  
Assessment

The Accounting program has defined student outcomes objectives for each course. Outcomes assessment questions are compiled and analyzed by the department and are used for program improvement. In addition, the results of annual surveys conducted of Accounting alumni one year and four years after graduation are used to evaluate and improve the program. The following are examples of program changes that resulted from student outcomes assessment:

- A new textbook was adopted for Principles of Financial Accounting, placing greater emphasis on analyzing and interpreting financial statements from a user’s perspective.
  - More class time is now spent in defining the elements of product costing.
  - A new course, Governmental and Not-for-Profit Accounting, was added to the program curriculum because of the growing importance of governmental and not-for-profit entities.
  - Accounting advisors are strongly encouraging their advisees to take communications courses as electives. Program faculty are now requiring more in-class presentations in their accounting courses.
  - Ethical problems and cases are now incorporated into accounting classes. A new faculty member was hired to fill the Wilson Chair in Business Ethics.
  - Additional international concepts have been incorporated into accounting courses. In addition, program advisors encourage their advisees to take elective courses in international economics, international finance, and general international business and to consider study abroad opportunities.
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College of  
Education

### Office of Student Field Experiences (OSFE)

- “The connection between student teaching assignments and professional teaching should be made more explicit in each center.” *Each center has posted course syllabi that clarify the connection between assignments and behavioral outcomes aligned with the Iowa Professional Licensure Standards. Coordinators are completing the Iowa Evaluator Training Program, revising the exit portfolio to be congruent with the Iowa Teaching Standards, and adopting the DVD “Using Teaching Standards to Improve Student Learning” as an instructional tool for student teaching.*
- “Add web pages for student teaching centers in Northwest Iowa, Marshalltown, Davenport, Waterloo, and Cedar Falls.” *Technical assistance has been provided for coordinators to establish their own web pages on the OSFE home page.*
- “Schedule time each year for staff development activities.” *Time has been scheduled in 2003 for coordinators to complete the Iowa Evaluator Training Program, and one day has been added to the annual September meeting schedule for staff development.*
- “Opportunities for faculty collaboration within the department and across the college and university should be increased.” *Evening meetings will be scheduled for OSFE faculty to interact with other UNI faculty in various departments when OSFE faculty are on campus.*
- “When there is an opportunity to hire new faculty, the department should attract new faculty with terminal degrees and experience in higher education and public schools who will increase diversity among the faculty.” *No new hires are anticipated this year. When there is an opportunity to hire new faculty, the search will reflect OSFE priorities.*
- “Junior faculty should be encouraged to complete terminal degrees.” *Junior faculty are encouraged to complete terminal degrees by Professional Assessment Sub-Committee members each year.*

Student Outcomes  
Assessment

The major assessment instrument is the Student Teaching 14-point checklist of student teaching performance. Graduates of the teacher education program are also surveyed and provide feedback on their entire program, including student teaching. The following performance improvements resulted from student outcomes assessment:

- Technology faculty in the Department of Curriculum and Instruction implemented rubrics for performances that OSFE coordinators will adopt for use with student teachers.
- Student teaching coordinators are working with student teachers to promote understanding and incorporation of strategies to improve their performance with home/school/community relations.
- Secondary classroom management remains a concern for the teacher education program and is being discussed by the Teacher Education Council, which includes representatives from the College of Education and all departments that offer teacher education programs.

College of  
Humanities and  
Fine Arts

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**Art - Undergraduate**

- “The department should continue with efforts to fill all faculty and staff vacancies.” *Four successful searches were conducted in 2002-03 with funds provided by the college through internal reallocation. To meet remaining program needs, the department needs to fill three faculty vacancies.*
- “The department should continue efforts to resolve space problems in the painting area.” *Discussions with the dean continue for additional working and storage space.*
- “The department should continue efforts to expose students to international experiences.” *The department plans to continue its relationship with the Hertzgen Pedagogical University in St. Petersburg, Russia, and to continue encouraging students to attend study abroad programs.*
- “The department should discuss the option of a BA/BFA degree with a General, Cross-Media, or Mixed-Media Emphasis, as defined by the National Association of Schools of Art and Design (NASAD).” *Crossover between specific media areas in contemporary art needs to be addressed in the curriculum as requested by students. Such an option, currently under discussion by the faculty, would more easily accommodate interdisciplinary action and increase enrollment in the BFA program.*

- “The department should discuss the addition of an introductory computer course to encourage literacy and to make the teaching of distribution courses in all media more efficient.” *The department is discussing the integration of a computer course into the Foundations Program and the regular curriculum, as one option.*
- “The department should use the ten-year NASAD Accreditation Review and Report to review the Foundations Program; completely review and revamp the Foundations Program.” *The department believes that it is time to review the Foundations Program, implemented in 1986, including discussion of strengths and weaknesses, curricular changes, and possible staffing changes.*

Student Outcomes  
Assessment

Benchmarks measure progress and evaluate student competencies at two stages in the Bachelor of Arts program – during the Foundations experience and at the end of the program. In the Bachelor of Fine Arts (BFA) program, an evaluation is also made during the application for admission to the program. An alumni survey is also conducted on a regular basis.

Student outcomes assessment results have indicated needed improvements in the following areas:

- “Students do not adequately demonstrate an awareness of art history and art historical concepts in their work.” *Faculty evaluation of student portfolios has led to the realization that all program faculty are responsible for advancing a student’s knowledge of art history and of work being done in each studio emphasis.*
  - “There is a need to add greater depth to a student’s experience in some emphasis areas in Studio Art.” *The BA (Studio) program has been revised and the new program will require three additional credit hours in the student’s emphasis area in order to add greater depth to a student’s experience.*
  - “There is a need for more consistency and diversity in teaching courses in the Foundations program.” *Faculty in the Foundations program are conducting a complete review of the program regarding the need for consistency and diversity in Foundations courses and other student needs. A Foundations coordinator has been appointed.*
  - “There is a need for additional preparation for Art majors in the area of career preparation and professional practice.” *A new course, Professional Practice, concentrating on career preparation for the visual artist, designer, and art educator or art historian has been designed and taught on an experimental basis. It will become part of the curriculum in the coming year.*
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College of  
Humanities and  
Fine Arts

### **Art - Graduate**

- The review team recommended continuing with efforts to fill all faculty and staff vacancies in the department. *Four successful faculty searches were conducted in 2002-03 with funds provided through internal reallocation with the college. To meet remaining program needs, three additional faculty vacancies must be filled.*
- “The department should discuss the support of the current MA program and ways to increase the visibility, enrollment, and support in the MA-Art Education program with the Graduate College; discuss/review the current MA program and consider development of an initial MFA program concept; use the ten-year NASAD Accreditation Review and Report to help accomplish the review of the MA program and the possible addition of an MFA program.” *The faculty voted to retain the MA program and to prepare a description of an “ideal MFA program.” The department will develop a plan for the MA-Art Education degree regarding promotion, recruitment, and course scheduling. Discussion with the Graduate College has occurred regarding better utilization of existing resources, program improvement, recruiting better students, structuring the department to make the MA-Art Education program more useful, and enhancing financial support for the program. Proposed changes will be presented to the dean and the provost.*

Student Outcomes  
Assessment

There are three benchmarks for the MA program – students must obtain a professional level of accomplishment in their emphasis; art educators must have an opportunity to improve their studio skills and become current in the field of art education; and all students must develop a broad understanding and more critical awareness of contemporary art.

Proficiency in the three areas is reviewed when students apply for admission; students are also evaluated at several points in their program of study. Student outcomes are assessed at the completion of the MA program through an oral comprehensive review before a committee of three faculty, as well as through an individual thesis/exhibition. An alumni survey is also administered on a regular basis to assess student success in the program. No program changes are specifically attributable to student outcomes assessment results to-date.

College of Natural  
Sciences

### **Mathematics – Undergraduate and MA**

- “The department should rethink the calculus sequence, which is required for secondary teaching mathematics majors.” *In the department, there is a diversity of opinion about the effectiveness of the calculus sequence as preparation for further mathematics courses. A committee has been reviewing the calculus sequence and will facilitate the implementation of new goals and uses of technology for this crucial sequence of mathematics courses.*

- “The department should increase efforts in recruitment of students for both undergraduate and graduate programs in teaching.” *A series of seminars aimed at undergraduates has been initiated; an integration bee was highly successful. The Wright Challenge, a problem solving contest, was continued. Graduate courses were taught on the ICN, with nearly double the enrollment expected. Rethinking the calculus sequence will facilitate the recruitment and retention of mathematics majors. Minor adjustments in the secondary mathematics MA program should enable student cohorts to enter the program and will enable UNI to have larger programs and classes. Seminars in implementing teacher change will become an important component of the program.*
- “Technology needs should be more thoroughly integrated throughout the program.” *A thorough review of the use of technology in all mathematics programs will be conducted in the near future. Teaching majors take educational technology coursework in the Professional Education Sequences for education.*
- “The department should create the position of associate head and an executive committee to assist the head in day-to-day administrative tasks, strategic planning, and faculty development.” *While this option would be beneficial to the department, it seems impractical with limited resources.*

Student Outcomes  
Assessment

The department establishes a portfolio for each mathematics major when the major is declared. As students proceed through the program, assignments, exams, proofs, and other items are submitted for the portfolio. Faculty committees examine portfolios each spring, assessing the degree to which students meet established learning goals for the program.

A subset of students is also interviewed by faculty. An alumni survey is conducted each year to assess students’ success in post-graduation employment and to solicit their feedback on the quality of their experience in the program. The report did not include specific examples of links between the results of student outcomes assessments and curricular changes/program improvement.

College of Natural  
Sciences

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**Mathematics Minor – Elementary Education and MA Middle School**

- “The department should seek additional ways for the participants and graduates of the MA program to interact with faculty and undergraduates. The participants and graduates of the MA program can use their classroom expertise to advise faculty about both programs. They can also be excellent role models as mentors and supervisors of undergraduates in a variety of field and participation experiences.” *Arrangements have been made to place undergraduate K-6 minors with graduates of the MA program during*

*their field participation and student teaching experiences, when possible. Plans have been made to continue to invite graduates of the MA program to campus for classroom visits and seminars for undergraduates. The department is in the process of establishing an advisory board for the mathematics education programs.*

- *“The department should provide special courses and training for undergraduates who plan to become middle grades mathematics teachers.” While it is a desirable goal, it is not feasible for two reasons – the state does not have licensure for middle grades teachers; and the department does not have the faculty needed to offer such a program at the present time.*
- *“The department should provide additional mathematics courses for students who are elementary education majors, but not mathematics majors; special assistance should be provided for students who need additional support.” The department has outlined the needs of elementary education majors for mathematics preparation and ways in which the teacher education program can address these challenges. More web-based instructional experiences and performance tasks will likely be used to provide students additional opportunities to develop their understanding of skills and concepts related to mathematics.*
- *“The department needs two additional positions for faculty with expertise in elementary mathematics education.” Discussions are underway to form a partnership with Illinois State University, which will enable UNI to hire doctoral students during the summer. This will help in two ways – the doctoral students can teach courses when there is a shortage of faculty; and the department can use the partnership to recruit new faculty members.*
- *“The department should develop a program of recruitment and renewal for middle grades mathematics teachers. These courses could be used to recruit participants in the program, to provide certification renewal opportunities for graduates of the program, and to provide opportunities for graduates of the program to provide leadership and instruction to other teachers.” One course, related to teacher effectiveness, will be offered during the summer in two formats – on-campus and on the ICN. This course may attract some participants to the MA program in subsequent years.*
- *“Technology needs to be integrated in more courses throughout the program.” A thorough review of the use of technology in all mathematics education programs will likely be conducted in the near future. Expertise with technology and using it to teach mathematics in the middle grades has been included in the position description for an elementary mathematics educator.*

Student Outcomes  
Assessment

The department establishes a portfolio for each mathematics major when the major is declared. As students proceed through the program, assignments, exams, proofs, and other items are submitted for the portfolio. Faculty committees examine portfolios each spring, assessing the degree to which students meet established learning goals for the program.

A subset of students is also interviewed by faculty. An alumni survey is conducted each year to assess students' success in post-graduation employment and to solicit their feedback on the quality of their experience in the program. However, the report did not include specific examples of links between the results of student outcomes assessments and curricular changes/program improvement.

College of Natural  
Sciences

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**Mathematics – Undergraduate and MA in Mathematics (non-teaching)**

- “The department should continue the development of programs in statistics and applied mathematics.” *The department is discussing ways in which statistics can be integrated into interdisciplinary programs with other departments. The department is also collaborating with Computer Science on a proposed bioinformatics initiative. Staffing may limit the department’s ability to develop these programs.*
- “The department should rethink the calculus sequence.” *There is a difference of opinion in the department about the effectiveness of the calculus sequence as preparation for further mathematics courses. A committee has been reviewing the calculus sequence and will facilitate the implementation of new goals and uses of technology for this crucial sequence of mathematics courses.*
- “The department should increase efforts in recruitment of students for both undergraduate majors and graduate programs.” *A series of seminars aimed at undergraduates has been initiated; an integration bee was highly successful. The Wright Challenge, a problem-solving contest, was continued. Graduate courses were taught on the ICN, with nearly double the enrollment expected. Rethinking the calculus sequence will facilitate the recruitment and retention of mathematics majors.*
- “Technology needs to be more thoroughly integrated throughout the program.” *A thorough review of the use of technology in all mathematics programs will be conducted in the near future. Mathematics faculty members continue to take advantage of faculty technology initiatives offered through the university’s Educational Technology program.*

- “The department should create the position of associate head and an executive committee to assist the head in day-to-day administrative tasks, strategic planning, and faculty development.” *While this option would be beneficial to the department, it appears impractical due to limited resources.*

Student Outcomes  
Assessment

The department establishes a portfolio for each mathematics major when the major is declared. As students proceed through the program, assignments, exams, proofs, and other items are submitted for the portfolio. Faculty committees examine portfolios each spring, assessing the degree to which students meet established learning goals for the program.

A subset of students is also interviewed by faculty. An alumni survey is conducted each year to assess students’ success in post-graduation employment and to solicit their feedback on the quality of their experience in the program. *One change resulting from student outcomes assessment has been a senior seminar requirement to provide additional opportunities for students to develop more in-depth knowledge and skill related to specific mathematics topics.*

College of Social  
and Behavioral  
Sciences

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**Political Science – BA in Political Science**

- The review team recommended increased communication and collaboration between faculty in the department who teach in the Public Administration program and those who teach in the Political Science program. *A portion of each departmental faculty meeting has been designated for faculty in Public Administration and Political Science to update the faculty on issues, concerns, and activities relevant to the program.*
- “The department should develop a comprehensive five-year plan that will elaborate a shared vision for the two academic programs in the department.” *Work on a five-year strategic plan was begun in Spring 2003 and will be completed in Fall 2003.*

Student Outcomes  
Assessment

The department uses four student outcomes assessment tools – an annual survey of student majors; an annual assessment of student papers; an alumni survey conducted every four years; and a survey of the faculty conducted every four years. *As a result of feedback from students and alumni, the department is discussing how to bring current events into more classrooms without sacrificing important theoretical and conceptual content. The department is also looking into how to develop the writing and speaking skills of students more successfully. A special committee was established to investigate these issues.*

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College of Social  
and Behavioral  
Sciences

### **Political Science – BA in Public Administration**

- The review team recommended increased communication and collaboration between faculty in the department who teach in the Public Administration program and those who teach in the Political Science program. *A portion of each departmental faculty meeting has been designated for faculty in Public Administration and Political Science to update the faculty on issues, concerns, and activities relevant to the program.*
- “The department should develop a comprehensive five-year plan that will elaborate a shared vision for the two academic programs in the department.” *Work on a five-year strategic plan was begun in Spring 2003 and will be completed in Fall 2003.*

Student Outcomes  
Assessment

The department uses four student outcomes assessment tools – an annual survey of student majors; an annual assessment of student papers; an alumni survey conducted every four years; and a survey of the faculty conducted every four years. *The department revised its curriculum in response to the alumni assessments and the survey of Iowa public administrators. The new curriculum, which will become effective in Fall 2004, will include more applied public administration classes. These classes, such as public budgeting II, are designed to provide students with the training they will need to be immediately effective on the job. There has been a program shift from a strictly academic study of public service to a curriculum that includes more practical training.*

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**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2001-02 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10			
HENRY B. TIPPIE COLLEGE OF BUSINESS (Collegiate Review)		C*A**	C*, A**								9 Years	AACSB International: The Association to Advance Collegiate Schools of Business
Accounting			D									
Economics		D	D									
Finance				D								
Management and Organizations		D	D									
Management Sciences			D									
Marketing				D								

\* Separate reviews will be conducted for undergraduate and MBA programs.

\*\* Accreditation self-study to be conducted 2002-03, site visit 2003-04.

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	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		
COLLEGE OF DENTISTRY (Collegiate Review)				A,C						7 Years	Commission on Dental Accreditation (American Dental Association) (ADA)
Community & Preventive Dentistry					D						
Endodontics			D								
Family Dentistry					D						
Operative Dentistry			D					D			
Oral and Maxillofacial Surgery				A	D				A	5 Years	Commission on Dental Accreditation (ADA), Advanced Specialty Education
Oral Health Science, B.S.		P		P							
Oral Pathology, Radiology, Medicine	A*	D						D	A*	Until 2009*	Commission on Dental Accreditation (ADA). Advanced Specialty Education
Orthodontics			D								
Pediatric Dentistry			D					D			
Periodontics					D						
Prosthodontics	D							D			

\* Oral Radiology only

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	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		
<b>COLLEGE OF EDUCATION</b> (Collegiate Review)			C								
<i>Counseling, Rehabilitation, and Student Development</i>											
Counselor Education			A,D							7 Years	Council for Accreditation of Counseling & Related Educational Programs (CACREP)
Rehabilitation Counseling					A,D					8 Years	Council on Rehabilitation Education (CORE)
School Counseling			A,D							7 Years	CACREP
Student Development in Postsecondary Education			A,D							7 Years	CACREP
Substance Abuse Counseling **											
<b>Curriculum and Instruction</b>											
All Licensure Programs			L,A***	A					L	5 Years	Iowa State Board of Education, Teacher Education Accreditation Council (TEAC)
Non-Licensure Graduate Programs				D							
<b>Educational Policy, and Leadership Studies</b>											
Educational Administration			D							7 Years	University Council for Education Administration (UCEA)*
Higher Education			D								
Social Foundations of Education			D								
<i>Psychological and Quantitative Foundations</i>											
Counseling Psychology				D,A (2005)						5-7 Years	American Psychological Association (APA)
Education Measurement and Statistics				D							
Educational Psychology				D							
Instructional Design and Technology**											
School Psychology				D,A (2005)						5 Years	APA

\*UCEA, a membership organization, conducts 'sabbatical reviews' and is not an accrediting association. All member reviews were suspended by UCEA in 1997 pending plenary discussion of review procedures.

\*\* Student admissions and review schedule suspended.

\*\*\*Scheduled to begin Spring 2004. Initial review at SUI by TEAC..

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2001-02 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		
COLLEGE OF ENGINEERING (Collegiate Review)		A			C			A		6 Years	Accreditation Board for Engineering and Technology, Inc. (ABET)
Biomedical Engineering		A						A	D		ABET
Center for Computer Aided Design			O					O			
Chemical and Biochemical Engineering		A	D					A	D		ABET
Civil and Environmental Engineering		A	D					A	D		ABET
Electrical and Computer Engineering		A	D					A	D		ABET
IIHR-Hydroscience and Engineering				O					O		
Industrial Engineering		A	D					A	D		ABET
Iowa Spine Research Center					O						
Mechanical Engineering		A	D					A	D		ABET

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2001-02 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); p=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10			
GRADUATE COLLEGE (Collegiate Review)		C	C									
Applied Mathematical/Computational Science	D				D							
Genetics		D				D						
Immunology		D					D					
Library and Information Science, School of	A	D					A			7 Years	American Library Association (ALA)	
Molecular Biology			D				D					
Neuroscience			D									
Project on Rhetoric of Inquiry (POROI)				D								
Quality Management and Productivity	Admissions closed 10/01											
Second Language Acquisition (Ph.D.)				P		D						
Third World Development Support	Admissions suspended 2/02											
Urban and Regional Planning	D				A,D					7 YEARS	Planning Accreditation Board (PAB)	

**UNIVERSITY OF IOWA**  
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A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		
COLLEGE OF LAW (Collegiate Review)	C*					A,C				7 Years	American Bar Association/Association of American Law Schools (ABA/AALS)

**\*\*2000-01** Accreditation review accepted by Board Office as Collegiate Review.

**UNIVERSITY OF IOWA**  
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A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		
COLLEGE OF LIBERAL ARTS & SCIENCES (Collegiate Review)			C								
Aerospace Studies/Military Science					O						
African-American World Studies					D						
Aging Studies Program						O					
American Indian and Native Studies Program											
American Studies			D								
Anthropology	D										
Art and Art History, School of							D				
Asian Languages and Literature											
Biological Sciences							D				
Book, Center for the	O										
Chemistry											
Cinema and Comparative Literature					D						
Classics					D						
Communication Studies			D								
Computer Science			D								
Dance			A			D					National Association of Schools of Dance
English	D										
Environmental Sciences Program					O <sup>2</sup>						
ESL Programs		O			A					5 years	Commission on English Language Program Accreditation (CEA)
Exercise Science				D							

<sup>2</sup> With Geoscience.

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2001-02 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001--02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10			
COLLEGE OF LIBERAL ARTS & SCIENCES (Cont'd)												
Athletic Training Program (Department of Exercise Science)				A						A	5 Years	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
French and Italian												
Geography			D									
Geoscience					D							
German												
Global Health Studies				O								
Health, Leisure and Sport Studies (became Health and Sport Studies in 2002-03)	A (expires 10/2002)			D		A					5 Years	National Recreation and Park Association (NRPA)
History				D								
Honors Program			D <sup>3</sup>									
Interdepartmental Studies B.A.						O						
International Business Certificate				O								
Iowa Social Science Institute	O											
Journalism and Mass Communication, School of			A		D					A	6 years	Accrediting Council on Education in Journalism and Mass Communication (ACEJ)
Language Media Center												
Latin American Studies				O								
Liberal Studies, Bachelor of			O <sup>4</sup>									
Linguistics		D										
Literature, Science, and the Arts						O						
Mathematics		D										
Medieval Studies								O				

<sup>3</sup> To be reviewed in cooperation with Office of the Provost.

<sup>4</sup> To be reviewed with Division of Continuing Education.

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2001-2002 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		
COLLEGE OF LIBERAL ARTS & SCIENCES (Cont'd)											
Museum Studies							O				
Music, School of (including Bands)						D	A			10 Years	National Association of Schools of Music (NASM)
PEOPLE Certificate	O <sup>5</sup>										
Philosophy	D										
Physics and Astronomy	D										
Political Science						D					
Psychology	D	A							A	7 Years	American Psychological Association (APA) (Ph.D. Program in Clinical Psychology)
Religious Studies (was School of Religion)	D										
Rhetoric					D						
Russian											
Sexuality Studies						O					
Social Work, School of	A		D							8 Years	Council on Social Work Education (CSWE)
National Resource Center on Family-Based Practice (School of Social Work)			O								
Sociology			D								
Spanish and Portuguese											
Speech Pathology and Audiology		A	D							8 Years	American Speech-Language-Hearing Assoc. (ASLHA)
Statistics and Actuarial Science					D						
Theatre Arts					A	D				10 Years	National Association Schools of Theatre (NAST)
Women's Studies		P*			D	P <sup>6</sup>					
Writers' Workshop (Creative Writing)					D						

<sup>5</sup> With Philosophy.

<sup>6</sup> Post-audit review of B.A. program.

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2001-02 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency  <i>Notes</i>
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		
CARVER COLLEGE OF MEDICINE (Collegiate Review)	A					C		A		7 Years	Liaison Committee on Medical Education (LCME)
Anatomy and Cell Biology	D*	D				D					
Anesthesia	D*	D				D					
Biochemistry	D*	D				D					
Biomedical Ethics and Medical Humanities		D					D				
Dermatology		D					D				
Emergency Medicine						D					
Family Medicine			D								
Internal Medicine						D					
Microbiology			D				D				
Neurology			D								
Neurosurgery						D					
Obstetrics & Gynecology				D							
Ophthalmology and Visual Science			D								
Orthopedic Surgery				D							
Oto-Head and Neck Surgery					D						
Pathology				D			D				
Pediatrics		D									
Pharmacology					D						
Physical Therapy		D	A (2004)							7 Years	Commission on Accreditation in Physical Therapy Education (CAPTE)
Physician Assistant Program				D	A (2006)					7 Years	Commission on Accreditation of Allied Health Educational Programs (CAAHEP)

**UNIVERSITY OF IOWA  
Schedule of Academic Program Reviews (2001-02 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		
CARVER COLLEGE OF MEDICINE (Cont'd)											
Physiology and Biophysics						D					
Psychiatry					D						
Radiation Oncology						D					
Radiology					D						
Surgery				D							
Urology		D					D				
**Clinical Laboratory Sciences: Medical Technology Program (w/UIHC)				A						7 Years	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
**Nuclear Medicine Technology Program (w/UIHC)			A (2004)							7 Years	Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)
**Continuing Medical Education				A (2005)						10 Years	Accreditation Council for Continuing Medical Education (ACCME)
**Dietetics Internship (UIHC)					A (2006)					10 Years	American Dietetic Association: Commission on Accreditation/Approval for Dietetics Education

\*These reviews essentially completed in 2001-02, but final reports/responses not submitted until early 2002-03. Will be included in 2002-03 Report.

\*\*Non-degree programs.

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2001-02 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		
COLLEGE OF NURSING (Collegiate Review – Accred CCNE)										10 Years	Commission on Collegiate Nursing Education (CCNE)
(Collegiate Review – Accred ISBN)	L						L			5 Years	Iowa State Board of Nursing
(Collegiate Review – University)		C									
*Continuing Nursing Education											
Anesthesia Nursing Program										10 Years	Council on Accreditation of Nurse Anesthesia Educational Programs (CANAEP)
Nursing and Healthcare Practice (Master's)						P					
Pediatric Nurse Practitioner Education	A					A				3 Years	National Certification Board of Pediatric Nurse Practitioners and Nurses (NCBPNP)

\*Nondegree program

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2001-02 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		

COLLEGE OF PHARMACY (Collegiate Review)			A,C*							A	6 Years	American Council on Pharmaceutical Education (ACPE)
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\* Collegiate review postponed from 2001-02.

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2001-02 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10			
COLLEGE OF PUBLIC HEALTH (Collegiate Review)		A	P		C							Council on Education for Public Health (CEPH)
Biostatistics					D							
Community and Behavioral Health					D							
Epidemiology	D											
Health Management and Policy				A						7 Years		Accrediting Commission on Education for Health Services Administration (ACHESA)
Industrial Hygiene M.A.		A*										Accreditation Board for Engineering and Technology (ABET)
Occupational and Environmental Health			D									

\*Interim report.

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2001-02 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10			
CONTINUING EDUCATION, DIVISION OF (Division Review)		C*	C									
Center for Credit Programs			D									

\* Postponed due to retirement of Dean in 2000.

**IOWA STATE UNIVERSITY**  
**Schedule of Academic Program Reviews (2002-03 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program*	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
<b>COLLEGE OF AGRICULTURE**</b>										
Agricultural Education/Studies (1)								P		
Economics (2)	P					p				
Agricultural & Biosystems Engr (3)		P								
Agronomy	P							P		
Animal Science								P		
Biochemistry, Biophysics & Molecular Bio (2) (7)					P					
Ecology, Evolution & Organismal Biol (2) (6) (7)							P			
Entomology	P						P			
Food Science & Human Nutrition (4)				P						
Genetics, Developmental & Cellular Biol (2) (6) (7)							P			
Horticulture			P							
Natural Resource Ecology & Management (5) (7)						P				
Plant Pathology		P								
Sociology (2)		P								
Statistics (2)				P						
Honors Program (a)	P									
International Agriculture Program (b)	P									
Professional Agriculture Program (c)								P		
Environmental Science (d)					P					

**FOOTNOTES:**

- \* Program areas are identified only if a part of a department or an interdisciplinary program is to be reviewed.
- \*\* M is a program review for university purposes; A is an accreditation review; CSREES is Cooperative State Research, Education, and Extension Service. The year listed is the year the external review is scheduled or anticipated to be completed.

- (1) See also College of Education.
- (2) See also College of Liberal Arts and Sciences .
- (3) See also College of Engineering.
- (4) See also College of Family and Consumer Sciences.
- (5) Animal Ecology and Forestry have merged into the new department of Natural Resource Ecology and Management..
- (6) New as a result of the biological sciences reorganization (Botany and Microbiology were eliminated).
- (7) Re-organization of biological sciences has delayed reviews.
- (a) Reviews of college honors programs are to be coordinated with the review of the University Honors Program.
- (b) Reviews of college international studies programs are to be coordinated with the review of the University International Studies Program.
- (c) Professional Agriculture is an interdepartmental graduate program administered by the College of Agriculture.
- (d) See also College of Liberal Arts & Sciences - post audit review 2001.

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 Schedule of Academic Program Reviews (2002-03 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program*	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
<b>COLLEGE OF BUSINESS**</b>										
Accounting					P					
Finance					P					
Logistics, Operations & MIS					P					
Management					P					
Marketing					P					
Honors Program (a)		P								
Business Administration Program (d)					P					

**FOOTNOTES:**

- (a) Reviews of college honors programs are to be coordinated with the review of the University Honors Program.
- (d) Business Administration is an interdepartmental graduate program administered by the College of Business.

**IOWA STATE UNIVERSITY  
 Schedule of Academic Program Reviews (2002-03 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program*	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
<b>COLLEGE OF DESIGN</b>										
Architecture			P							
Art & Design (b)			P							
Community & Regional Planning			P							
Landscape Architecture			P							
Honors Program (a)		P								

**FOOTNOTES:**

- (a) Reviews of college honors programs are to be coordinated with the review of the University Honors Program.
- (B) Programs accredited include Art Education, Graphic Design, and Interior Design.

**IOWA STATE UNIVERSITY**  
**Schedule of Academic Program Reviews (2002-03 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program*	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Normal	Accreditation Organization or Other External Agency
									Accreditation Review Cycle	
<b>COLLEGE OF EDUCATION**</b>										
College (Licensure program) (1)		L								
Agriculture Education		L								
Art		L								
Biology		L								
Chemistry		L								
Counseling		L								
Early Childhood (TPKC)		L								
Early Childhood Ed (Birth/Grade 3)		L								
Earth Science		L								
English/Language Arts		L								
Family & Consumer Sci Education		L								
Foreign Languages and Literatures		L								
Physical Science		L								
General Science		L								
Physics		L								
Mathematics		L								
Music		L								
Health		L								
Physical Education		L								
Reading- Elementary Education		L								
School Administration		L								
Social Studies		L								
Special Education (Child Dev)		L								
Speech Communications		L								
Curriculum & Instruction						P				
Educational Leadership and Policy Studies						P				
Health/Human Performance						P				
Industrial Education & Technology					P					
Honors Program (a)		P								

**FOOTNOTES:**

L represents review by Iowa Board of Education.

(1) Licensure programs are reviewed every five years by the Iowa Board of Education.

(a) Reviews of college honors programs are to be coordinated with the review of the University Honors Program.

**IOWA STATE UNIVERSITY**  
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A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program*	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
<b>COLLEGE OF ENGINEERING**</b>	C									
Aerospace Engineering							P			
Agricultural & Biosystems Engineering (1)		P								
Chemical Engineering							P			
Civil Construction & Environmental Engineering							P			
Electrical & Computer Engineering							P			
Industrial & Manufacturing Systems Engineering							P			
Materials Science & Engineering							P			
Mechanical Engineering							P			
Biomedical Engineering Program (b)										
Honors Program (a)		P								

**FOOTNOTES:**

(1) See also College of Agriculture.

(a) Reviews of college honors programs are to be coordinated with the review of the University Honors Program.

(b) Biomedical Engineering is an interdepartmental graduate program administered jointly by the Colleges of Engineering and Veterinary Medicine.  
The program is no longer accepting students and may be discontinued.

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Schedule of Academic Program Reviews (2002-03 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Normal	Accreditation Organization or Other External Agency
									Accreditation Review Cycle	
<b>COLLEGE OF FAMILY &amp; CONSUMER SCIENCES</b>										
Apparel, Education Studies, & Hospitality Mgmt.					P					
Food Science & Human Nutrition (1)						P				
Human Development & Family Studies	P							P		
Honors Program (a)		P								
International Studies Program (b)		P								

**FOOTNOTES:**

- (1) See also College of Agriculture.
- (a) Reviews of college honors programs are to be coordinated with the review of the University Honors Program.
- (b) Reviews of college international studies programs are to be coordinated with the review of the University International Studies Program.
- (2) All undergraduate programs are accredited by the American Association of Family and Consumer Sciences.

**IOWA STATE UNIVERSITY**  
**Schedule of Academic Program Reviews (2002-03 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program*	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
<b>INTERDISCIPLINARY GRADUATE PROGRAMS**</b>										
Bioinformatics and Computational Biology	P						P			
Biomedical Engineering Program (f)										
Complex Adaptive Systems Minor			P							
Ecology & Evolutionary Biology Major	P						P			
Interdisciplinary Graduate Studies Program		P								
Genetics Major	P							P		
Gerontology Minor		P								
Immunobiology Program (Ag & VM)	P							P		
Industrial Relations Program					P					
Linguistics Minor (2)				P						
Microbiology	P									
Molecular, Cellular & Developmental Biol Progr	P							P		
Neuroscience Program	P						P			
Plant Physiology Major	P							P		
Professional Agriculture Program (3)								P		
Sustainable Agriculture	P					P				
Technology & Social Change Minor		P								
Toxicology Major	P							P		
Transportation Major (4)		P								
Water Resources Major	P					P				

**FOOTNOTES:**

- (1) Program jointly administered by the Colleges of Veterinary Medicine and Engineering. The program is no longer accepting students and may be discontinued.
- (2) See also Department of English, in Liberal Arts and Sciences.
- (3) Reviewed together with the Department of Agricultural Education and Studies.
- (4) Reviewed together with Center for Transportation Research Engineering.

**IOWA STATE UNIVERSITY**  
**Schedule of Academic Program Reviews (2002-03 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program*	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
<b>COLLEGE OF LIBERAL ARTS &amp; SCIENCES</b>										
Air Force Aerospace Studies					P					
Anthropology								P		
Biochemistry, Biophysics & Molecular Bio (1)					P					
Chemistry			P							
Computer Science		P								
Ecology Evolution & Organismal Biol (1) (2)							P			
Economics (1)	P						P			
English				P						
Foreign Languages & Literatures					P					
Genetics Cellular & Developmental Biol (1) (2)							P			
Geological & Atmospheric Sciences				P						
Greenlee School of Journalism and Com				P						
History					P					
Mathematics					P					
Military Science					P					
Music						P				
Naval Science					P					
Philosophy and Religious Studies			P							
Physics & Astronomy								P		
Political Science					P					
Psychology		P								
Sociology (1)		P								
Statistics				P						
African-American Studies Program (4)										
American Indian Studies Program (4)										
Bachelor of Liberal Studies Program (5)										
Biological/Pre-Medical Illustration Program (3)					P					
Biology Program (3)					P					
Classical Studies Program (g)										
Environmental Science (d)					P					
Environmental Studies Program		P								
Honors Program (a)		P								
International Studies Program (b)		P								
Linguistics Program (f)				P						
Religious Studies Program ©			P							
Speech Communication Program (e)				P						
Theatre (h)						P				
Women's Studies Program (i)						P				

**FOOTNOTES:**

- (1) See also College of Agriculture.
- (2) New as a result of the biological sciences reorganization (Botany and Zoology/Genetics were eliminated).
- (3) Re-organization of the biological sciences has delayed these reviews.
- (4) Ethnic studies programs do not offer degrees, only structured minors.
- (5) Review must be coordinated with other Regent institutions.
- (a) Reviews of college honors programs are to be coordinated with the review of the University Honors Program.
- (b) Reviews of college international studies programs are to be coordinated with the review of the University International Studies Program.
- (c) The review of Religious Studies is to be included in the review of Philosophy.
- (d) See also College of Agriculture – post audit review 00-01.
- (e) Program reviewed together with Department of English.
- (f) With Foreign Languages and Literatures.
- (g) Review date will depend on the date the program is approved as a new major.
- (h) Program reviewed together with Department of Music.
- (i) Review scheduled seven years following post-audit review.

**IOWA STATE UNIVERSITY  
 Schedule of Academic Program Reviews (2002-03 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program*	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
<b>LIBRARY**</b>			P							

**FOOTNOTES:**

Review moved from 03-04 to 04-05.

**IOWA STATE UNIVERSITY  
Schedule of Academic Program Reviews (2002-03 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program*								Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	02-03	03-04	04-05	05-06	06-07	07-08	08-09		
<b>VETERINARY MEDICINE**</b>									
Biomedical Sciences		P							
Veterinary Clinical Sciences						P			
Vet Diagnostics & Production Animal Med		P							
Vet Microbiology & Preventive Med			P						
Veterinary Pathology			P						
Veterinary Teaching Hospital (Inspector)									
Laboratory Animal Resources (a)									
Biomedical Engineering Program (b)									

**FOOTNOTES:**

(1) All programs in the College of Veterinary Medicine are accredited by the American Veterinary Medicine Association Council on Education.

(a) External reviews of some non-academic programs have been suspended due to budgetary constraints.

(b) Biomedical Engineering is an interdepartmental graduate program administered jointly by the Colleges of Engineering and Veterinary Medicine. The program is no longer accepting students and may be discontinued.

**UNIVERSITY OF NORTHERN IOWA**  
**Schedule of Academic Program Reviews (2001-02 to 2009-10)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other; PA=Post-Audit (5 year)

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		
COLLEGE OF BUSINESS ADMINISTRATION									A	10 years	Association to Advance Collegiate Schools of Business International
Economics							P		A		
Accounting	P				PA*			P	A		
Marketing		P							A/P		
Finance					P				A		
Management						P			A		
Master's in Business Administration					P				A		

\*Master of Accounting

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College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		
COLLEGE OF EDUCATION			C* A/L					A/L		5 years	National Council for Accreditation of Teacher Education (NCATE)
Educational Psychology & Foundations							P			5 years	National Association of School Psychologists for School Psychology Program
Teaching	P							P			
Educational Administration & Counseling		P	O	A				O	P/A	5 years	Council for Accreditation of Counseling and Related Educational Programs (CACREP); Iowa Department of Education – Educational Leadership program approval
HPELS – Athletic Training Health Promotion and Education; Physical Education; Leisure, Youth, and Human Services	A A		P			A A				5 years 5 years	Commission on Accreditation of Allied Health Education Programs National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation
Curriculum & Instruction I					P						
Special Education						P				5 years	Iowa Department of Education
Curriculum & Instruction II						P					
Ed.D. – Doctor of Education		P							P		

\*NCATE

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College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		
COLLEGE OF HUMANITIES AND FINE ARTS											
English							P				
Art	P					A		P		10 years	National Association of Schools of Art
Communication Disorders	A	P							P/A	8 years	American Speech – Language Hearing Association
Modern Languages			P								
Music	A			P						10 years	National Association of Schools of Music
Philosophy and Religion				P							
Theatre					P						
Communication Studies						P					

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College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
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<b>COLLEGE OF NATURAL SCIENCES</b>											
Industrial Technology		A					P	A		6 years	National Association of Industrial Technology
Mathematics	P							P			
Chemistry		P							P		
Biology			P								
Earth Science				P							
Environmental Science					P						
Science Education					P						
Computer Science						P					
Physics			P								

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College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES											
Geography							P				
Political Science	P		PA*					P			
Sociology/Anthropology/Criminology		P							P		
Design, Family, & Consumer Sciences			P				PA**				
Social Work				P	A					8 years	Council on Social Work Education BA accredited***
Psychology					P						
History						P					

\*Political Communication

\*\*Gerontology

\*\*\*MSW program currently in candidacy for accreditation with Council on Social Work Education.

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College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		
INTERDISCIPLINARY)											
Russian & East European Area Studies							P				
Inter-American Studies							P				
Women's Studies				P							
Humanities		P							P		
Liberal Studies			P								
General Studies			P								
Public Policy			P								