

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Subject:** Programmatic Re-Accreditation Reports at the University of Iowa  
**Date:** February 9, 2004

---

**Recommended Action:** Receive the following accreditation reports from the University of Iowa:

- ☐ College of Public Health
- ☐ College of Engineering
  - Biomedical Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Industrial Engineering, and Mechanical Engineering
- ☐ Bachelor of Science in Leisure Studies

---

**Link to Strategic Plan:** This report addresses the following Key Result Areas (KRAs) in the Board's current Strategic Plan:

KRA 1.0.0.0	Become the best public education enterprise in the United States.
Action Step 1.1.3.2	Report data in the relevant governance reports and presentations to the Board.
KRA 4.0.0.0	Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

---

**Executive Summary:** Each program/college contained in this report: (1) underwent a self-study that addressed the criteria defined by its accrediting agency; and (2) had an on-site visit by peer evaluators. Most<sup>1</sup> of the programs were accredited for the full period allowed by the respective accrediting agencies.

Where required, the programs responded to the concerns/recommendations identified during the on-site visit. Institutional responses to the team concerns/recommendations are provided in italics on the following pages. The statements listed with quotation marks were made by the on-site team and were included in the team report. In some instances, a second set of statements with quotation marks is included; these represent the responses from the accrediting agency.

---

<sup>1</sup> Two programs – Electrical Engineering and Mechanical Engineering – must submit interim reports addressing progress toward correction of shortcomings in 2005.

## COLLEGE OF PUBLIC HEALTH

Description                    The University of Iowa's College of Public Health (CPH) was established in 1999. Its mission is "to promote health and prevent injury and illness through commitment to education and training, excellence in research, innovation in policy development, and devotion to public health practice." The CPH is a partner with the Colleges of Medicine, Dentistry, Nursing, and Pharmacy in striving to improve the health and well-being of all people.

---

Accrediting Agency            The Council on Education for Public Health (CEPH) is the recognized accrediting body for graduate schools of public health.

---

On-Site Visit Team Report    The on-site visit by peer evaluators occurred in April 2003. The team report addressed the 24 accreditation criteria. The report indicated that all of the criteria were met; however, initially, six criteria were met with commentary. After the College responded to the concerns in the team report, the Mission criterion was changed to Met (without commentary) and it is not included in this report.

---

- Strengths Identified by the Team
- ▣ "Strong identification of public health environment in Iowa and good knowledge about public health in the University leadership."
  - ▣ "Youthful and energetic faculty component."
  - ▣ "College functions support individuals achievement for faculty and students."
  - ▣ "Rich array of resources for Iowa."
  - ▣ "Collegiality."
  - ▣ "University of Iowa support."
  - ▣ "Cutting edge public health education thinking in college."
  - ▣ "Strategic planning."
  - ▣ "Strong university and collegiate support for diversity."
  - ▣ "Well established research program."
  - ▣ "Alumni network integrated and established."
- 

Criteria Met with Commentary    The following criteria were met with commentary. The institutional responses describe how the issues will be resolved.

---

Accredited Institution            "When transition of grant reporting directly to the vice president for research is complete, then the college will be completely independent and parallel to sister colleges."

*Since the site visit, there has been agreement that the practice of submitting all grants through the Carver College of Medicine will end November 1, 2006, rather than July 1, 2006.*

---

Governance

“Committee responsibilities are ill-defined and reporting relationships are hazy; a proposed review is appropriate.”

*The College established an ad hoc task force to examine the need for a representative Faculty Council to provide input into academic governance and policy-setting. In addition, this task force will review the roles of all CPH committees, particularly the Curriculum Committee which was singled out by the site visit team as a committee whose role and activities should be reviewed as a result of changes in the College.*

---

Core  
Knowledge

“More effort is needed to integrate social behavioral and environmental courses into the Master of Health Administration (MHA) program.”

*The Department of Health Management and Policy is reviewing all required courses and their content, with a particular focus on community and behavioral sciences content and environmental health content.*

“MHA residency and internship experiences need to be addressed.”

*The MHA strongly encourages students to participate in summer internships and a significant number actually do participate in residences or internships. However, because the department is not able to guarantee a sufficient number of such positions for every student, participation in an internship or residency has not been incorporated into the MHA graduation requirements.*

---

Faculty  
Diversity

“The on-site visit team noted an interesting correlation between women faculty and students – there are 36% women in the tenure/clinical track faculty; however, 60% of CPH students are women. The Assistant Dean for Diversity should be active in faculty recruitments. The team recommended that at least one minority and woman faculty member be on every faculty search committee.

*Since the CEPH site visit, considerable progress has been made in the appointment of women to leadership positions in the College. The director of the new Public Health Genetics program is a woman. The Director of the University of Iowa Hospitals and Clinics and the Director of the University of Iowa Hygienic Laboratory are both women who were appointed as full professors in the College of Public Health.*

---

On-Going  
Evaluation

“Mandatory course evaluations are used in the tenure and promotion process but do not appear to be used in course improvement. The school currently lacks the capacity to take the results of course evaluations and use these data for organized and sustained action to improve the educational programs.”

*The report again raises questions regarding the adequacy of school-wide processes and policies and their inclusion in the CPH strategic plan. This is a high priority discussion item for the Executive Committee retreat. It is also being addressed by the ad hoc task force on faculty governance and committee structure and roles.*

---

Concerns  
Identified  
by the Team

- ▣ “Oversight of curriculum integration needs improvement.”
- ▣ “Assistant dean for diversity role in faculty searches and student recruitment needs to increase.” *That position is currently vacant but there are plans to refill the position.*
- ▣ “University and state commitment for resources.” *The figures regarding the square footage dedicated to the College of Public Health in the Public Health and Biomedical Research Building must be revised.*
- ▣ “Focus areas and dual degrees will challenge management system.” *The College recognizes that dual degrees may be offered with few additional resources; the benefits of being able to provide these offerings to meet the needs of professionals who work across health-related disciplines far outweigh the needed resources. The Executive Committee will continue to monitor the dual degree programs on an annual basis and make decisions about continuation, modification, or termination.*
- ▣ “Aging public health workforce in Iowa.”
- ▣ “College’s role in training public health leaders who will stay in Iowa.”

---

Accreditation  
Status

The Council on Education for Public Health granted accreditation to SUI’s College of Public Health for a seven-year period, the maximum accreditation term possible, extending to December 2010.

---

## COLLEGE OF ENGINEERING

Description                      Engineering is the application of science and mathematics to solve problems for society. The College of Engineering's mission is to develop, disseminate, transfer, and preserve technical knowledge that improves people's lives. The College offers bachelor of science in engineering degrees in six areas – biomedical engineering, chemical engineering, civil engineering, electrical engineering, industrial engineering, and mechanical engineering.

---

Accrediting Agency              The Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) is the accrediting agency for undergraduate engineering programs.

---

On-Site Visit Report              The on-site visit by peer evaluators occurred in September 2002. The team report addressed the eight accreditation criteria for each of the six programs.

- ▣ There were no deficiencies identified; therefore, all criteria were satisfied.
  - ▣ Six weaknesses were identified. In these instances, the criterion was satisfied, but remedial action is required to strengthen compliance with the criterion. Only the weaknesses are identified in the following sections.
  - ▣ Fourteen concerns were identified. In these instances, the criterion was currently satisfied, but the potential exists for this situation to change and positive action is required to ensure continued full compliance with the criterion. Six concerns have now been resolved.
  - ▣ Nine observations were identified to assist the College in program improvement.
- 

Institutional Strengths Identified by the Team

- ▣ "In September 2001, the College of Engineering dedicated the Seamans Center for Engineering Arts and Sciences. Consonant with these infrastructure improvements, the College developed a new curriculum that was implemented in Fall 2002."
- ▣ "The College prides itself in offering a student-centered educational experience to its undergraduates in which every attempt is made to provide a personalized education. This attitude has definitely been conveyed to students, who on numerous occasions expressed appreciation for the educational opportunities afforded to them."

- ▣ “The dean is clearly devoted to substantive improvements in engineering education and brings to the position prior experience as an administrator focusing on the academic program. An effective team exists within the college offering career services, scholarship support, outreach, and skills development opportunities to the students, industry partners, and the community.”
- 

Institutional  
Concern –  
Institutional  
Support and  
Financial  
Resources  
(Applies to all  
programs)

“The University of Iowa is experiencing challenging budgetary times; the state portion of the budget has been reduced by over \$20M in the past two years. This reduction in revenue stream has been ameliorated to some extent by rather large increases in tuition.”

*The College of Engineering has received provost’s approval to pursue a tuition surcharge for upper-level engineering students in Fall 2004. If approved by the University’s administration and Board of Regents, the surcharge will help support the college’s six undergraduate programs.*

“The concern remains.”

---

### Biomedical Engineering

Strengths  
Identified  
by the Team

- ▣ “The program faculty members are exceptionally strong in the areas of cardiac and skeletal biomechanics and biomaterials, and this is reflected in the curriculum. Recent hires will expand the program’s elective focus areas to include the emerging fields of tissue engineering and computational biology. The senior faculty members have published extensively, and several have either consulted with industry or have patents themselves.”
  - ▣ “The core biomedical engineering curriculum not only provides a comprehensive foundation in engineering principles, it also provides a wide range of courses that demonstrate the application of these principles to biological systems. Laboratory sessions provide the students both the opportunity to apply what they have learned and to develop problem-solving and technical writing skills.
  - ▣ “The quality and depth of the senior design projects reflect the underlying program excellence. Projects are noteworthy for both the significance of the questions being addressed and for the integration of engineering, biomedical, business, and regulatory considerations.”
-

Weakness –  
Program  
Educational  
Objectives

“To date, the program has conducted two alumni surveys to demonstrate achievement of its objectives. While the results of the survey were discussed at a faculty retreat, there does not appear to be any formal mechanism to use the evaluation results to improve the program.”

*The school provided a flowchart to describe the formal mechanism used to evaluate the data, develop recommendations in the fall, and institute change in the spring. The response documented two actions taken to improve the program using this mechanism. In addition, the school documented the development of additional assessment instruments to improve the quality of input into the overall process.*

“The weakness has been downgraded to a concern. The limited time elapsed since the implementation of the steps above does not yet permit determination of the effect of the actions taken.”

---

Weakness –  
Program  
Criteria

“These criteria require that graduates demonstrate an understanding of biology and physiology. The required physiology course is currently being taught by the School of Medicine. The program has a goal of 80% of the students achieving a B- or better average as the measure that the outcome is being met. Currently, only 20% of the program students achieve a B- or better. There was no evidence of a defined mechanism to improve this outcome or to otherwise demonstrate that graduates have an understanding of physiology.”

*The school noted that 77% of BME students achieved a B- or greater in the BME Physiology course in 1999-2000 and 66% achieved this level in 2000-2001. The data from the Spring 2002 physiology course indicated that only 39% achieved the metric (erroneously reported in the self-study as 20%). The assessment instrument used immediately detected apparent change in performance. The formal mechanism to demonstrate the outcome includes assessments of eight other required courses that require substantial understanding of physiology.*

*The department has revised its goal to expect at least 60% of its students to achieve a B- or better grade in their physiology class. Furthermore, beginning in Spring 2004, students will take Human Physiology through the Department of Exercise Science rather than the College of Medicine. It will be offered during both fall and spring semesters. Students will also be required to take a one semester hour course that concentrates on genetics and quantitative aspects of physiology.*

“The weakness has been downgraded to a concern pending successful demonstration of the proposed plan.”

---

## Chemical Engineering

Strengths  
Identified  
by the Team

- ▣ “The faculty is unique for its diversity in gender and minority representation.”
- ▣ “The faculty is dedicated to providing high-quality undergraduate instruction while maintaining its status as a research-intensive chemical engineering graduate program.”
- ▣ “The emphasis in the undergraduate curriculum on biochemical engineering provides undergraduate students with unique opportunities in this emerging field of chemical engineering. The research focus in biochemical engineering and polymeric materials, particularly biological applications of polymeric materials, should serve to enhance the research reputation of the department.”
- ▣ “The new curriculum will allow undergraduate students to acquire depth in emerging areas of chemical engineering and entrepreneurship and to enhance their teamwork and multicultural experiences.”
- ▣ “With the completion of the Seamans Center addition and the subsequent move of chemical engineering into the renovated facility, computer access is now excellent.”
- ▣ “The students interviewed were very complimentary of faculty members as teachers and mentors. They commend the accessibility of the faculty, its dedication to high-quality undergraduate instruction, and the opportunities provided for individual study and research.”

---

Weaknesses

There were no weaknesses identified for the Chemical Engineering Program by the on-site visiting team.

---

## Civil Engineering

Strengths  
Identified  
by the Team

- ▣ “The faculty is very strong professionally; most are registered and are active in many aspects of civil engineering. Students consider the faculty to be accessible and available to them. Full-time faculty members teach most classes.”
- ▣ “The objectives for the program have been thoughtfully developed, as have creative ways to measure progress against those objectives. The process of setting objectives and measuring outcomes seems to be very much an integral part of the curriculum with the faculty having an integral role in the program.”
- ▣ “There is not a reliance on any one evaluation tool with which to measure progress, but many tools are available and used to determine where the program stands relative to the expected outcomes.”



- ▣ “The advisory board and alumni seem to be particularly engaged in the process of continuous improvement in the program. This outside input should help keep the faculty in touch with the market-required skills and knowledge their graduates must possess.”
  - ▣ “There is a real sense of urgency exhibited by the faculty to build the program and compete for available funds, personnel, and students.”
- 

Weaknesses

There were no weaknesses identified for the Civil Engineering Program by the on-site visiting team.

---

**Electrical Engineering**

Strengths Identified by the Team

- ▣ “The electrical engineering program is delivered by a talented, highly experienced, and motivated faculty committed to undergraduate engineering education. The faculty maintains currency through an active program of research and participation in professional activities. The faculty is supportive of the department and college leadership.”
  - ▣ “The program receives strong support from the University and the College as evidenced by the excellent classroom, laboratory, and equipment facilities.”
  - ▣ “The students seem well qualified and are enthusiastic about the program. The revitalization of the IEEE (Institute of Electrical and Electronics Engineers) Student Branch is a significant accomplishment that should serve the program well by emphasizing the importance of engineering professionalism.”
- 

Weakness – Program Educational Objectives

“This criterion requires a system of ongoing evaluation of the program’s educational objectives that engages the program’s constituents and that demonstrates achievement of these objectives by the program’s graduates. To date, it appears that industrial input is limited to a discussion of draft program objectives at the initial meeting of the program’s industrial advisory board in Spring 2002.”

*The school provided evidence of a new college-wide assessment process called AESOP (Assessment by Employers to Student Objectives from Programs) to provide ongoing industrial input into the program objectives, the results of the limited data gathered to date, a summary of the input received on the objectives from an Industrial Advisory Board review in October 2003, and the minutes from the December 2003 faculty retreat. The retreat reviewed the outcomes, objectives, and the processes to assess them and identified a number of action items to improve the assessment tools and to improve survey response rates. It was noted that there were not enough data to determine whether the ECE (Electrical and Computer Engineering) department is meeting the educational objectives. The new information suggests that the program has gathered additional, limited input from industry and is taking actions to gather more timely and meaningful input in the future.*

“The weakness remains and will be a focus of the next review. In preparation for this review, the Engineering Accreditation Commission anticipates documentation describing the data that have been collected, the evaluation of program objectives, and actions taken to improve the program.”

---

Weakness –  
Program  
Outcomes and  
Assessment

“This criterion requires an assessment process be in place that demonstrates the program’s outcomes are being achieved. To this end, metric goals have been defined for each of the program’s outcomes, but the degree of achievement for the majority of these metric goals appears to be based almost exclusively upon student opinion surveys. While student perceptions on outcome achievement is a valid input to the overall process, it is not considered sufficient. Additional data sources seem to be needed to validate student opinion regarding their own mastery of the outcomes. In addition, the electrical engineering program does not appear to ensure that all students have an opportunity to demonstrate an ability to function effectively on multidisciplinary teams as required by this criterion. It is also noted that while the opportunity to participate in educational programs such as the industry co-op program may provide effective multidisciplinary team experiences, the co-op program does not *a priori* satisfy this criterion. Rather, it would seem that the details of each co-op experience must be evaluated and documented to verify criterion compliance.”

*Student surveys are not the primary source of information used in the outcomes assessment process. Instructors are required to complete a Course Instructor Evaluation Worksheet (CIEW) at the end of each semester that addresses attainment of course goals and necessary changes. A faculty retreat each spring discusses the CIEW results with respect to course goal attainment. These goals map to program outcomes. The faculty will examine the metric goals for program outcomes with the aim of reducing the heavy reliance on student survey data. Regarding the demonstration that students have an ability to function effectively on multidisciplinary teams, the response stated that since many students successfully participate in co-op programs, this is sufficient evidence that all graduates of the program are well prepared to participate on multidisciplinary teams. Included in the minutes of the May 2002 faculty retreat is a note that the students participate in lab teams in two courses.*

“The weakness remains and will be a focus of the next review. In preparation for the review, the Commission anticipates documentation describing the new metrics, demonstration of outcomes based on the new metrics, and evidence that all students meet the outcome regarding the multidisciplinary teams.”

---

## Industrial Engineering

Strengths  
Identified  
by the Team

- ▣ “The faculty members of the industrial engineering program have prepared thoroughly for the visit, and their responsiveness to requests for additional information throughout the visit is much appreciated. The morale of faculty and students is high, and there is a genuine sense of community among the faculty and students. The program faculty, administrators, staff, and students deserve the highest commendation for being able to create and maintain this atmosphere.”
- ▣ “The program’s objectives and outcomes are well defined, and a systematic process for their assessment and evaluation is in place. The steadily increasing enrollment indicates that students find value in the program, and the measures indicate that the program is by and large achieving its objectives.”
- ▣ “The current faculty is well qualified with a good mix of industrial and academic experience. The faculty is to be commended for involving undergraduate students in their research work and actively mentoring these students.”

---

Weakness –  
Faculty

“The size of the faculty relative to the enrollment has remained an issue since the previous accreditation review. The number of students has increased since then while the number of faculty has not. Given that two faculty members are likely to retire before the next accreditation review, the proposed hiring of two additional faculty members will not improve the current situation. Specifically, the size of the faculty may be too small to cover all the curricular areas of the program and to provide adequate levels of student mentoring and advising.”

*The Department has recruited an additional faculty member and intends to recruit two more within the next year. This represents the addition of one more faculty member over the two additional positions that were approved at the time of the visit. A measured response to adding faculty is appropriate until the more complete picture of the growth trend in enrollment has emerged.*

“The weakness is resolved, but remains a concern until the planned recruitments play out.”

---

## Mechanical Engineering

### Strengths Identified by the Team

- ▣ “A strong professional component exists in the program that includes open-ended design, oral and written communication, use of various software packages, and ethical and professional awareness.”
- ▣ “A two-way assessment process, “bottom-up” and “top-down,” is in place to measure success in achieving the required outcomes.”
- ▣ “Students in the mechanical engineering program are very enthusiastic and quite pleased with the education they are receiving. Students report excellent interaction with and accessibility to faculty members. They receive appropriate advice on curricular and career issues. Entering freshmen are well qualified as indicated by standardized tests and high school class rank. To ensure that degree requirements for graduation are satisfied, a three-stage process is in place involving the Student Development Center, the department chair, and the student’s faculty advisor.”
- ▣ “The mission and educational objectives of the program are clearly stated and map appropriately to program outcomes. Program outcomes are monitored using input from several sources including students, co-op employers, capstone design judges, and the advisory board. The COW-EASY-CAR<sup>2</sup> process of course assessment and improvement appears to be working effectively. Program assessment data and other constituent input are reviewed at an annual retreat, the objective of which is careful monitoring and continuous improvement of the program.”
- ▣ “The courses and laboratory experience provided by the Physics Department provide the students with a good foundation for their engineering courses.”
- ▣ “The 15 full-time faculty members in the department are highly qualified and committed to undergraduate education. They are enthusiastic about their teaching, and all express a great deal of respect and admiration for their department chair. All are active in research and perform at a high level of scholarship and expertise in their respective fields. They hold memberships in a total of 24 professional societies. Five have achieved distinction as ASME (American Society of Mechanical Engineers) Fellows, and three are either Fellows or Associate Fellows of the AIAA (American Institute of Aeronautics and Astronautics).”

---

### Weakness – Program Educational Objectives

“The process of assessing program objectives is not complete. To date, an alumni survey of two classes, 1991 and 1996, has been conducted to demonstrate achievement of program objectives. However, there was no evidence of how the results were used to improve the effectiveness of the program.”

---

<sup>2</sup> Course Outcomes Worksheet-Electronic Assessment Survey-Course Assessment Report.

*The Commission is pleased to note that since the visit in September 2002, significant progress has been made in improving the assessment process. Seven instruments (three dealing with program objectives and four dealing with outcomes) are being used to collect assessment data. These appear to be effective instruments and the process is moving in the right direction. Nonetheless, the issue of how one gathers feedback and how the data are then used to improve the program have yet to be addressed. Advisory board minutes indicate that progress is being made in recognizing the importance of feedback, but no real plan has yet been articulated that describes how, and over what period of time, the results of the assessments will be used to improve the effectiveness of the program.*

“The weakness remains and will be the focus of the next review. In preparation for this review, the Commission anticipates documentation demonstrating how the results of the evaluation of program objectives are used to improve the program.”

---

Accreditation  
Status

The Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) provided the following information for each engineering program at the University of Iowa:

- The Biomedical Engineering program is accredited to September 2009, the maximum accreditation term possible. The next review cycle for this program will begin January 31, 2008.
  - The Chemical Engineering program is accredited to September 2009, the maximum accreditation term possible. The next review cycle for this program will begin January 31, 2008.
  - The Civil Engineering program is accredited to September 2009, the maximum accreditation term possible. The next review cycle for this program will begin January 31, 2008.
  - The Electrical Engineering program is accredited to September 2005. A report addressing progress toward corrections of shortcomings is due to ABET by July 1, 2005. The shortcomings include concerns regarding the definition of educational objectives, outcomes measurement, one element of curriculum content, and seniority of the faculty.
  - The Industrial Engineering program is accredited to September 2009, the maximum accreditation term possible. The next review cycle for this program will begin January 31, 2008.
  - The Mechanical Engineering program is accredited to September 2005. A report addressing progress toward corrections of shortcomings is due to ABET by July 1, 2005. The shortcomings include program objectives, outcomes measurement, and implementation of a new mechanical engineering curriculum.
-

## BACHELOR OF SCIENCE IN LEISURE STUDIES

Program Description	<p>The Bachelor of Science in Leisure Studies confers a degree with emphasis in Therapeutic Recreation. Therapeutic Recreation, a health-oriented field, involves recreation programs designed to improve or maintain the physical, emotional, mental, and social functioning of patients. It uses treatment, leisure education and recreational services to promote a satisfying leisure lifestyle among persons with acute and chronic impairments.</p> <hr/>
Accrediting Agency	<p>The Council of the National Recreation and Park Association (NRPA) and the American Association for Leisure and Recreation (AALR) conduct the process of accreditation for park, recreation and leisure services curricula.</p> <hr/>
On-Site Visit Report	<p>The on-site visit by a peer evaluator occurred in April 2002. The peer evaluator addressed the 90 standards that apply to the undergraduate program. The report indicated that 82 standards were met, three were partially met, and five standards were not met.</p> <hr/>
Strengths Identified by the Team	<ul style="list-style-type: none"><li>▣ "Faculty members serve as excellent mentors for the students."</li><li>▣ "Students are high quality, very satisfied with the major, prepared for practice and obtain employment in their chosen field."</li><li>▣ "The curriculum is contemporary and includes practical applications and philosophical implications; most competencies are met."</li></ul> <hr/>
<b>Standards Not Met</b>	<p>The on-site team indicated that the following standards were not met.</p> <hr/>
Input Into Budget	<p>"The program coordinator has no input into the budget and no control over the budget."</p> <p><i>With the move of the Leisure Studies Program to the Division of Interdisciplinary Programs, the program has been allocated a modest general expense budget.</i></p> <hr/>
Compensation for Program Coordinator	<p>"The program coordinator does not receive compensation or release time to manage the day-to-day operations of the program."</p> <p><i>The College's policy does not provide teaching release or additional compensation to academic program coordinators.</i></p> <hr/>

Courses Taught by Part-Time Faculty	<p>“Part-time faculty teach at least 50% of the required courses.”</p> <p><i>A reduced schedule of course offerings will be implemented in 2003-2004 to meet the standard (not more than 40%).</i></p> <hr/>
Field Experiences	<p>“Field experiences are not present on the syllabus and, according to the instructor, are not part of the class.”</p> <p><i>During their Pre-Internship Seminar, students verify the completion of 400 hours of paid or voluntary curriculum-related work experience required before they can enroll in the Internship course. Progress toward completing the requirement is monitored by academic advisors every semester.</i></p> <hr/>
Faculty Diversity	<p>“There is no diversity in age, ethnicity, or gender.”</p> <p><i>The Program hired affirmatively in the last two searches for tenure-track faculty members; however, both women have now left the University.</i></p> <hr/>
<b>Standards Partially Met</b>	<p>The on-site team indicated that the following standards were only partially met.</p> <hr/>
Diverse Resources	<p>“Standard 8.12 (Understanding of and ability to use diverse community, institutional, natural, cultural, and human service resources to promote and enhance the leisure experience) was not present in the Recreation Administration syllabus.”</p> <p><i>This standard is no longer listed as an objective in Recreation Administration.</i></p> <hr/>
Computer and Statistical Techniques	<p>“Standard 8.26 (Ability to apply computer and statistical techniques to assessment, planning, and evaluation processes) was listed as being taught in Introduction to Therapeutic Recreation and it is listed as an objective in the course; however, there was no evidence to suggest that it is actually taught in the course.”</p> <p><i>This standard is not an objective in Introduction to Therapeutic Recreation. Previously, the course included this objective; however, it was not removed from the course’s list of objectives when the curriculum was revised.</i></p> <hr/>

Faculty  
Salaries

“Salaries are low when compared to other faculty members’ salaries in the College.”

*All initial salaries are market-driven and annual salary increments are based on merit. It is not appropriate to compare salaries across departments in the College because the salary is based on the market in each discipline. The appropriate comparison is with salaries at peer programs.*

---

Major Concerns  
Identified by  
the Team

- ▣ “The program meets the minimal number of faculty required for the standard (3 full-time faculty).” *The Program meets this standard.*
  - ▣ “Several courses meet numerous standards.” *In the self-study, the Program faculty checked any course that contained significant content relevant to a curriculum standard as helping to meet that standard. This practice may have inflated the number of standards met by some classes.*
  - ▣ “At one point, the department recommended that a faculty member should supervise 15 student interns. Faculty members did not supervise interns during Summer 2002 because of this ratio; graduate students supervised the interns.” *In order to make effective use of its faculty resources in a period of severe budget constraints, the College has set a minimum enrollment of 12 students in an undergraduate course. The College will consider a waiver to this minimum and a proposal of no more than 10 students in the Internship course.*
  - ▣ “The program receives little support from the department.” *As a unit in the Division of Interdisciplinary Programs, Leisure Studies will receive staff support commensurate with that received by other units in the Division.*
  - ▣ “The curriculum concentrates on therapeutic recreation and therapeutic recreation classes are used to satisfy many standards.” *All students in the Program are therapeutic recreation majors and, therefore, take all the professional preparation courses. It is not clear why these classes should not be used to satisfy accreditation curriculum standards.*
-



Accreditation  
Status

All conditions placed on the accreditation of the Program were removed. The NRPA/AALR Council on Accreditation granted accreditation to SUI's Bachelor of Science in Leisure Studies for a five-year period extending to October 2007, the maximum accreditation term possible.

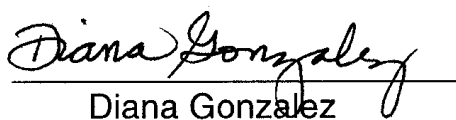
In its annual reports to the Council, the Program must indicate the percent of full-time faculty in the unit who are teaching the required courses for the major.

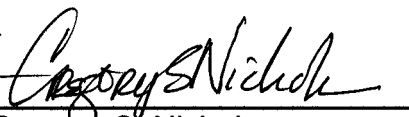
---

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.

---

  
Diana Gonzalez

Approved:   
Gregory S. Nichols