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

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

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Recommended Action: Receive the report.

Executive Summary: This report represents a major quality assurance effort of Regent university academic programs. Other Regent quality assurance efforts include reviews of new programs, post-audit reviews, accreditation reports, and special academic studies, such as studies of unnecessary duplication.

Number of Program Reviews in 2002-2003

This report provides summary information on 24 program reviews including student outcomes assessments undertaken by the Regent universities in 2002-2003. This compares to reviews of 38 programs in 2001-2002. A list of the 24 program reviews is found in Attachment A, pages 4-5.

During the 2002-2003 academic year:

- The University of Iowa completed 6 academic program reviews.

- Iowa State University completed 4 academic program reviews.

- The University of Northern Iowa completed 14 academic program reviews.

Board of Regents Policy Manual

According to the Board of Regents' Policy Manual (§6.05B), the universities should review between one-seventh and one-fifth of their academic programs each year. Board policy requires that information about Student Outcomes Assessments (SOAs), including program changes resulting from the assessments, be an integral part of the academic program reviews and reports.

According to the policy, "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."

Variations in Reporting Student Outcomes Assessments	The 24 academic program reviews contain a variety of examples of student outcomes assessments, including student evaluations, alumni and instructor surveys, employer surveys, and licensure and professional examinations.
	SOA measures and the links to curricular changes varied extensively. Although information about SOA is more evident in this year's reports, it needs to describe more fully student outcomes and links to course changes/program improvements resulting from student outcomes assessments.
Concerns with 2002-2003 Reviews	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.
Typical Steps of an Academic Program Review	Each institution has detailed program review procedures that describe and govern the steps in the process. 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 should identify 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.
Implementation Plan	The dean(s) and provost's office review all documents and, with the program 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 because it helps assure that concerns/recommendations raised in the reviews are actually addressed.

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 Strategic Plan:

1.0　Ensure high-quality educational opportunities for students.

Background:

An <u>academic program review</u> is based on assessment of a program's strengths and weaknesses, and should result in curriculum modifications and teaching/learning improvements. The objective of an academic program review is to go beyond minimum standards and assess the desired level of quality at the institution.

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 provides critical information that enables the institutions to strengthen programs through curriculum revisions and budget reallocations; to offer creative ways (including interdisciplinary efforts) to redirect or bolster weaker programs; to determine the need for new programs; or to eliminate unnecessary 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.

Attachments

Attachment A – List of the 24 program reviews by university (pages 4-5).

Attachment B – Highlights from each university's report (pages 6-17).

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.

ATTACHMENT A
Academic Program Reviews at Regent Universities
Completed in 2002-2003

UNIVERSITY OF IOWA (6)

♦ College of Liberal Arts and Sciences
   Department of Linguistics and English as a Second Language Programs (joint review)
   Department of Mathematics

♦ Carver College of Medicine
   Department of Anatomy
   Department of Anesthesia
   Department of Biochemistry

♦ College of Public Health
   Department of Epidemiology

IOWA STATE UNIVERSITY (4)

♦ College of Agriculture
   Agricultural Education and Studies
   Animal Science

♦ College of Liberal Arts and Sciences
   Anthropology
   Physics and Astronomy

UNIVERSITY OF NORTHERN IOWA (14)

♦ College of Business Administration
   Marketing - Undergraduate

♦ College of Education
   Postsecondary Education Student Affairs – Graduate
   Principalship and Superintendency Programs – Graduate
   Counseling – Graduate
   Doctor of Education

♦ College of Humanities and Fine Arts
   Communicative Disorders – Undergraduate
   Communicative Disorders – Graduate

♦ College of Natural Sciences
   Chemistry – Undergraduate
   Chemistry – Graduate

- College of Social and Behavioral Sciences
  Sociology – Undergraduate
  Sociology - Graduate
  Anthropology – Undergraduate
  Criminology - Undergraduate

- Interdisciplinary
  Humanities

ATTACHMENT B
SELECTED PROGRAM IMPROVEMENTS

University of Iowa   In 2002-2003, SUI completed 6 academic program reviews. A brief description of each program review's selected actions resulting from the external review and student outcomes assessments is provided below.

Department of Linguistics

Changes Resulting from External Review	◆ Added a new position in informatics (with the School of Library and Information Science) in Fall 2002.
	◆ Developed a colloquium series, sponsored with closely-allied departments, to present faculty and student research to a University-wide audience.

Changes Resulting From Student Outcomes Assessment	◆ Added elective courses in computational linguistics, research practicum, research methods in second language acquisition, and language rights.
	◆ Developed a five-year BA/MA program in Linguistics with a focus on teaching English as a second language.

Department of Mathematics

Changes Resulting from External Review	◆ Conducted faculty searches in 2002-03 and 2003-04 to fill six positions; one appointment was made.
	◆ Provided funding to create a postdoctoral program in mathematics with six postdoctoral positions by 2004-05.

Changes Resulting From Student Outcomes Assessment	◆ Increased number of required courses to improve student preparation for graduate school.
	◆ Added discussion sections focusing on mathematical proofs and upper-level courses taken by students preparing for graduate school; allowed students to use statistics and computer science courses to fulfill requirements for the mathematics major.

Department of Anatomy

Changes Resulting from External Review	None provided, although a number of actions are under consideration.

Changes Resulting From Student Outcomes Assessment	None provided.

Department of Anesthesia

Changes Resulting from External Review	- Expanded development of the pain service. - Increased efforts to recruit and retain high quality faculty and residents. - Introduced different teaching approaches using web-based activities. - Focused on building the basic science program with targeted recruitment.
Changes Resulting From Student Outcomes Assessment	None provided.

Department of Biochemistry

Changes Resulting from External Review	None provided, although a number of actions are under consideration.
Changes Resulting From Student Outcomes Assessment	None provided.

Department of Epidemiology

Changes Resulting from External Review	None provided, although several recommendations were made.
Changes Resulting From Student Outcomes Assessment	None provided.

Iowa State University

In 2002-2003, ISU completed four academic program reviews. A brief description of each program review's selected actions resulting from the external review and student outcomes assessments is provided below.

Agricultural Education and Studies

Changes Resulting from External Review

- Planned to work collaboratively with local high schools to conduct workshops on mechanical skills development.

- Planned to conduct a departmental seminar to explain the "umbrella" concept or "research project" and its implication to the department's research agenda.

- Planned to assign graduate assistants to research projects based on requests made by professors, the purpose of each research project, graduate students' research focus, and available funding.

Changes Resulting From Student Outcomes Assessment

- Adjusted the number of credits required for graduation in agricultural systems technology to address the need for more skills and knowledge in agricultural mechanics and technologies.

- Increased student exposure to computers to address the need for upgrading communication technologies in required agriculture classes.

- Revised classroom and internship experiences to improve students' presentation and problem-solving skills in real world situations.

- Improved the capstone course by incorporating contemporary issues facing the agricultural industry.

- Expanded the number of approved classes to meet the ethical component requirement.

- Organized and conducted international travel classes to meet the international/multicultural requirement.

Animal Science

Changes Resulting from External Review

- Evaluated all courses to ensure they approach subject matter in a progressive fashion that provides students with the most up-to-date information.

- Completed development of the interdepartmental/interdisciplinary nutrition degree and planning of courses.

- Completed the development of defined tracks of courses for undergraduate majors.

Changes Resulting From Student Outcomes Assessment	◆ Defined courses by specific learner competencies.
	◆ Examined cognitive learning skills to ensure that upper level skills were represented throughout the curriculum.
	◆ Created new courses emphasizing entry-level "working with animals" and animal management courses to benefit students with limited animal experience.
	◆ Packaged the program's 10 major learning goals under three learning domains that will be the focus of direct assessments – critical thinking abilities, abilities to gain perspective, and interaction abilities.

Anthropology

Changes Resulting from External Review	◆ Planned to hire a graduate administrative assistant in Fall 2004 to serve as academic advisor for undergraduate majors.
	◆ Re-designed capstone courses for graduate and undergraduate majors and identified joint future teaching and research during the newly established faculty retreat.
	◆ Recruited anthropologists outside of the department's current faculty to assist in administrative and mentoring activities.

Changes Resulting From Student Outcomes Assessment	◆ Developed a one-credit course for graduating seniors to learn about post-graduate work and job search.
	◆ Implemented a one-credit course for entering graduate students to introduce them to current research directions of faculty and current issues in the field.

Physics and Astronomy

Changes Resulting from External Review	◆ Created a long-range planning committee to prioritize hiring plans for the near and far terms.
	◆ Made two new hires consistent with the department's hiring plan to achieve departmental strategic goals.
	◆ Assigned two junior faculty members as new advisors to revitalize the Physics Club.
	◆ Decided to drop the B.S. program in Applied Physics based on the results of the recent post-audit.
	◆ Changed requirements for passing the departmental qualifying exam to allow the two parts to be passed at different times; created an informal "qualifier preparation seminar."
	◆ Established the NSF ADVANCE program to increase the participation and advancement of women in academic science and engineering careers.

◆ Increased the number of graduate students accepting admission in Fall 2003.

Changes Resulting From Student Outcomes Assessment	◆ Added a required seminar in career planning for all junior majors in response to student comments about a lack of career planning.
	◆ Revamped the curriculum of the "Computational Methods" course.
	◆ Assumed role by Physics Club advisors in having presentations of modern research topics for undergraduates in informal settings.
	◆ Distributed new written criteria for teaching assistant stipends to all graduate students.
	◆ Planned to require stricter Speak/Teach test performance for non-native speaker teaching assistant and a formal evaluation by faculty based on classroom observations.

University of
Northern Iowa

In 2002-2003, UNI completed 14 academic program reviews. A brief description of each program review's selected actions resulting from the external review and student outcomes assessments is provided below.

Department of Marketing - Undergraduate

Changes
Resulting from
External Review

- Hired two new faculty members with expertise in Supply Chain and Services Marketing resulting from the addition of one faculty line and one resignation.

- Deferred implementing the recommended Supply Chain minor until resources are available.

- Placed new emphasis in the College of Business merit system to reward quality of publications.

Changes
Resulting From
Student
Outcomes
Assessment

- Added a course in Internet Marketing in 2000.
- Modified an emphasis area in Marketing, now titled "Interactive Retailing."

Postsecondary Education Student Affairs - Graduate

Changes
Resulting from
External Review

- Eliminated the research paper for the non-thesis option and retained the course, "Educational Research."

- Redesigned the capstone seminar to address cutting edge legal and ethical issues.

- Deferred adding a separate law course until additional resources become available.

Changes
Resulting From
Student
Outcomes
Assessment

- Focused on more systematic incorporation of portfolio-building throughout the program.

- Increased emphasis on writing across the curriculum.

- Expanded counseling skills in the course "Communications and Leadership in Postsecondary Education."

- Focused more systematic and continuous attention to leadership and ethics across the curriculum.

Principalship and Superintendency Programs - Graduate

Changes
Resulting from
External Review

♦ Revised program starting time from fall to summer to ensure that students are well-acquainted before the fall ICN and WebCT courses beginning in Summer 2005.

♦ Focused on creating a seamless mentoring training system for mentors working with beginning teachers, aspiring school leaders, and beginning school leaders, including development of a Mentor Handbook, a system for coaching and assisting mentors, and assessment rubrics for mentors to evaluate the leadership student's work in the field.

♦ Created an interim solution to increase the research profile of the program by giving a short-term part-time assignment to an Educational Psychology department member in the Educational Leadership Program area. Hiring a researcher/practitioner for the next open faculty hire is a priority.

Changes
Resulting From
Student
Outcomes
Assessment

♦ Developed and implemented a new delivery system for the Superintendent Preparation Program using ICN and WebCT delivery systems.

♦ Created an improved delivery model for the Principalship preparation program to allow students access anywhere in Iowa.

♦ Expanded the clinical component of the new Principalship preparation program to become an internship that students complete with the support of critical mentors in the field.

♦ Focused on developing and implementing a new process to provide systematic assessment of educational leadership candidates based on professional standards. Ten specific leadership behaviors will be assessed as a requirement for graduation. All clinical performances will also be assessed more authentically through video-streaming and trained observers.

Counseling - Graduate

Changes
Resulting from
External Review

♦ Added a visitation day and program orientation prior to admission to provide personal interaction with students and increase effectiveness of the screening process beginning in Fall 2004.

♦ Decided against adding more elective hours due to the program's current length and available resources.

♦ Decided to participate more actively in the UNI Graduate College special minority recruiting program if funds are available.

♦ Deferred adoption of a portfolio as a graduation requirement.

♦ Deferred improving the technology in the clinical practice rooms until funding becomes available.

♦ Developed a tentative course rotation system.

Changes Resulting From Student Outcomes Assessment	• Increased emphasis and accountability in coursework for quality of written expression and holding students to higher standards in all classes.
	• Added requirement for students to submit a more in-depth description and analysis of their experience with diversity as an exit requirement.
	• Dropped the "Theories of Human Development" course because the content was duplicative of other coursework.
	• Undertook review of the instructor practicum and internship evaluations and feedback forms to reflect levels of skill development.
	• Decided to revise internship site supervisor informational packets and evaluation forms.

Doctor of Education

Changes Resulting from External Review	• Organized a Doctoral Task Force to review the mission and goals of the program and make recommendations about future directions for the program. The Doctoral Task Force is reviewing recruitment, admissions criteria, and admissions relative to faculty resources.
	• Created the position of Director of Assessment to redesign the student outcomes assessment process with greater focus on performance-based system.
	• Reduced the doctoral core from 24 to 15 credit hours to strengthen the emphasis on research.
	• Reorganized the College administrative team to include the Director of Doctoral Programs and an associate dean for graduate study and sponsored research. These positions will work in concert and bring additional support to each of the Intensive Study Areas.

| Changes Resulting From Student Outcomes Assessment | • Decentralized administration of the doctoral program and assigned responsibility for individualizing assessment to the Intensive Study Areas. |
| | • Moved routine administration of the Intensive Study Area requirements within the doctoral program to the appropriate departments to provide closer monitoring of student progress and to enhance communication within each Intensive Study Area. |

Communicative Disorders - Undergraduate

Changes
Resulting from
External Review

- Developed a new undergraduate minor in Speech-Language-Hearing Sciences.

- Examined the expenditure of faculty resources on undergraduate practicum experiences and rejected the suggestion to reduce their quality and number.

- Initiated an undergraduate recruitment plan.

- Continued to develop the "Foundations of Language" course as a possible offering in the Liberal Arts Core and rejected the suggestion to develop a new "broad appeal" course in audiology.

Changes
Resulting From
Student
Outcomes
Assessment

- Created separate tracks for pre-audiology and pre-speech language pathology students.

- Revised courses for the educational endorsement to encompass literacy, child development, and child psychology more fully in the curriculum.

Communicative Disorders - Graduate

Changes
Resulting from
External Review

- Identified strategies to increase faculty participation in seeking external funds.

- Produced a space utilization plan.

- Considered ways to initiate participation with faculty from other disciplines in research, teaching, and other activities.

- Reviewed syllabi of courses from other instructors within similar areas of the discipline.

- Produced a streamlined plan for obtaining undergraduate background coursework for non-major students.

- Discussed faculty recruitment and retention to be pursued more aggressively.

Changes
Resulting From
Student
Outcomes
Assessment

- Changed elements of the capstone course to strengthen student performance on the National Examination for Speech-Pathology and Audiology (NEPSA).

- Dropped "Physiological Phonetics" because it did not meet students' needs adequately.

- Revised format for the "Research Methods" course.

- Combined two fluency courses into one.

- Changed some courses from elective to required to expand the scope of practice in medical settings.

- Revamped supervision and teaching of "Assessment" and "Advanced Clinical Assessment" courses to include participation by the entire faculty.
- Changed course credit hours to reflect curricular emphases; planned change in platform for the computer laboratory.

Chemistry - Undergraduate

Changes Resulting from External Review

- Planned to implement curricular change recommendations from the Curriculum Committee in Fall 2004.
- Indicated that recommendations regarding faculty workload, laboratory support, and equipment are budget-driven which makes progress difficult.
- Assigned task to develop and implement procedures to recruit students into the Chemistry Marketing major.
- Established collaboration between UNI faculty members and colleagues at the University of Minnesota to enhance UNI's research programs.

Changes Resulting From Student Outcomes Assessment

- Identified issues in specific courses resulting in enhancement of course content and changes in the curriculum/procedures.

Chemistry - Graduate

Changes Resulting from External Review

- Expanded search for external funds to support graduate students. The Department will continue to work with the Graduate College to increase funding and stipend levels for graduate students.
- Focused on encouraging UNI students to consider the BA/MS option to expand the size of the program.

Changes Resulting From Student Outcomes Assessment

- Identified issues in specific courses resulting in enhancement of course content and changes in the curriculum/procedures.

Sociology - Undergraduate

Changes Resulting from External Review

- Analyzed upper-level course enrollments to ensure that a variety of upper-level elective courses are offered.
- Endorsed the suggestion that academic advising be centralized; two models are being considered.
- Hired one new female tenure-track faculty member.

- Dropped the "Social Problems" course from the major and minor.
- Developed a new course "Writing Sociology."
- Addressed the need for more student research and writing in upper level elective courses.

Changes Resulting From Student Outcomes Assessment	• Dropped "Statistics" as a prerequisite for "Research Methods."
	• Removed the "Social Problems" course as a required course.
	• Focused on reviewing the sequence of courses, proposal for a senior seminar course, centralized advising, and strengthening program writing requirements.

Sociology - Graduate

Changes Resulting from External Review	• Discussed dropping comprehensive examination, developing a non-thesis option, and moving from a general sociology program to a more focused program identity.
	• Changed sequence of the three research methods courses; redesigned the syllabus for the "Research Methods" course to facilitate the student's completion of a thesis prospectus.
	• Deferred a Master of Arts in Criminology program due to budgetary constraints.

Changes Resulting From Student Outcomes Assessment	• Determined that closer attention needs to be paid to enforcing conditional admissions and monitoring student progress.
	• Restructured sequence of required courses in the program.
	• Determined that the "Advanced Research Methods" course needs to be reorganized to focus on students' thesis prospectuses to assist students to complete their theses.

Anthropology - Undergraduate

Changes Resulting from External Review	• Planned to expend greater effort to inform students of the opportunity for summer field school in archeology.
	• Renovated the East Gym into the Innovative Technology and Teaching Center that will provide state-of-the art teaching research facilities.
	• Discussed strategies to improve student advising.
	• Explored strategies to enhance opportunities for student research and internships.

| Changes Resulting From Student Outcomes Assessment | ◆ Discussed the need to improve student advising and career planning. |
| | ◆ Considered strengthening the curriculum in the area of anthropological research methods. |

Criminology – Undergraduate

Changes Resulting from External Review	◆ Developed a sophomore-level introductory criminology course to provide students a basic foundation in criminological theory, concepts, and methods.
	◆ Focused on developing ways to enhance student advising in the program to include developing a closer working relationship with UNI's Career Services.
	◆ Considered allocating supervision as part of a faculty member's course load assignment in response to enrollment increases in student internships and experiential learning assignments.
	◆ Attempted to enhance gender diversity in the criminology faculty through a recent search.

| Changes Resulting From Student Outcomes Assessment | ◆ Restructured the curriculum with greater emphasis on experiential learning and internships and more hands-on interaction with professionals in the criminology field. |
| | ◆ Reviewed the department's writing policy in response to the need of majors to enhance their writing skills. |

Humanities – Undergraduate (Interdisciplinary Program)

| Changes Resulting from External Review | ◆ Revised the curriculum by requiring that at least 15 hours are at the junior level or higher and that no more than 15 hours in any one other major apply to the Humanities major. |
| | ◆ Created a Humanities Advisory Committee to focus on making the major more visible to students and on providing input on curriculum, student outcomes assessments, programming, and other issues. |

Changes Resulting From Student Outcomes Assessment	◆ Reinstated the "Junior-Senior Seminar in Humanities" with a special focus on developing research skills.
	◆ Changed the program requirements to include two 3-hour "Critical and Analytical" courses to help students develop their ability to analyze and evaluate human thinking, institutions, and practices.
	◆ Implemented a requirement for students to write a one-paragraph proposal to describe their focus for the program; annual revisions will assist students to clarify their focus of interest and help prevent random selection of courses.