

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

Subject: Programmatic Re-Accreditation Reports at Iowa State University

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Date: December 1, 2004

Recommended Action:

Receive the following accreditation reports from Iowa State University:

- Greenlee School of Journalism and Communication
- Bachelor of Fine Arts in Interior Design (Department of Art and Design)

Executive Summary:

Both the Greenlee School of Journalism and Communication, and the Bachelor of Fine Arts in Interior Design degree program (offered by the Department of Art and Design) underwent self-studies that addressed the criteria defined by their respective accrediting agencies and had on-site visits by peer evaluators. Both the school and the program were accredited for the full period allowed by their respective accrediting agencies.

The programs responded to the concerns or recommendations identified during the on-site visits. For the Greenlee School of Journalism and Communication programs, the institution's responses satisfied all requirements and no reports are required prior to the next accreditation visit.

The Bachelor of Fine Arts in Interior Design was granted accreditation for a term of six years. This program must make a report of progress towards meeting recommendations for improvement in three years.

Greenlee School of Journalism and Communication

Description The Greenlee School offers bachelor's degrees in communication studies; advertising; and journalism and mass communication, with several emphasis areas; and a master's degree in journalism and mass communication. The school's accreditation extends only to the undergraduate programs in advertising and journalism and mass communication.

Accrediting Agency The Accrediting Council on Education in Journalism and Mass Communications, or ACEJMC, accredits units that offer professional programs which prepare students for careers in journalism and mass communications. While the agency accredits units (administrative entities), its accreditation extends only to programs within the authorized scope of the Council's assessment.

On-Site Visit
Team Report

The ACEJMC's on-site visit by peer evaluators was conducted in February, 2004. The team report addressed the twelve standards of ACEJMC accreditation. The school was found to be in compliance with ten of the twelve standards. The school was found to be in non-compliance with the following two accreditation standards:

- faculty scholarship/research/professional activities;
- public service.

The school responded to the recommendations identified during the on-site visit but did not challenge the findings of the site-visit team. The school is not required to provide any further follow-up with the ACEJMC.

Strengths
highlighted
by the review team

The ACEJMC review team highlighted the following strengths of the school:

- An energetic and well-liked new director who has reinvigorated the faculty.
 - An attractive, newly renovated physical plant which provides much-needed space for students to meet, study, and interact.
 - Strong external financial support from alumni and the professional community obtained through past efforts and continuing aggressive outreach.
 - A range of active student organizations that complement the curriculum and enhance the professional component of the program.
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Concerns
highlighted
by the review team

The review team highlighted the following problems to be corrected before the next evaluation:

- Uneven scholarship efforts across faculty and a level of productivity not appropriate to a Research I university.
 - Unfocused public service activity.
 - Sometimes spotty internship placement and monitoring, which can slow student progress towards degree.
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Accreditation
Status

The ACEJMC extended accreditation status to the Greenlee School for six years, the maximum period possible. The next visit for the school will take place in the 2009-2010 academic year.

Bachelor of Fine Arts in Interior Design Program (Department of Art and Design)

Description

The Bachelor of Fine Arts in Interior Design is a four-year program of study intended for students preparing to enter the professional field of interior design. The program is administered by the Department of Art and Design.

Accrediting
Agency

The Foundation for Interior Design Education Research (FIDER) accredits postsecondary interior design education programs in the United States and Canada. Its stated purpose is to ensure a high level of quality in interior design education to meet the needs of students, the interior design profession, and society.

On-Site Visit Report

The FIDER on-site visit by peer evaluators occurred in January, 2003. The team report addressed the 12 standards of FIDER accreditation. The program was found to be in compliance with ten standards, and in partial compliance with two standards.

The FIDER accreditation report includes some recommendations for improvement. The program must make a report of progress towards meeting recommendations for improvement to FIDER in three years.

Sample Strengths Identified by the Team

The FIDER standards focus markedly on indicators of student mastery of learning outcomes. The following are examples of program strengths the review team indicated are demonstrated by student work:

- the ability to apply 3-dimensional design elements and principles to the development of volumes of space, visual continuity and balance, visual passages, and inter-connecting elements.
 - the ability to select and apply color in interior design projects.
 - competent ability to rapidly visualize concepts through sketching.
 - ability to select and apply light, lighting sources, and lighting systems.
 - ability to construct models.
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Concerns Identified by the Team

The FIDER accreditation review found the program to be in only partial compliance on two accreditation standards. These are:

- Students design with the context of building systems. Students use appropriate materials and products.
 - Students apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.
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Accreditation Status

FIDER extended accreditation to the program for six years, the maximum period possible. The next visit for the school will take place in spring 2009.

Copy of Materials

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

Link to Board Strategic Plan:

Accreditation reporting addresses the following Objective in the Board's Strategic Plan:

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