REPORT ON ACADEMIC PROGRAM REVIEW

Action Requested: Receive the report on Academic Program Review.

Background: Board Policy 3.6 requires review of all academic programs on a seven-year cycle. The Office of the Provost at each institution leads this process and annually reports enrollment, completions, placement and planned program changes to the Board office for each reviewed program. Based upon these reviews and any other information available, the Board office can periodically select programs for on-site audits to assess the need for future Board reviews or actions.

Program Review Process: At the University of Iowa, the University of Northern Iowa, and Iowa State University, departmental or program reviews occur at a minimum of every seven years. Departmental or program reviews consist of a self-study and an external review. The external review committee of faculty from peer or aspirational institutions will meet with faculty, staff, students and administrators that can provide additional context for the team. The external team provides a report of observations and recommendations for program improvement. At UNI, departments prepare an action plan in response to the self-study and external report. For all Regent Universities, after consultation with Provost, the dean prepares a final letter summarizing findings of the review and setting out recommendations and required actions for the department. The chair, faculty in the department/program, and the Provost receive the final letter. In the spirit of continuous improvement, ISU also requires programs to submit a brief status report to the Office of the Provost at the mid-point of the seven-year review cycle. Programs accredited by external bodies can request that the accreditation reviews serve the role of the program review process. In those cases, the accrediting agency conducts the external review.

2021-22 Program Reviews:

The table below lists program reviews conducted at each Regent university in academic year 2021-22. Except where noted, reviews included all levels of degrees in the program. Some reviews note ongoing changes to streamline their curriculum and improve courses or projects that might currently serve as barriers to completion. In addition, changes to general education curriculum and credits earned in high school by incoming students impacts courses across several of these departments. Several graduate programs indicate strong student preference for online course delivery. At both the undergraduate and graduate levels, experiential and work-based learning is being infused into degree pathways.

Iowa State University	University of Iowa	University of Northern Iowa
Animal Science Biomedical Sciences (graduate) Cybersecurity (MS) History Human Computer Interaction Political Science Seed Technology and Business Sociology and Criminology Sustainable Agriculture Toxicology Veterinary Microbiology and Preventative Medicine Veterinary Pathology	Finance Management & Entrepreneurship Marketing Advanced Education in Oral and Maxillofacial Surgery Counseling Psychology Clinical Mental Health Counseling Counselor Education & Supervision School Counseling Urban and Regional Planning Chemistry Computer Science English/Writers' Workshop Linguistics Mathematics Philosophy Religious Studies International Studies Nursing (all levels)	Communication and Media Early Childhood History Public Health Social Science Education Special Education (MAE) Technology Management (BA and BAS)

Key Findings and Improvements at Iowa State University

- With enrollment in the cybersecurity master's program declining, the program has developed new pathways for the incumbent workforce and non-traditional students to enter the MS program and enter the cybersecurity workforce.
- The human computer interaction master's program has found success in recruiting success with international students.
- Budgetary constraints in the Department of History are resulting in the sunsetting of the rural, agricultural, technological and environmental history PhD program. All currently enrolled students will be able to complete their programs.
- The undergraduate criminal justice major has grown to over 300 students since its 2016 launch.
- Seed technology and business is exploring how the development of ISU Online might impact the roles of some staff and provide program opportunities.
- Interdepartmental graduate programs in sustainable agriculture and toxicology have been challenged by faculty retirements and departures and are developing partnerships with other programs to bolster their faculty and enhance student recruitment.

Key Findings and Improvements at the University of Iowa

- Enrollments are growing in programs in the Tippie College of Business; demand for online master's level courses is strong so departments are increasing availability. Industry boards are advising on areas to focus offerings.
- The urban and regional planning master's program has experienced enrollment declines, particularly among international students, since the pandemic. The program is adjusting

the credits required (from 50 to 45) for the degree to align more closely with the new Master's in Public Affairs degree.

- Communication studies is working closely with Departments of Journalism, Cinematic Arts and Rhetoric to address curriculum duplication. They intend to seek opportunities to streamline course offerings for undergraduates.
- Computer science has experienced declines with the downward trend in international students and new majors in data analytics and computer engineering.
- Both English and international studies have undertaken significant changes in their curriculum as a result of department reviews. These changes are intended to streamline majors and align with skills needed in students' career paths.
- Mathematics is establishing partnerships with companies in Iowa to create a pipeline of summer internships that exposes them to careers in Iowa.

Key Findings and Improvements at the University of Northern Iowa

- Feedback during the review process is resulting in the master's program in communication and media studies now offering all courses in "hy-flex" format that makes all courses available via Zoom, face-to-face or asynchronously. The undergraduate program is challenged by an increase in students completing college credits in oral communication while in high school, but is sustaining its market share of majors.
- Early childhood education undergraduate and graduate programs are making adjustments to courses, practicum hours and final projects to reduce barriers to completion and ensure meaningful learning takes place.
- The Department of History is expanding partnerships with institutions and agencies across the state to enhance field experience and internship programs for history majors. They are also developing a 4+1 to complete MA in history and explore online delivery options.
- Public health is eliminating "tracks" within the major and streamlining the additional certificates available for undergraduate students.
- Social science education will launch an alumni advisory board of five to six current teachers to provide external input on program issues.
- Program review of technology management indicated student preference for online delivery and resulted in a request to terminate the Bachelor of Applied Studies to focus on the delivery of the Bachelor of Arts in Technology.