

**MEMORANDUM**

**To:** Board of Regents

**From:** Board Office

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

**Date:** September 9, 2002

**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.

**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.

**Number of Program Reviews**

This report provides summary information on 33 program reviews, including student outcomes assessments, undertaken by the Regent universities in 2000-2001. This compares to reviews of 36 programs in 1999-2000. A list of the 33 program reviews is found in Attachment A, pages 6-7.

During the 2000-2001 academic year:

- The University of Iowa completed 8 academic program reviews.
- Iowa State University completed 11 academic program reviews.
- The University of Northern Iowa completed 14 academic program reviews.

**Board Policy**

According to Board policy, the universities should review between one-seventh and one-fifth of their academic programs each year. Attachment C (pages 41-73), contains the proposed seven-year cycle of program reviews at the three universities.

Student Outcomes Assessments For the past five years, Student Outcomes Assessments (SOAs) have been an integral part of the academic program reviews. The 33 academic program reviews contain a variety of examples of curriculum changes that have been made as a result of student outcomes assessments, including student evaluations, alumni and instructor surveys, and licensure and professional examinations.

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Focus of Reviews In general, the 2000-2001 reviews addressed several concerns identified by the Board Office during the past few years. Past reviews have frequently been resource-oriented (e.g., information about adding new faculty, obtaining new technological equipment, building new or remodeling existing facilities, increasing the budget). In other words, the main focus was on new resources, not program improvements.

The current program reviews attempted to focus on what could be done with existing faculty and facilities; however, many of the recommendations from the external reviews were tied to the need for increased funds. The universities need to consider modifications to their review processes to reduce the external review emphasis on new resources. This has been done successfully at other universities by the instructions given to the external reviewers.

Furthermore, in some instances, the program reviews did not focus specifically on students and/or the program curriculum. Where necessary, the external reviews need to enhance their focus on program improvements which directly benefit students. Highlights from each of the university reports are provided in Attachment B (pages 8-40).

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Number of External Reviewers Another concern has been 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 three program reviews conducted with fewer than two external reviewers and one conducted without any external reviewers.

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Academic Program Review Procedures Each institution has program review procedures that describe and govern the steps in the process. The institutions have attempted to follow their stated procedures but more work is still needed in this area.

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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 Strategic Plan:

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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**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 modifications of curriculum 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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*Regent Policy Manual*

The *Regent Policy Manual* 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' 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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Major Steps of a Program Review

While some variations exist at the three universities<sup>1</sup>, the typical academic program review consists of the following major steps:

Self-Study

The review begins with the program or department performing a comprehensive self-study, using university guidelines, that identifies the strengths and weaknesses of a program and is prepared by the unit's faculty.

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<sup>1</sup> A copy of each university's program review processes is included in its report.

External Peers Usually, 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. The external reviewers prepare a report of the findings and recommendations for consideration by the appropriate university entity.

Implementation Plan The dean(s) and Provost review all documents, meet with the program faculty, and, together 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.

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Goal of Reporting Process A goal of the reporting process is for the academic program reviews to feature more clearly the changes that have been implemented since the prior review. As much as possible, the individual departmental or program reviews should also include evidence of improvements of teaching and student learning. Board policy requires that Student Outcomes Assessment (SOA) material be an integral part of the reviews and included in the reports.

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Variations in Reporting SOAs The inclusion of SOA material and the link to curricular changes varied greatly this year. Some units provided numbered or bulleted lists of assessment instruments. Some departments referred to a national test that students take; in some cases, however, they did not include the scores of students or how they compared with students from peer institutions on the same examination. Other 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 in some instances.

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Regent Exhibit Book A copy of each university's report is included in the Regent Exhibit Book. Supplementary materials included with the program reviews are 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 their 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.

This year, the reviews more clearly presented a picture of current conditions, along with recommendations that emerged from the self-studies and external reviewers, than had occurred in prior years.

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. Next year, such treatment should be continued, but the Board Office recommends that it be more specific, e.g., identify particular connections. 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 persons preparing reports to emphasize again what can be done to improve teaching and learning, assuming no changes in budget or staff.

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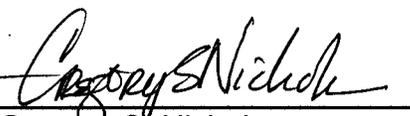
**Recommendation** Although the institutions have made significant improvements in stressing student outcomes assessment in program reviews and in using that information to direct program changes, the universities are encouraged to continue to focus academic program reviews on students and program improvements. 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 33 program reviews (pages 6-7).  
Attachment B – Highlights from each university's report (pages 8-40).  
Attachment C1 – Proposed seven-year cycle of program reviews at the University of Iowa (pages 41-55).  
Attachment C2 – Proposed seven-year cycle of program reviews at Iowa State University (pages 56-67).  
Attachment C2 – Proposed seven-year cycle of program reviews at the University of Northern Iowa (pages 68-73).

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Diana Gonzalez

Approved:   
Gregory S. Nichols

**ATTACHMENT A**  
**Academic Program Reviews at Regent Universities**  
**Completed in 2000-2001**

**UNIVERSITY OF IOWA (8)**

- College of Liberal Arts and Sciences  
**Department of Chemistry**  
**Departments of Modern Foreign Languages and Literatures and the Language Media Center**
- College of Medicine  
**Department of Internal Medicine**  
**Department of Otolaryngology – Head and Neck Surgery**  
**Department of Pharmacology**  
**Department of Physiology and Biophysics**  
**Department of Psychiatry**
- College of Public Health  
**Department of Biostatistics**

**IOWA STATE UNIVERSITY (11)**

- College of Liberal Arts and Sciences  
**Department of Air Force Aerospace Studies**  
**Department of Mathematics**  
**Department of Military Science and Tactics**  
**Department of Naval Science**
- College of Education  
**Department of Curriculum and Instruction**  
**Department of Educational Leadership and Policy Studies**  
**Department of Health and Human Performance**
- Colleges of Agriculture and Family and Consumer Sciences  
**Department of Food Science and Human Nutrition**
- College of Agriculture  
**Department of Plant Pathology**
- College of Veterinary Medicine  
**Department of Veterinary Clinical Sciences and Veterinary Teaching Hospital**
- Graduate College  
**Industrial Relations Center**

**UNIVERSITY OF NORTHERN IOWA (14)**

- College of Business Administration  
**Department of Economics**
  
- College of Education  
**Department of Educational Psychology and Foundations – Ed.S. Program in School Psychology**  
**Department of Educational Psychology and Foundations – MAE in Educational Psychology**  
**Department of Educational Psychology and Foundations – MAE in Educational Psychology: Professional Development for Teachers**
  
- College of Humanities and Fine Arts  
**Department of English – Undergraduate**  
**Department of English – Graduate**  
**Department of English – TESOL**
  
- College of Natural Sciences  
**Department of Industrial Technology – Undergraduate Non-Teaching Programs**  
**Department of Industrial Technology – Undergraduate Teaching Programs**  
**Department of Industrial Technology – Graduate Program**
  
- College of Social and Behavioral Sciences  
**Department of Geography (B.A.)**  
**Department of Geography (M.A.)**
  
- Colleges of Social and Behavioral Sciences and Humanities and Fine Arts  
**Department of Russian and East European Area Studies**  
**Department of Inter-American Studies**

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

**University of Iowa** In 2000-2001, the University of Iowa completed eight 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.

College of Liberal  
Arts and Sciences

**Department of Chemistry.**

- The Department is highly central to the College of Liberal Arts and Sciences, both as a core discipline and for the service courses it provides to many other majors.
- For more than a decade, the Department has suffered persistent, debilitating faculty losses, primarily due to retirements, but also due to resignations and negative tenure decisions. Recruitment has been impaired by the poor condition of much of the teaching and research space in the Chemistry Building and by the lack of start-up funds for new faculty in the laboratory sciences.
- The Chemistry graduate program was ranked at the bottom of the second quartile of chemistry departments nation-wide in the last NRC report (1993).
- The BS degree was re-certified by the American Chemical Society in 2000.
- In 1995, following the last departmental review and re-accreditation review, the Department implemented a new introductory course sequence in chemical science and organic chemistry for majors in chemistry, biochemistry, and chemical engineering.
- The Department completed a major revision of the introductory course sequence for non-chemistry majors in the health sciences and engineering.
- The renovation of the Chemistry Building is at the top of the University's list of proposed capital projects, and a master plan for refitting this space is being developed.
- The Department's mentoring plan has been successfully implemented.

Student Outcomes  
Assessment

This report did not include specific examples of student outcomes assessments.

College of Liberal  
Arts and Sciences

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**Department of Modern Foreign Languages and Literatures and the Language Media Center (joint review).**

The College jointly reviewed these units to obtain the best possible advice on how to address issues that transcend the individual units and, in many cases, reflect national trends.

- Demand for courses in Spanish (both for the major and minor) has greatly increased while demand for courses in other languages, especially German and Russian have significantly decreased.
- Disproportionate administrative burdens have resulted from managing the smaller departments.
- All the departments under review have had difficulty in recruiting graduate instructors for the General Education program.
- The review committee recommended that the departments articulate a vision of excellence in specific and well-defined areas that might earn the support of the College and University, especially relating to globalization of the University curriculum.
- The College has officially designated Russian as a program rather than a department, lowering the costs of administering the unit.
- The Russian faculty has successfully collaborated with ISU and UNI to obtain funding from the U. S. Department of Education for a program of distance learning for students of Russian, East European, and Slavic languages.
- The Foreign Language Incentive Program has been revised to allow students who complete four semesters of a language in high school to earn incentive credit for coursework in a new language at the University.
- The unit department executive officers now meet once a month with the Associate Dean for Academic Programs and Services to discuss common issues.

Student Outcomes  
Assessment

- In the Japanese language program, departmentally-developed standardized proficiency examinations are administered to all students at the end of each academic year. The test distinguishes four proficiency levels – elementary, lower intermediate, intermediate, and advanced. The curriculum has been redesigned so that course objectives at each level reflect the proficiency standards. The results of the examinations are used to advise students on their future plans of study and to assess the effectiveness of the curriculum.
- In the Chinese language program, The American Council of Teachers of Foreign Language Oral Proficiency Interview is administered at the beginning and end of each academic year to students in the second through fourth year curriculum and at the end of the academic year to students in the first-year curriculum. After the fourth year, 60% achieve advanced to superior proficiency; 40% achieve intermediate-high proficiency. The exam results are used to advise students and assess the effectiveness of the curriculum.
- In the French program, as a result of student perception of course outcomes, the Department instituted an honors section of Intermediate French, revamped its third-year French course, and instituted a capstone course for majors specializing in language.
- In the Italian program, the faculty meet with each graduating student to conduct an Oral Proficiency Interview in Italian.
- German language majors are required to complete a sequence of three Composition and Conversation courses and demonstrate

language proficiency. They are also required to complete a capstone course. As a result of student outcomes assessment, the Department set higher goals for language proficiency. To achieve these goals, the faculty revised courses to offer more training in using spoken and written German and began cooperating with the University of Freiburg to offer a year-long study abroad opportunity for students.

- In the Russian program, the Department has tracked placements of BA graduates. Some of the students who graduated between 1995 and 2001 completed law school, graduate programs, or were employed by federal agencies or cultural exchange organizations.
- In the Spanish program, the Department has conducted e-mail surveys of graduating majors to determine their level of satisfaction with the program and administered the American Council of Teachers of Foreign Language Oral Proficiency Interview. Since the 1995 departmental review, the Department has redesigned the major in response to higher proficiency goals and input from students. The changes included required courses in four areas – Hispanic linguistics, Spanish literature, Latin American literature, and Hispanic culture. The Department also created or redesigned three intermediate to advanced level courses in Spanish and Latin American literature and culture. The Department also created two elective advanced composition and grammar courses and an entry-level elective course in Writing in Spanish.
- In the Portuguese program, the program is evaluated through survey questionnaires, exit interviews of graduating seniors, and a portfolio system. As a result of these evaluations, the Department introduced a course in Portuguese for students already proficient in Spanish, introduced an intermediate course in literature that provides a transition between intermediate language courses and advanced literary and cultural studies, added courses on literature and culture in English for non-majors, and created more opportunities for students to study in Brazil.

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College of  
Medicine

#### **Department of Internal Medicine.**

- The Department of Internal Medicine is nationally recognized for its excellence in clinical care, research, and education.
- There are a number of challenges facing the department in order to maintain its national preeminence, including (1) continued improvement in the clinical care service; (2) improving the post-graduate education program to attract the best house staff and fellows; (3) concern that the decreasing ability to recruit physician/scientists may affect the future of the departmental research programs; and (4) developing innovative solutions to return the department's clinical enterprise to fiscal solvency.

Student Outcomes Assessment Specific student outcomes for medical students are not gathered by clinical rotation, but can be indirectly assessed by examination of the USMLE licensing examination performance in Step 2. The 2000-2002 examinees had a 97% passing rate compared to a national passing rate of 95%. Iowa students have consistently performed above the national mean for the last four years on questions related to Internal Medicine.

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College of  
Medicine

**Department of Otolaryngology – Head and Neck Surgery.**

- The review committee concluded that the Department continues to enjoy a national reputation for excellence in both clinical service and research.
- The committee recommended that the Department re-examine its faculty practice plan and fine-tune the details to reflect faculty performance more appropriately.
- The Department was also encouraged to pursue more active fundraising efforts.

Student Outcomes Assessment

Specific student outcomes for medical students are not gathered but can be assessed indirectly through the USMLE licensing examination performance in Step 2. This examination does not provide information about this specific discipline. The passing rate of students who took the Otolaryngology rotation in 2000 was 97% compared to the national passing rate of 95%.

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College of  
Medicine

**Department of Pharmacology.**

- The review committee concluded that there had been great progress in the Department during the last five years since the new DEO was appointed – there was improved recruiting of faculty, progress on facility renovation, and overall better funding and faculty morale.
- The committee recommended that the faculty should try to develop consensus on recruiting goals. The contributions of senior faculty will need to be replaced with younger faculty members during the next few years. Like many basic science departments nationally, this is an increasing challenge because younger faculty members are often not trained in the classical discipline.
- The Department should continue to increase the proportion of faculty salary support from grant funding and increase the number of graduate students per year.

Student Outcomes Assessment

In the College of Medicine, there is no specific outcome information available for medical student performance in individual courses. Indirect information can be gleaned from a review of the core breakdown from the USMLE licensing examination, Step 1. In the area of Pharmacology for 1997-1999, Iowa students performed above the national average. In

addition, the Department trains graduate students. Of those students graduating in 2001, two are currently in post-doctoral positions and two are furthering their careers as MD/PhDs.

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College of  
Medicine

**Department of Physiology and Biophysics.**

- The findings from the review indicated that the Department needs to identify new laboratory space to accommodate a growing research group. It should also focus on attracting qualified graduate students.
- The committee concluded that this Department has the potential to reach a top five national ranking for this discipline.

Student Outcomes  
Assessment

In the College of Medicine, there is no specific outcome information available for medical student performance in individual courses. Indirect information can be gleaned from a review of the core breakdown from the USMLE licensing examination, Step 1. Iowa students performed above the national average in the area of Physiology for the years 1997-1999.

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College of  
Medicine

**Department of Psychiatry.**

- There was only one external reviewer for this program.
- The review committee concluded that the Department has the resources, talent, and purpose to continue as a premier program in the U. S.
- The Department has made a remarkable adaptation to the new managed care environment that has affected mental health services by hiring new clinical faculty and establishing effective internal and outreach services.
- The major challenge for the Department will be to advance the research mission of the program. With the retirement of senior investigators, the new faculty group must develop consensus on its research mission.

Student Outcomes  
Assessment

In the College of Medicine, there are no specific outcomes available for medical student performance in individual courses. Indirect information can be obtained from the USMLE licensing examination, Step 2. The passing rate for Iowa students who took the Psychiatry rotation in 2000 was 97%, compared to a national passing rate of 95%.

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College of Public  
Health

**Department of Biostatistics.**

- This program prepares students to excel in a variety of professional settings, including academic positions in colleges of medicine and schools of public health; positions in pharmaceutical and other health-related industries; and positions in local, state, and federal government health agencies.

- Instead of external reviewers, the Department used on-campus, non-unit reviewers.
- Students are trained in the use of biostatistical procedures and software, and gain experience by working on collaborative research projects.
- Doctoral students learn the fundamentals of statistical and biostatistical theory, enabling them to contribute to the biostatistical research literature.
- A major challenge facing the Department will be to maintain its excellence in collaborative research while strengthening the area of methodological research. The Department has responded to this challenge through the creation of a center of excellence in the area of statistical genetics.
- The rapid growth of the Division of Statistical Genetics will present its own challenges – statistical genetics differs significantly in content from traditional biostatistics; it is the only division in the Department; because of space limitations, the Division is housed in a separate area from the rest of the Department.

Student Outcomes  
Assessment

Employment status is used as the only type of student outcomes assessment.

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**Iowa State  
University**

In 2000-2001, Iowa State University completed 11 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.

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College of Liberal  
Arts and Sciences

**Department of Air Force Aerospace Studies.**

- Student enrollment is increasing; the trend is expected to continue as a result of the new Military Studies minor.
- There is a contractual agreement between the Department of the Air Force and Iowa State University.
- This year, affective objectives and affective samples of behavior were added for each class. In the past, there were only cognitive objectives and objective samples of behavior.

Student Outcomes  
Assessment

In addition to University assessments, the Department of the Air Force routinely conducts surveys six months and one year after graduation. These surveys are not specific to a university. Rather, the surveys gather feedback throughout the nation because the curriculum is developed at ROTC headquarters.

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College of  
Education

**Department of Curriculum and Instruction.**

- There has been a 12% enrollment increase in the Elementary Education and the Curriculum and Instruction (CI) portion of the Early Childhood Education – Unified majors since 1995-1996 and a 28% increase in the number of graduate students listed as majors since 1995.
- The review team recommended that the number of students, especially in elementary education, be reduced. The Department advisory committee is in the process of preparing a strategic plan that will recommend increasing admission requirements for elementary education and early childhood education.
- The number of courses and credits in the elementary program should be reviewed with a goal of reducing them. Faculty should examine the duplication of courses across the early childhood and elementary education program. Internal committees are currently reviewing these issues.
- Programmatic changes must be data driven. For example, Project Opportunity with its five cohorts must be evaluated to determine its effectiveness, its overall resource costs, and what essential features should be included in all programs. An ad hoc committee will be appointed during 2002-2003 to develop a long-term systematic plan for follow-up studies that will be used to inform the programs.
- The number of adjuncts and temporary instructors must be reduced. Adjuncts and temporary instructors deliver more than 50% of the

undergraduate program. The team cautioned the Department not to eliminate this group simply as a budget cut, but to explore a variety of alternatives. The Department felt that some use of temporary instructors is appropriate in CI because teacher preparation is a professional practice program that must maintain close relationships with the field of education.

- To maintain an exemplary teacher education program, the Department should maintain a critical mass of faculty in key programmatic areas (e.g., literacy, mathematics, social studies). New hires may need preparation in more than one area. The Department's strategic plan calls for better integration of research/scholarship, undergraduate teaching, and graduate teaching missions.
- Data should be collected to demonstrate that ISU teachers make a difference in student learning. The Department has begun planning to systematically investigate the performance of graduates.
- The generic Ph.D. in Education should be reviewed to sharpen its focus by reducing the number of courses required of all students and increasing the coursework and study in a particular discipline. The Department believes that the Team used inaccurate data. The Department is in the process of revising all documentation related to the generic Ph.D. to clarify the structure and requirements of the program.
- The number of credits required for the Ph.D. should be reduced. The graduate studies committee will review all CI Ph.D. programs for number of credits and average length of time required for completion.
- The number of graduate students engaged in full-time study, research, and teaching should be increased; they should have a sound preparation base in working in PreK-12 schools, teaching at the university level, and in conducting research. The Department feels that increasing the size of the graduate program should be a goal that needs to be coupled with decreasing the size of the undergraduate program. There is concern about the second recommendation because not all graduates seek to specialize in PreK-12 education or pursue an academic career.
- The funding for graduate students (teaching assistants and research assistants) should be increased through external funding. The Department continues to increase external funding.
- The three centers<sup>2</sup> offer a unique opportunity for the Department to engage faculty not only from across the Department but also from across the College and University; centers should be interdisciplinary and collaborative intellectual environments.
- The amount of external funding should be increased; external funds should be used to enhance the support base provided for research. The Department's strategic plan emphasizes an enhancement of policies relating to increased external funding.

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<sup>2</sup> National K-12 Foreign Language Center; Center for Technology in Teaching and Learning; and Center for Excellence in Science and Mathematics Education.

- A common definition of differentiated staffing should be developed so that all faculty and staff have a clear understanding. The Department's advisory committee has proposed a differentiated staffing policy.
- The Department should create databases on teacher education programs, graduate students, and faculty productivity. The Department has developed a performance outcomes assessment plan for the undergraduate teacher preparation programs.

Student Outcomes  
Assessment

In response to the Iowa Department of Education's requirement for performance assessment of prospective candidates for teacher licensure on 11 identified standards, the CI Department has developed a set of performance assessment procedures for the Elementary Education major. A similar set of standards is also in process for the Early Childhood Education-Unified major and the secondary programs.

These standards and procedures partially define student outcomes assessment for the Department's major. In addition, the Department is developing, with the Research Institute for Studies in Education (RISE), a long-term plan to assess the performance and success of graduates.

College of  
Education

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**Department of Educational Leadership and Policy Studies.**

- Enrollment has grown from less than 200 in 1997 to over 300 at the current time. This Department is the largest graduate department at the University.
- The following programs are available in the Department – Counselor Education, Educational Administration, Educational Leadership and Policy Studies, Higher Education, and Research and Evaluation.
- The Organizational Learning and Human Resources Development (OLHRD) emphasis at the doctoral level has been eliminated; no new students have been admitted to the OLHRD master's program.
- The team recommended that the Department develop alternative tracks for Ph.D. students who wish to become faculty. A new program – Preparing Future Faculty – will be offered by the Graduate College to prepare graduate students to assume faculty roles.
- There is a lack of funds for graduate assistantships. More funding is unlikely unless external funds can be raised.
- The Department should place more emphasis on diversity in all courses. The Department will conduct an audit of all courses to determine the extent to which diversity issues are included in courses.
- The Department should seek more grants. Faculty members who currently do not have external funding have agreed to prepare and submit at least one external funding proposal this year.

Student Outcomes  
Assessment

Learner outcomes have been developed for the doctoral program in educational leadership. Rubrics have been developed to measure and evaluate these outcomes. Students evaluate all courses; both quantitative and qualitative data are collected from students. The department executive officer and the individual faculty member review student data. If problems or issues emerge, a conference is held to develop strategies to improve the quality of instruction. Focus groups are held with students each year; faculty use the results to make program adjustments. Every five years, the Research Institute for Studies in Education conducts a thorough review of the Department, focusing on the perceptions of graduates.

Colleges of  
Agriculture/Family  
and Consumer  
Sciences

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**Department of Food Science and Human Nutrition.**

- The review team encouraged the faculty to utilize more fully the DEO Advising Committee (DAC) structure to express concerns and ideas to the DEO. The Department now informs faculty of the time and agenda for DAC meetings.
- The Department should focus its goals from the 2000-2005 strategic plan. There was a retreat in February 2001 to focus and prioritize the research directions and goals in the 2000-2005 strategic plan.
- The Department should hire a computer technology support person. An appointment was made in February 2001.
- The unit and supporting colleges have used innovative approaches, including alumni donations, to remodel facilities and they need to continue this approach. The Department is securing funding for Phase 3 of the Food-handling Laboratories Renovation Project.
- The Department programs are under-supported when compared to the increased interest by the production agriculture system in consumer and food processing issues. The Department will continue to ask for funds to refill positions, as well as increase the personnel and supply budget.
- The Department should take the lead in establishing an interdisciplinary graduate program in nutritional sciences. Several faculty members are working on the materials needed for approval.
- The current research stipend is low by national standards. The Graduate Task Force recommended raising stipends and paying tuition scholarships to cover the full cost of tuition for all Food Science and Human Nutrition (FSHN) students.
- Graduate students noted that the number of graduate level courses in nutrition is limited. New courses have been developed; however, several advanced nutrition graduate courses have been cancelled because of low enrollment.

- Adequate office space for nutrition students is lacking, access to contemporary computer is limited, and laboratory space for graduate student projects is limited. An area in MacKay Hall will be renovated to house as many of the nutrition and food science graduate students as possible. The top priority for the Food Science building is renovation of the Northeast Food Tech wing.
- The process of allowing B.S. students to go directly for a Ph.D. needs to be better communicated.
- Allowances should be provided to allow graduate students to obtain an intern experience with minimum degree progress interruptions.
- The Department should continue to evaluate periodically the balance between nutritional science, foods, and institutional management courses in the dietetics curriculum and make changes based on student needs. The Department recently added a higher-level physiology course.
- The continued use of technology is encouraged; student learning and acceptance of this technology should be assessed. The Department is actively assessing student learning.
- The Department needs to monitor the food science industry and consumer food sciences options for possible reduction to one option if student numbers fall to critical levels.
- The goal of more than 125 students enrolled in food science may be unrealistic.
- An effort should be made to transfer all students to faculty advisors before their final year of study.
- Additional attention should be given to career planning. The Department is now using the career planning services of the College of Agriculture for all FSHN students.
- The faculty should develop synergistic extension programs that reach both the food industry and the consumer. A major goal of the restructuring in food science extension will be to foster interdisciplinary programming and to have faculty provide outreach to both the food industry and the consumer.
- The Department should continue to foster ties with the faculty in the University of Iowa College of Medicine to establish collaboration in research and outreach activities and funding opportunities.
- The Department should assess the question of how many centers are ideal for its threefold mission of research, teaching, and outreach.

Student Outcomes  
Assessment

Each course in the Department has specific outcomes listed in the syllabus. Each instructor determines how well students have met those outcomes by one or more of the following – traditional assessment tools such as in-class and take-home examinations; periodic formative (non-graded) assessments in class; student performance in major assignments; student self-evaluations at the end of the semester.

The Department uses the following assessment strategies – exit interviews conducted by the Department chair with graduating seniors and graduate students; surveys completed by graduating seniors and graduate students; surveys completed by alumni within the second year after graduation. The exit interviews and surveys ask about strengths and weaknesses of the Department, what topics were covered well and what was lacking, how well the curriculum prepared students for their chosen profession, and suggestions for improvement.

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College of  
Education

### **Department of Health and Human Performance.**

- The review team suggested the following program improvements:
  - Adjustment in option areas in all graduate programs;
  - Review of the undergraduate degrees and options;
  - Greater focus on obtaining external funding for research;
  - Control of the significant growth in undergraduate enrollment;
  - Expansion of laboratory space, especially to promote cross-disciplinary research.
- The graduate program options have been restructured using a modified version of the model suggested by the team. The M.Ed. degree now culminates with an internship experience. The M.S. now requires a thesis for all graduates.
- The Department proposes to drop the B.S. in Community Health Education.
- The Department proposes to rename the B.S. in Exercise and Sport Science as a B.S. in Health and Human Performance with six options.
- The Department has increased its efforts in external funding.
- An enrollment management proposal is being developed. The Department has grown from 400 to 800 undergraduate majors since 1994; however, the number of staff FTE has remained constant. Increased growth cannot be accommodated with current faculty and staff resources.
- The new Ph.D. program will have 10 full-time students in Fall 2002; the goal is for 15 full-time students.
- A proposal to renovate locker room space in the Forker Building to expand research and teaching laboratories is under development.
- One of the strengths identified by the team is the engagement by the faculty in outreach programs, including risk assessment of Iowa law enforcement officers; improving nutrition and physical activity in Iowa schools; serving Ames home schooled and disabled children in physical education; and the summer children's fitness program.

Student Outcomes  
Assessment

In April 1998, the faculty identified and approved three core-learning outcomes. Data from the 1999-2000 graduates were gathered in two ways: (1) student records, including transcripts and internship evaluations, were examined; (2) a phone survey was conducted by calling every other student on an alphabetical list of the graduating classes of 1999-2000 with valid phone numbers. Fifty-seven complete responses (74%) were received.

The following program improvements resulted from the assessments:

- Curricular and instructional changes have been made to provide more realistic simulations and assignments related to professional practice.
- Faculty members are considering incorporating more research related experiences in some classes; however, increasing enrollment has made these efforts difficult.
- Responses from internship supervisors suggested that students need more experience and professional development. Faculty members encourage students to attend professional events and sponsor student clubs.

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Graduate College

**Industrial Relations Center.**

- The Center offers an interdisciplinary, graduate-level educational experience that prepares students for careers as human resources professionals in the private and public sectors or for advanced (doctoral) study; facilitates interdisciplinary research related to work and the employment relationship; and is the focal point for maintaining close ties among students, faculty, and practitioners.
- The Center should undertake a study of the core curriculum to create a program that builds understanding in the key areas necessary for Human Relations (HR) professionals. Current courses in compensation management and benefits administration need to be reviewed, especially with respect to the content and the methods of instruction.
- Program outreach is needed to promote the program in the community and throughout the HR professional ranks in the state and the region. Currently, the average enrollment of 20 students is smaller than desired and the quality of students needs to improve. The web page has been improved and the response for information requests has been streamlined. Without adding cost, the program has grown to 30 students.
- The program and the Center should establish an advisory program of company representatives. Ways to partner with Extension to create such a board are being investigated.

- The program should have a formal internship for students having no significant work experience. The rules for interns have been changed to make them more attractive; the number of interns tripled in the first year of the change.
- If more financial support is not available, there should be efforts to attract more part-time students. An important link to the Iowa HR community should be extended through the development of training programs for companies. The Industrial Relations Center and program have no faculty of their own and very limited resources to create incentives to motivate major changes in faculty objectives. Although a Des Moines program is highly desirable, sufficient resources are not available to run two parallel Industrial Relations programs.

Student Outcomes  
Assessment

As an interdisciplinary program, the departments offering the courses, rather than the Industrial Relations Center, evaluate the courses. The main outcomes assessment mechanism is to examine how students do in the labor market. The placement record of Industrial Relations graduates has been very good. Of the 51 graduates between 1993-1999, 90% took jobs or entered Ph.D. programs soon after graduation. Starting salaries of graduates are near the average of all salaries in the field.

College of Liberal  
Arts and Sciences

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**Department of Mathematics.**

- The undergraduate curriculum appears to be in good shape. At the graduate level, there have been recent important changes, including the addition of bioinformatics and computational biology, complex adaptive systems, and numerical analysis.
- The review team found the Department to be understaffed, especially in light of the number of student credit hours taught by the Department. The administration was aware of this situation and appeared ready to commit more resources to the Department.
- The team found the number of office and computer support staff to be inadequate.
- The team recommended reducing the number of teaching assignments handled by temporary instructors by half.
- The team recommended that the Department increase the size of the graduate program to 60-70 students; that either the University or the Department pay the portion of tuition that graduate student teaching assistants are required to pay; that the Department decrease the workload for teaching assistants; and that the University have fellowships to offer to outstanding recruits.
- The postdoctoral program is virtually nonexistent.
- The team noted that the Department has taken significant steps in the interdisciplinary direction by building solid strength in various areas of applied mathematics, and developing its interaction with other fields.

Student Outcomes  
Assessment

Graduating seniors are expected to complete an exit questionnaire from the Department; however, responses are obtained from only a few graduating seniors. Available data suggest that graduates who enter secondary education have a good mathematical background but a declining reputation in preparedness as teachers; those who enter actuarial work and those who pursue graduate work in mathematics are successful.

The Graduate Coordinator and the Graduate Committee review graduate student progress each year. The Department keeps records on M.S. and Ph.D. students' initial employment. Most of the Ph.D. students are employed either by private colleges or four-year teaching institutions.

College of Liberal  
Arts and Sciences

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**Department of Military Science and Tactics.**

- Military Science and Tactics has been part of ISU's curriculum since 1862. The Department of Military Science was established in 1919.
- The Department of Military Science (ROTC) does not have any majors. At the time of the review, there were 99 students in the Military Science Program.
- All faculty are either active duty Army, active Reserves/Iowa National Guard, or contracted officers and are not included in tenure and tenure-track FTE faculty numbers.
- In 1990, the Armory floor, which had been used by all three ROTC detachments for drill and physical fitness training, was reallocated to the College of Design. The State Gym is used for drill and the Lied Recreation Center is used for physical fitness training.
- The Board of Regents approved a minor in Military Studies in June 2000.
- There is a contractual agreement between the Department of Army and Iowa State University for ROTC.
- Minor deficiencies were noted in the areas of Supply, Recruiting, and Administration. All of the deficiencies have been corrected or corrective measures have been implemented to correct the deficiencies.

Student Outcomes  
Assessment

The Department does not conduct surveys on cadets who have graduated. However, when lieutenants return to visit, the Department asks them if they were prepared for their Officer Basic Course and if there is anything that should be emphasized more during the pre-commissioning training.

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College of Liberal  
Arts and Sciences

**Department of Naval Science.**

- The NROTC Unit was established at ISU in 1945 to educate and train individuals for careers as commissioned officers in the United States Navy, Navy Reserve, Marine Corps, and Marine Corps Reserve.
- NROTC does not have any majors; students are from a wide array of majors, mostly undergraduate.
- All faculty members are active duty Navy/Marine Corps members and are not included in tenure and tenure-track FTE faculty numbers.
- For the past several years, enrollment has been declining from 85 students in Fall 1995 to 57 in Fall 2001.
- The Naval Science Minor no longer exists; the Military Studies minor was implemented in coordination with the other military departments and the LAS Curriculum Committee.
- There is a contractual agreement between the University and the Naval Science Department to maintain an NROTC Unit at ISU.
- Documentation of counseling sessions was reported to be marginal; not all subjects discussed at the counseling sessions are entered into the counseling remarks. A local checklist has been developed to provide advisors with specific guidance on conducting counseling sessions, and a revised version based on the inspection criteria was provided to all advisors.
- A number of deficiencies were noted, including medical and dental files and physical conditioning requirements. The deficiencies have been corrected or corrective measures have been implemented to correct the deficiencies.

Student Outcomes  
Assessment

The process of assessment is based on layers of individual performance reviews consisting of peer review and counseling, formal faculty review and counseling, performance review boards for students assessed in need of remediation, and operational performance during summer training with operating fleet units. The Department closely monitors and documents the progress of individuals toward achieving requisite levels of professional knowledge and academic proficiency required for commissioning as a naval officer.

College of  
Agriculture

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**Department of Plant Pathology.**

- The review team noted a need for the Department to increase significantly its recruiting efforts, including attracting more domestic students.
- The team noted a need to establish a viable undergraduate degree program in some aspect of plant health management.

- The Department should consider dropping the requirement for an M.S. program before admission to a Ph.D. program. Students with outstanding undergraduate credentials are now able to enter directly into Ph.D. programs.
- The Department has undergone significant changes since the external review was completed, including new hires, facility renovations, and addition of an extension specialist in the Plant Disease Clinic.
- The review team was generally very supportive of the research, teaching, and outreach activities of the Department.
- The team encouraged the Department to consider partnering with other units in filling needed faculty positions and creating laboratory space.
- The team reported that the faculty lacked a collective vision and that the faculty had not given much consideration to where the Department is headed during the next 5-10 years. The Department has now developed a staffing plan that addresses some longstanding needs in research, extension, and teaching programs.
- As the Plant Sciences Institute developed, the Department took a leadership role with the Botany Department to create the Center for Plant Responses to Environmental Stresses. With this Center came new faculty positions, lab renovations, and equipment.

Student Outcomes  
Assessment

Student outcomes have been developed for the undergraduate and graduate programs. Intended outcomes and outcome assessment information are used in curriculum and course development. Outcome assessment plans have now been developed for the undergraduate program in Plant Health and Protection and the graduate program in Plant Pathology

College of  
Veterinary  
Medicine

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**Department of Veterinary Clinical Sciences and Veterinary Teaching Hospital.**

- The Department is noted for several strengths – teaching of surgery; orthopedic surgical research; high quality of instruction; and teaching operational and entrepreneurial aspects of veterinary practice.
- Historically, Veterinary Teaching Hospital (VTH) income has been used to finance academic programs in the College.
- Enrollment is constant due to the policy of restricting admissions to the College of Veterinary Medicine.
- The review team recommended that the positions of chair, Department of Veterinary Clinical Sciences and director, Veterinary Teaching Hospital, be separated. The positions were separated in July 2002.
- The team reported that expansion of the VTH facilities is badly needed. An ISU Foundation Feasibility Study is currently underway to direct gifting to this project.

- The team noted that outcomes assessment is not a well-established entity. Outcomes assessment has now been formally incorporated into the Veterinary Clinical Learning Center; a graduate position has been created for outcomes assessment.
- The number of clinical faculty in the Department of Veterinary Clinical Sciences should be increased. Funds derived from a recently implemented surcharge will be directed to clinical faculty and support staff of the VTH.
- Clinical income to fund the academic program should be reduced. Funds from the surcharge should address this issue.
- Focus new clinical faculty on clinical specialties that are staffed by only one clinician, rather than create new specialty areas. Funds for new faculty in cardiology, neurology, and internal medicine (all specialties that are currently understaffed) have been appropriated. Teaching in areas which have no faculty representation (animal behavior, exotic diseases, population medicine) are being done by outside experts.
- The use of problem solving techniques in the curriculum should be increased. A new computational program (*VetZone*) has been developed and will be used in Fall 2002.
- The Department should collaborate with off-campus units. Cooperation is now underway with two sites – Lied Human facility in Omaha, and the Iowa Humane Society facility in Des Moines.
- The Department is undergoing major revision of the curriculum with a focus on computational learning and problem-solving/case-based learning.
- Scholarship must assume a high priority position. Changing the culture to recognize the importance of scholarly activity in the academic community will be a major component of hiring new faculty and administrators, and of the promotion and tenure process during the next five years.

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Student Outcomes  
Assessment

Outcomes assessment of individual courses is done by the instructing faculty at the completion of each course, and by conference of the departmental chair with the instructing faculty member at the annual productivity review. The marker for student outcomes assessment in the veterinary clinical sciences is done bi-annually by the *National Board Examination*. The latest results indicate that the passing rate for ISU graduates was 91%, compared to 89% for the nation.

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**University of  
Northern Iowa**

In 2000-2001, the University of Northern Iowa completed 14 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.

College of Business  
Administration

**Department of Economics.**

- The Department of Economics offers a B.A. in economics with four emphases – General Economics for students who plan no further study in economics; Quantitative Techniques stresses mathematics for those who will seek advanced degrees in economics; the Business Analysis emphasis for students who also desire business training; and the Community Economic Development emphasis for students who aspire to be economic development practitioners.
- Based on the review team’s recommendation, the Department has directed efforts to improve placement of economics students. Different advisors have been appointed to work with students who desire to enter the labor force, to attend graduate school, and to attend law school.
- The team recommended a reduction in class sizes. The Department has indicated that without additional faculty, it will be impossible to implement this recommendation given existing teaching loads. The Department has the highest SCH/FTE ratio at the University.
- The team recommended that distance delivery of economics courses be reviewed. A committee was created to review distance delivery programs.
- The team recommended the addition of course offerings. This recommendation will not be adopted in the short term due to budget constraints.

Student Outcomes  
Assessment

The ultimate goal of student outcomes assessment is the enhancement of the educational experience of current and future students. Therefore, the student outcomes assessment mechanism is designed to generate information that will provide a clearer picture of students’ strengths and weaknesses. The primary assessment method is a senior-level “capstone” course called “Directed Research.”

The following are changes that were implemented as a result of student outcomes assessment:

- Increased the international content of both principles courses.
- Emphasized open-economy models in the intermediate macroeconomics course.
- Included more material on the global economy in the managerial economics courses.
- Added material on world resource issues in the natural resources course.

- Changed the emphasis in the intermediate macroeconomics course to focus more on long-run fundamentals and less on short-run fluctuations.
- Changed the textbook used in the intermediate microeconomics course to make the link between theory and its application clearer.
- Increased the amount of writing required by several faculty members.

College of  
Education

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**Department of Educational Psychology and Foundations - Ed.S.  
Program in School Psychology.**

- The program is accredited by the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE).
- In response to the review team's recommendations, an advisory board has been formed to facilitate communication with students and employers.
- A new student orientation is now scheduled in the summer to help new students with the transition to campus.
- Informal faculty seminars are scheduled to promote faculty/student interaction.
- An additional faculty member has been assigned as a member of the primary faculty.
- Space was converted for student use.
- A state grant will support efforts to meet the shortage of school psychologists.
- A distance learning program was planned in cooperation with the University of Iowa; due to lack of student enrollment, the program has been delayed.
- The faculty is reviewing the program in light of new performance-based standards published by NASP. The Department is preparing for renewal of NCATE and NASP approval in 2003 under the new performance standards.

Student Outcomes  
Assessment

Student outcomes assessments include performance assessments in critical courses, practica, and internships; completion of research requirements; and a performance-based comprehensive examination during the internship year.

- Results from intern case study presentations suggested that interns often find themselves not confident enough to apply the skills taught in the program when the setting does not demand or support them. Faculty are working to address this finding in communication with employers and supervisors of interns.

- Students indicated the need for better communication regarding their progress on critical performance required of them. Faculty advisor/student conferences are now scheduled to review progress at appropriate times for each student.
- Information from employers suggested the need for more formal communication regarding changes in the curriculum and needs of the field. As a result, an advisory board was established to provide better dialogue and formative evaluation of recent program changes. Program faculty will meet with employers at the school psychology state conference to maintain alignment of preparation program and needs of state agencies.

College of  
Education

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**Department of Educational Psychology and Foundations – MAE in Educational Psychology.**

- The MAE – EP program was redesigned in 1997 to provide a more cohesive curriculum.
- The review team expressed concern about the articulation of the program curriculum and student outcomes. The team suggested the need for physical space for student gathering.
- On the basis of the team’s recommendations, a revised course rotation schedule has been adopted to maximize faculty resources.
- The student outcomes plan is being modified.
- Discussions regarding program overlap and possible merger with other department programs are on-going.
- Plans are being implemented to further the visibility of the program and the sense of community experienced by students.

Student Outcomes  
Assessment

Student outcomes assessments include performance assessments in critical courses; completion of research requirements; a performance-based comprehensive examination; and survey of current students and graduates.

- A survey of graduates indicated a need for improvement on advising and information on program changes. Input from students also indicated that students who are not planning to become school psychologists have fewer opportunities to meet program faculty and peers outside of scheduled classes. Regularly scheduled faculty advisor/student conferences have now been added.
  - Assessment of research papers and theses by faculty suggested the need for courses in research and statistics to be taken earlier in the program.
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College of  
Education

**Department of Educational Psychology and Foundations – MAE in Educational Psychology: Professional Development for Teachers.**

- This degree program was instituted to serve secondary teachers who seek to improve their teaching through additional studies in pedagogy and content.
- The review team recommended that program faculty work to increase enrollments, draw upon the National Board for Professional Teaching Standards for program development and recruitment, examine the possibility of distance learning, establish a faculty committee, and review and implement student outcomes assessment.
- In response to the team’s recommendations, intensive recruitment efforts have been implemented including meetings with school superintendents and other school officials. These efforts have more than tripled the enrollment in one year.
- Three additional Department faculty members are being assigned to support the program in light of enrollment increases. Faculty support outside the Department and the College of Education is being sought to provide interdisciplinary support for the program and students.
- Program faculty are working with the Iowa Office of Staff Development to determine how that office might assist recruitment and program development.
- A cohort of teachers from the Cedar Rapids area has begun the program. Assessment of this group will assist in determining the feasibility of similar groups in other regions.

Student Outcomes  
Assessment

Student outcomes assessments include performance assessments in critical courses; completion of research requirements; a performance-based comprehensive examination; and survey of graduates.

College of  
Humanities and  
Fine Arts

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**Department of English – Undergraduate.**

- The review team recommended a review of the Liberal Arts Core (LAC) writing requirement, including a pilot waiver for students with an ACT English score of 25 and above. The waiver has been implemented on an experimental basis.
- “Writing Across the Curriculum” options are currently being explored; this would increase the involvement of other departments in teaching writing to students.
- The Department should seek a reduction in the number of hours required in English programs, especially for teaching licensure students. The Department is implementing more “double-counting” of English and LAC courses to reduce overall hours.

- The Department should review the kinds and extent of literary theory in the English curriculum. The faculty are currently reviewing this in relation to requirements for the program of study.
- The Department should review undergraduate program requirements, including core literature requirements, in the English major and minor programs. A proposal has been developed for action by the faculty and Curriculum Committee.
- The Department should avoid increasing class sizes in LAC and major/minor courses and maintain an educationally sound student-teacher ratio. Fiscal constraints do not always allow this.

Student Outcomes  
Assessment

The Department instituted a regular cycle of student outcomes assessment at the undergraduate level several years ago. The SOA instrument is used to survey both new majors in the programs and graduates who have been away from campus for five years.

- As a result of the findings, the writing and literature requirements in the undergraduate program and the TESOL (Teachers of English to Speakers of Other Languages) program were changed to offer a more well-rounded education for the students.
- Several courses have been changed because the SOA information confirmed that the majority of students needed additional experience for English-teaching and TESOL. More “pedagogy” and “teaching methodology” were added to the regular content of the courses.
- More instruction in the “mechanics” of the language has been strengthened at every possible point.
- There is more emphasis in the courses on “genre” study for students in the undergraduate programs.
- Undergraduate “experiential learning” opportunities were included for students in both programs.
- The smaller “discussion” format for most of the classes was kept in response to student satisfaction.

College of  
Humanities and  
Fine Arts

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**Department of English – Graduate.**

- The review team recommended that the Department review the frequency and strengthen offerings of graduate seminars and develop projected scheduling of seminars to assist in program planning. The seminars are under review by the Department.
- The Department should review program requirements – distribution requirement for literature component; graduate seminar in creative writing; ratio of general comprehensive studies to specialized studies. The department graduate faculty will review these issues.
- The Department should review the emphasis on Teaching English in Secondary School. This is already being done by the English Education faculty.

- The Department should enhance recruitment of qualified students, including attention to diversity; and to the extensive range of opportunities in the program. In addition to current efforts, the Department will build a new recruitment campaign in Fall 2002.
- The Department should maintain competitive assistantship stipends. Discussions with the Graduate Dean about stipend compensations are ongoing.

Student Outcomes Assessment

Student Outcomes Assessment measures are administered to graduate students during their first semester, upon graduation, and five years after graduation. Graduate students have requested more cohesiveness in the program, steps to establish more identity for the graduate student experience, and a more reliable course rotation for 200-level courses.

College of Humanities and Fine Arts

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**Department of English – Teachers of English to Speakers of Other Languages (TESOL).**

- As the enrollment has grown, the number of faculty members has not increased.
- The review team recommended building a more supportive relationship with the Culture and Intensive English program, including assigning graduate assistants to CIEP. Discussion is underway to review and implement this recommendation.
- The Department should increase collaborations with the College of Education and the community schools. Though various collaborative projects already exist, others will be pursued.
- The Department should examine and study staffing pressures for the distance TESOL M.A. program offered through Continuing Education. A “rotation” has already been created for faculty in TESOL to share the responsibility of delivering the distance-learning classes. An additional faculty line in TESOL K-12 has been proposed.
- The Department should consider the possibility of developing cross-cultural graduate seminars in English and TESOL. The Department feels that there are other more pressing needs in TESOL.

Student Outcomes Assessment

The Department of English instituted a regular cycle of Student Outcomes Assessment at the undergraduate level several years ago. The SOA instrument is used to survey new majors in the programs and graduates who have been away from campus for five years.

As a result of the student outcomes assessment findings, the Department has made the following changes:

- Changed the writing and literature requirements in the undergraduate program and the TESOL program to offer a more well-rounded education for the students.

- Changed the content of several courses because the SOA information confirmed that the majority of students needed additional experience for English-teaching and TESOL. More “pedagogy” and “teaching methodology” were added to the regular content of the courses.
- Strengthened instruction in the “mechanics” of the language at every possible point.
- Included more emphasis in the courses on “genre” study for students in the undergraduate programs.
- Included undergraduate “experiential learning” opportunities for students in both programs.
- Kept smaller “discussion” format for most classes.

Graduate student outcomes are assessed both formally and informally. Comprehensive examinations are required, and these are intended to assess students’ ability to integrate, analyze, and apply what they have learned during the program. Exams are graded by a committee so that faculty are regularly aware of the level of work the students are doing. Students write either M.A. research papers or theses.

Students are encouraged to provide feedback on the faculty, courses, course content and experiences, comprehensive exams, and other aspects of the program. Graduates were surveyed to request information on current job positions, value of particular parts of the program to their current positions, and areas for improvement. Those results were used to review the curriculum and revise procedures on exams and research papers.

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College of Natural  
Sciences

**Department of Industrial Technology – Undergraduate Non-Teaching Programs.**

- The five programs included in this review are Construction Management, Electromechanical Systems, Graphic Communications, Manufacturing Technology, and Technology Management.
- For Construction Management, the review team recommended that the faculty assess degree requirements and program planning to ensure that students complete their degrees in a timely manner. A student planning sheet has been developed and is being used by faculty for individual student advising.
- The team also recommended developing a sound rationale for increasing the equipment budget for the program. A plan has been developed, but in the current budget situation, external funding appears to be a more likely source for equipment needs.
- For Electromechanical Systems, the team recommended that the Department continue to develop recruitment strategies and enhanced articulation agreements with community colleges to communicate the new program direction to prospective students.

- The team recommended continued efforts to enhance laboratory equipment and technical support. A recently-assigned student assistant will provide technical support in the laboratories.
- In Graphic Communications, the team recommended that the faculty consider revitalizing the Graphic Communications student organization. This is being considered.
- The team also recommended that the faculty continuously assess the curriculum and associated equipment needs. These efforts are ongoing.
- The team recommended an additional faculty position in Graphic Communications. This is unlikely in the near future due to the current budget situation.
- In Manufacturing Technology, the team recommended that program representatives develop strategies to increase program enrollment. Three new articulation agreements with community colleges have been developed and will be implemented in Fall 2002.
- The team recommended relocating new materials testing equipment to a more prominent area in the laboratory. This has been done.
- The team recommended improving student articulation from community colleges, planning individual courses of study, and sequencing of courses for students for this program and the Technology Management program. Program faculty are making increased efforts in these areas.
- In Technology Management, the team recommended that the faculty continuously review the curriculum to determine if it meets the needs of students and employers. Curriculum changes have been completed and will be implemented in Fall 2002.
- The team recommended an increase in the number of minority and women students in the program. This is part of the program's overall recruiting efforts.

Student Outcomes  
Assessment

Student outcomes assessment measures used in these programs include student surveys administered at program entry and mid-program, and exit interviews of graduating seniors, as well as results from certification exams in areas where national certifications are offered. SOA results have indicated increased levels of attainment of competencies as students progress through the majors. They have also identified a need for curriculum changes and technology and laboratory support.

Several curriculum changes have been made as a result of outcomes assessment. Within current limited resources, shortages of equipment and computing facilities and the ongoing need for the latest technology applications are being addressed.

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College of Natural  
Sciences

**Department of Industrial Technology – Undergraduate Teaching Programs.**

- The Technology Education program has been recognized as one of the largest in the United States.
- The review team noted that additional “hands-on” technical skills are needed for Technology Education students. A course is being added in Manufacturing Materials and Processes and will become a required course in the major.
- The team suggested that the new *Standards for Technological Literacy* be further integrated into the coursework. The standards are being integrated into most courses as appropriate. Assignments are being revised in courses so that students have experiences and develop materials that closely align with requirements for secondary instruction, including curriculum development and methodology.
- The team identified the need for a Technology Education Laboratory. An effort is underway to design a lab and obtain funding.
- The team noted a concern for additional faculty in the Technology Education program. Since the review team visit, one faculty member has been hired for Technology Education and a new coordinator has been identified.
- The team mentioned the need for strategic vision. The faculty have been reviewing important elements of the vision and data to assist with this vision.
- The team mentioned the need for program conceptualization in light of the new national standards and state initiatives. This will be included in the visioning process.

Student Outcomes  
Assessment

Student outcomes assessment involves collecting data at four stages during the program. SOA results indicate there is a need for a Technology Education laboratory and more technical depth in some areas. These issues are under discussion.

College of Natural  
Sciences

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**Department of Industrial Technology – Graduate Programs.**

- The review team found that, in general, the graduate programs in the Department were quality programs, central to the mission of UNI and meeting sufficient demand and opportunities for graduates.
- The team recommended that, as senior faculty retire, a clear growth pathway be established for qualified junior faculty. Mentorships will be established to assist/acquaint new graduate faculty with graduate program procedures and policies. A workshop has also been planned relating to graduate program organization for newly hired and interested graduate faculty.

- The team recommended consideration of additional coursework related to applied research and advanced statistics. A new research design course will be offered in Fall 2002.
- The team recommended that the Department establish a closer connection with and collaboration between graduate programs in the Department and the University. The Department already requires several courses in external departments. The Department has also instituted a monthly conversation session with graduate students in the program and a faculty member from another area of the university.
- The team recommended that the department engage in strategic recruiting to increase graduate enrollment in the M.A. and DIT programs, with special attention given to the non-traditional nature of students in graduate programs, distance education, and on-site workforce recruiting or “executive-type” programs. These recommendations are being considered and special recruitment efforts are being planned for the 2002-2003 academic year, including efforts with two traditionally black undergraduate institutions.

Student Outcomes  
Assessment

Program outcomes have been developed. Faculty are currently developing a survey instrument for graduates regarding their assessment of courses, instructors, advising, research capabilities, concerns, and advice for improvements and augmentations. Interviews between advisees and advisors are also used for program assessment.

College of Social  
and Behavioral  
Sciences

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**Department of Geography (B.A.).**

- Student interest in the geography program is very strong as indicated by large enrollments in Liberal Arts Core (LAC) courses, solid advanced-level course enrollments, and modest increases in the number of geography majors in recent years. Headcount enrollment rose from 1,796 in 1993-1994 to 3,023 in 2001-2002.
- The review team recommended that the course Geographic Information Systems have sophomore status prerequisite and that it be a required course for geography majors. This change will be implemented in Fall 2002.
- The Department should develop a Program Certificate in Planning using existing courses. This possibility will be explored with the Department of Political Science.
- The Department should reassess and possibly review the current Program Certificate in Cartography and Geographic Information System (GIS) into a GIS certificate alone or a Geographic Information Technology (GIT) certificate. Possible changes are still under discussion.

- The team recommended increased departmental participation in offering non-western cultures courses in UNI's Liberal Arts Core. The Department has begun offering sections of non-western cultures courses.
- The Department should increase recruitment and advising support for the Head. Faculty will be encouraged to increase recruitment efforts in their LAC introductory classes as well as with the non-majors enrolled in advanced geography courses, in an attempt to increase the number of geography majors. Recently, the advising load for existing majors has been spread more evenly among faculty.
- The team recommended that a faculty line be added in geographic information technology. Given recent state budget cuts, the addition of a new faculty line is "on hold" for the foreseeable future. Therefore, the Department has re-assigned a portion of an existing line into the GIS area to meet demands for these growing technologies. This has resulted in other reassignments and a likely future reduction in LAC offerings.
- The Department should reactivate the geography honor society/club. The Department has been unsuccessful in reinvigorating the club yet.
- The Department should seek increased space, such as possible inclusion in the renovated Innovative Teaching Center. Plans to move the Department of Geography into the Innovative Teaching and Technology Center are underway.
- The team recommended an increase in supplies and service and equipment budgets. Under the current budget situation, this is not possible. The Department will continue to pursue external funds to supplement equipment needs.

Student Outcomes  
Assessment

The review team recommended that the current undergraduate SOA plan be continued. The team suggested that the alumni survey coincide with the program review in the future.

A number of curricular changes have occurred as a result of the student outcomes assessments:

- Required both Human Geography and World Geography for all geography majors.
- Initiated better coordination of the instructors of different sections of Human Geography and World Geography.

College of Social  
and Behavioral  
Sciences

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**Department of Geography (M.A.).**

- The review team recommended that the core courses and requirements be modified. The changes will be implemented in Fall 2002.

- The team recommended that the thesis proposal be presented by the end of the second semester for full-time students; otherwise, students should be advised to switch to the non-thesis option. Through advising, students are being strongly urged to present thesis proposals in a more timely manner. Requiring students who are “late” to switch to the non-thesis option has not been endorsed by the faculty.
- The team recommended that a Program Certificate in Planning using existing courses be developed. The Department intends to explore the development of a joint certificate proposal with the Department of Political Science.
- The team recommended that the Department reassess and possibly revise the current Program Certificate in Cartography and Geographic Information Systems (GIS) into a GIS certificate or a Geographic Information Technology (GIT) certificate or develop a separate GIT emphasis within the M.A. program. This recommendation will be studied further by the faculty.
- The Department should develop a clear set of guidelines for incoming graduate students that would outline expectations for students and critical threshold dates. Current documents have been revised and expanded.
- The Department should reactivate the geography honor society/club. The Department has not been successful in re-invigorating the club yet.
- The Department should seek increased space. Plans to move the Department of Geography into the Innovative Teaching and Technology Center will begin later this year.
- The Department should continue the current graduate SOA plan. The alumni survey should coincide with the program review in the future. Advisors should complete evaluation forms for students who have resigned from the program or are late completing the program. In addition to having faculty advisors complete the evaluation form for graduating students, the Graduate Coordinator will request that evaluation forms be completed for students who have not finished the program either through resignation from the program or after four semesters for those still working on the thesis or research paper.

Student Outcomes  
Assessment

Two assessment methods are used for the program. Advisor evaluation provides information for the entry and exit evaluations; the alumni survey involves post-graduation information. All students who are in the M.A. program three semesters or longer are evaluated by their advisor if they complete the degree, or by the graduate coordinator if they do not complete the program in a timely fashion.

The following curricular changes resulted from the SOA analysis:

- Combined Research and Bibliography and Nature and Scope of Geography into Nature of Geography and its Research Methodology.

- Developed a clear set of guidelines for incoming graduates to outline expectations for students and critical threshold dates.
- Attempted to reactivate the geography honor society/club.
- Required a two-hour colloquium.
- Increased the number of assistantships provided for Geography.

Colleges of Social  
and Behavioral  
Sciences/  
Humanities and  
Fine Arts

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#### **Department of Russian and East European Area Studies.**

- Although the program's core, Russian studies, remains, it has experienced growth in East European history, politics, and culture. The current program is language intensive, but also provides content courses in history, political science, geography, and philosophy.
- The review team recommended that the number of hours of language required for the major be reduced and that a two- or multi-track major and minor be developed. The faculty is preparing a multi-track or multi-emphases program for the next curricular cycle.
- The Department should ensure offering a course in Comparative Economics Systems in the Department of Economics. The faculty will encourage the Department of Economics to offer the course on a regular basis.
- The Department should foster collaborative dialogue with other colleges to develop courses for the program.
- The Department should develop distance learning courses in cooperation with other Iowa institutions. Recently, UNI, SUI, and ISU were the recipients of a U. S. Department of Education grant to develop and deliver distance learning courses. The courses scheduled for Fall 2002 include elementary Polish and Czech (taught by UNI faculty) and a Russian studies course (taught by faculty at ISU).
- The Department should continue its association with the American Council of Teachers of Russian, which annually allows UNI students and faculty the unique possibility of studying and conducting research in Russia and its former union republics.
- The team commended and encouraged the faculty to continue its efforts to achieve greater campus and community visibility through the student club, web page, annual newsletter to friends and alumni, community presentations, collaborative cultural and visiting lecturer programs with nearby academic institutions, and interaction with local Russian and East European ethnic groups.
- The team proposed that the Department add a tenure-track line to the Russian Division of Modern Languages, support a graduate assistant for clerical duties, and provide a modest remuneration for the chair. Given the current budgetary constraints, this does not seem likely in the near future.

Student Outcomes  
Assessment

Outcomes Assessment procedures measure two areas – student perceptions of the content and quality of the program being delivered; and a programmatic measure of student learning and development.

In the language component of the major and minor, students are assessed annually through an end-of-year Russian language examination; students must pass the examination before they can enroll in the next level of classes. In order to determine changing student perceptions of the content and quality of the program, the program committee administers narrative response questionnaires to majors at the beginning of the major and toward the end of the major.

The program committee attempts to achieve an accurate measure of student learning and intellectual development by examining the language proficiency examinations from the first and last year of study; and analyzing and comparing the written work of the students from select courses in their freshman or sophomore year with written work from courses in their senior year. The committee evaluating the portfolios of the students measures the critical growth of the students along a spectrum from disconnected facts to processes that are subject to various interpretations.

Colleges of Social  
and Behavioral  
Sciences/  
Humanities and  
Fine Arts

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**Department of Inter-American Studies.**

- The Inter-American Studies (IAS) program is facing an enrollment decline. In response, the IAS Committee has expanded its recruitment efforts.
- The uniqueness of the IAS major and minor is its internationalizing effect on the student's particular interests. IAS offers liberal arts and generalist, as well as specialized students, a degree leading to national and international careers in a broad range of areas in business, government, and non-government organizations.
- The reviewing team noted that attracting more students to the major/minor is essential for future development. The IAS committee is focusing on revising the curriculum to appeal to a broader range of students. Co-curricular cooperation with existing campus programs, such as the Global Health Corps, is being pursued as a recruitment strategy. The committee also launched a direct student recruitment effort in Fall 2001 by introducing the major/minor in classes, academic fairs, recruitment events and promotional information.
- The Department should forge a sense of identity among faculty and students. The chair and advisor are in regular contact with students in the program. Co-sponsored campus and community events build identity for the program.

- The Department should revisit the curriculum, paying particular attention to adjustments that will support the interdisciplinary purpose of the Inter-American Studies and minimize the perception that it is cumbersome and complex to complete the course of study. The committee is proposing to reduce the number of hours in the major from 36 to 30. The curriculum is also being revised, with an English language component being considered. An IAS Certificate, with fewer hours than the minor, is also being considered.
- The team recommended that consistent funding for the program from all five academic colleges be secured. While the program is supported by a modest annual budget line from two colleges, current and future cuts due to budget constraints may greatly diminish program support.

Student Outcomes  
Assessment

IAS courses are included in the respective departmental SOAs. The IAS committee is in the process of preparing its own program SOA, in consultation with the Liberal Arts Core Committee and the Russian and East European Area Studies, to begin in 2002-2003.

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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

College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09			
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									
Finance				D								
Management and Organizations			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.

**UNIVERSITY OF IOWA  
Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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

College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09			
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						5 Years	Commission on Dental Accreditation (ADA), Advanced Specialty Education
Oral and Maxillofacial Pathology, Radiology, Medicine		A*	D						D			
Orthodontics				D								
Pediatric Dentistry			D						D			
Periodontics						D						
Prosthodontics	D						D					

\* Oral Radiology only

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09			
COLLEGE OF EDUCATION (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 **	A											
<b><i>Curriculum and Instruction</i></b>												
All Licensure Programs				A							5 Years	Iowa State Board of Education
Nonlicensure Graduate Programs			D									
<b><i>Planning, Policy, and Leadership Studies</i></b>												
Educational Administration			D								7 Years	University Council for Education Administration
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..

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09			
COLLEGE OF ENGINEERING (Collegiate Review)			A			C				A	6 Years	Accreditation Board for Engineering and Technology, Inc. (ABET)
Biomedical Engineering			A		D					A		ABET
Center for Computer Aided Design			O					O				
Chemical and Biochemical Engineering			A		D					A		ABET
Civil and Environmental Engineering			A		D					A		ABET
Electrical and Computer Engineering			A		D					A		ABET
IHR-Hydroscience and Engineering			O					O				
Industrial Engineering			A		D					A		ABET
Iowa Spine Research Center						O						
Mechanical Engineering			A		D					A		ABET

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		
GRADUATE COLLEGE (Collegiate Review)			O				O				
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				5 Years	Planning Accreditation Board (PAB)

\* Post-Audit Report due to Board of Regents September 2004.

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		
COLLEGE OF LAW (Collegiate Review)	A*	O**					A,O			7 Years	American Bar Association/Association of American Law Schools (ABA/AALS)

\* Continued from 1999-2000.

\*\* Accreditation review accepted by Board Office as Collegiate Review

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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

College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09			
COLLEGE OF LIBERAL ARTS & SCIENCES (Collegiate Review)				C								
Aerospace Studies/Military Science						O						
African Studies Program					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	D											
Biological Sciences						D						
Book, Center for the		O										
Chemistry	D											
Cinema and Comparative Literature					D							
Classics					D							
Communication Studies			D									
Computer Science			D									
Dance						D						
English		D										
Environmental Sciences Program					O (with Geoscience)							
ESL Programs	A		O			A					CEA	Commission on English Language Program Accreditation
Exercise Science				D								
Athletic Training Program (Department of Exercise Science)					A						5 Years	Commission on Accreditation of Allied Health Education Programs (CAAHEP)

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09			
COLLEGE OF LIBERAL ARTS & SCIENCES												
French and Italian	D											
Geography				D								
Geoscience						D						
German	D											
Global Health Studies Program					O							
Global Studies					O							
Health, Leisure and Sport Studies <i>(to become Health and Sport Studies in 2002-03)</i>		A (expires 10/2002)			D		A				5 Years	National Recreation and Park Association (NRPA)
History				D								
Honors Program				D****								
Interdepartmental Studies B.A.						O						
International Business Certificate					O							
International Writing	No longer in CLAS: Administered by Vice President for Research											
Iowa Social Science Institute		O										
Journalism and Mass Communication, School of				A	D						6 years	Accrediting Council on Education in Journalism and Mass Communication (ACEJ)
Language Media Center	O											
Latin American Studies Program					O							
Liberal Studies, Bachelor of				O***								
Linguistics			D									
Literature, Science, and the Arts						O						
Mathematics			D									
Medieval Studies								O				
Museum Studies								O				
Music, School of (including Bands)						D		A			10 Years	National Association of Schools of Music (NASM)

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09			
COLLEGE OF LIBERAL ARTS & SCIENCES (Cont'd)												
PEOPLE Certificate		O (with Philosop hv)										
Philosophy		D										
Physics and Astronomy		D										
Political Science						D						
Psychology		D	A								7 Years	American Psychological Association (APA) (Ph.D. Program in Clinical Psychology)
Religious Studies (was School of Religion)		D										
Rhetoric					D							
Russian	D											
Russian, East European, and Eurasian Studies					O							
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	D											
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)
Unified Program (Discontinued 98-99)												
Women's Studies			P*		D		P**					
Writers' Workshop (Creative Writing)						D						

\* Post-audit review of Ph.D. Program.

\*\* Post-audit review of B.A. Program.

\*\*\* To be reviewed with Division of Continuing Education

\*\*\*\* To be reviewed in cooperation with Office of the Provost

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		
COLLEGE OF MEDICINE (Collegiate Review)		A					C			7 Years	Liaison Committee on Medical Education (LCME)
Anatomy and Cell Biology		D					D				
Anesthesia		D					D				
Biochemistry		D					D				
Biomedical Ethics and Medical Humanities			D					D			
Dermatology			D					D			
Emergency Medicine							D				
Family Medicine				D							
Internal Medicine	D						D				
Microbiology			D					D			
Neurology				D							
Neurosurgery							D				
Obstetrics & Gynecology					D						
Ophthalmology and Visual Science				D							
Orthopaedic Surgery					D						
Oto-Head and Neck Surgery	D					D					
Pathology					D			D			
Pediatrics			D								
Pharmacology	D					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 (2000-01 to 2008-09)**

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

College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09			
COLLEGE OF MEDICINE (Cont'd)												
Physiology and Biophysics	D						D					
Psychiatry	D					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

\*Nondegree programs

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		
COLLEGE OF NURSING (Collegiate Review – Accred CCNE)										10 Years	Commission on Collegiate Nursing Education (CCNE)
(Collegiate Review – Accred ISBN)		A					A			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)
Pediatric Nurse Practitioner Education		A					A			3 Years	National Certification Board of Pediatric Nurse Practitioners and Nurses (NCBPNN)

\*Nondegree program

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		

COLLEGE OF PHARMACY (Collegiate Review)				A,C*						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 (2000-01 to 2008-09)**

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

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		
COLLEGE OF PUBLIC HEALTH (Collegiate Review)	A*		A	P		C					Council on Education for Public Health (CEPH)
Biostatistics	D					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							

\*Preaccreditation

**UNIVERSITY OF IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		
CONTINUING EDUCATION, DIVISION OF (Division Review)			C*								
Center for Credit Programs			D								
Labor Center											

\* Postponed due to retirement of Dean in 2000.

**IOWA STATE UNIVERSITY**  
**Schedule of Academic Program Reviews (2000-01 to 2006-07)**

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

College, Department, Program*								Normal	Accreditation Organization or Other External Agency
	00-01	01-02	02-03	03-04	04-05	05-06	06-07	Accreditation Review Cycle	
<b>AGRICULTURE**</b>									
Agricultural Education/Studies (1)			M						
Economics (2)		M,CSREES							
Agricultural & Biosystems Engr (3)				M					
Agronomy			M						
Animal Ecology (5)									
Animal Science			M						
Biochemistry, Biophysics & Molecular Bio (2) (7)			M						
Botany (2) (7)									
Entomology		M,CSREES							
Food Science & Human Nutrition (4)						M			
Forestry (5)	A							10 years	Society of American Foresters
Horticulture					M				
Microbiology (6)	M								
Natural Resource Ecology & Management (5)				M					
Plant Pathology				M					
Sociology (2)				M					
Statistics (2)						M			
Zoology & Genetics (2) (7)			M						
Honors Program (a)				M					
International Agriculture Program (b)				M					
Professional Agriculture Program (c)			M						
Environmental Science (d)							M		

**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) Entomology and Forestry have merged into the new department of Natural Resource Ecology and Management.
- (6) Microbiology will cease to exist as of July 1, 2003, as approved by the BOR.
- (7) Re-organization of biological sciences will likely delay 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.

**IOWA STATE UNIVERSITY**  
**Schedule of Academic Program Reviews (2000-01 to 2006-07)**

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

College, Department, Program *	00-01	01-02	02-03	03-04	04-05	05-06	06-07	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
<b>BUSINESS**</b>									
All departments and programs								10 years	Business Self Evaluation Report June 1, 1999
Accounting							M		
Finance							M		
Logistics, Operations & MIS							M		
Management							M		
Marketing							M		
Honors Program (a)				M					
Business Administration Program (d)							M	10 years	Accreditation Council of the American Assembly of Collegiate Schools of Business

**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.

The year listed is the year the external review is scheduled or anticipated to be completed.

(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 (2000-01 to 2006-07)**

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

College, Department, Program *	00-01	01-02	02-03	03-04	04-05	05-06	06-07	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
<b>DESIGN**</b>									
all departments and programs				M					
Architecture	A			M			A	6 years	National Architectural Accrediting Board
Art & Design				M					
Art Education Program				M					
Graphic Design Program				M					
Interior Design Program			A	M				6 years	Foundation for Interior Design Education Research
Community & Regional Planning	A			M		A		5 years	Planning Accreditation Board (progress report due Sept 1, 2003)
Landscape Architecture <sup>3</sup>			A	M				5 years	Landscape Architectural Accreditation Board
Honors Program (a)				M					

**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.  
The year listed is the year the external review is scheduled or anticipated to be completed.

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

<sup>3</sup> Due to budget constraints, the Department requested a postponement of the accreditation visit; the visit has been rescheduled for September 8-11, 2002. However, the Department and the University received a letter from the accrediting body stating that it considers the program to be "administratively suspended" until after the visit and final action of the national body.



**IOWA STATE UNIVERSITY**  
**Schedule of Academic Program Reviews (2000-01 to 2006-07)**

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

College, Department, Program *	00-01	01-02	02-03	03-04	04-05	05-06	06-07	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
<b>EDUCATION** (continued)</b>									
Research and Evaluation	M								
Health/Hum Perf	M								
Industrial Education & Technology			M						
Graduate Program			M						
Industrial Technology Program		A	M					6 years	National Association of Industrial Technology
Honors Program (a)				M					

**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; L is Iowa Board on Education. The year listed is the year the external review is scheduled or anticipated to be completed.

- (1) The curricular folios for all programs leading to licensure and endorsements required for Iowa Board of Education review are listed only for the College of Education and for the appropriate units of the College of Family and Consumer Sciences, although these reviews also involve the departments of the other colleges that offer the specific programs in teacher education.
- (a) Reviews of college honors programs are to be coordinated with the review of the University Honors Program.

**IOWA STATE UNIVERSITY**  
**Schedule of Academic Program Reviews (2000-01 to 2006-07)**

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

College, Department, Program *	00-01	01-02	02-03	03-04	04-05	05-06	06-07	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
<b>ENGINEERING**</b>									
	A						A	6 years	Accreditation Board for Engineering and Technology (for undergrad programs)
Aerospace Engr & Engineering Mechanics			M						
Aerospace Engineering	A						A	6 years	
Engineering Science	A						A	6 years	
Agricultural & Biosystems Engineering (1)	A			M			A	6 years	
Chemical Engineering	A		M				A	6 years	
Civil & Construction Engineering			M						
Civil Engineering	A						A	6 years	
Construction Engineering	A						A	6 years	
Electrical Engr & Computer Engineering			M						
Electrical Engineering	A						A	6 years	
Computer Engineering	A						A	6 years	
Industrial & Manufacturing Systems Engr	A		M				A	6 years	
Materials Science & Engineering (3)			M						
Ceramic Engineering (2)	A							6 years	
Metallurgy (2)	A							6 years	
Materials Engineering (2)							A		
Mechanical Engineering	A		M				A	6 years	
Biomedical Engineering Program (b)									
Honors Program (a)				M					

**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.

The year listed is the year the external review is scheduled or anticipated to be completed.

(1) See also College of Agriculture.

(2) Ceramic and Metallurgical Engineering have been combined into Materials Engineering. The combined program will receive a re-accreditation visit in FY07.

(3) The Engineering Science program will be phased out as enrolled students graduate. No re-accreditation for this program will be sought.

(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 may be discontinued and new students are not being admitted.

**IOWA STATE UNIVERSITY**  
**Schedule of Academic Program Reviews (2000-01 to 2006-07)**

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

College, Department, Program*	00-01	01-02	02-03	03-04	04-05	05-06	06-07	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
<b>FAMILY &amp; CONSUMER SCIENCES**</b>									
College - undergraduate programs								10 years	American Association of Family & Consumer Sciences
Family & Consumer Sci Ed & Studies (1)(d)					M				Iowa Department of Education
Food Science & Human Nutrition (2)	M								CSREES
Food Sci & Technology (e)								7 years	Institute of Food Technologists
Dietetics major (e)								10 years	American Dietetic Association - Evaluation 5 years
Dietetics Internship (e)								10 years	American Dietetic Association - Evaluation 5 years
Hotel, Restaurant & Institution Management (undergraduate program) (d)					M		A	7 years	Council on Hotel, Restaurant, and Institutional Education
Human Development & Family Studies			M						
Early Childhood Education Unified Major									Iowa Board of Educational Examiners
Marriage & Family Therapy (Doctorate)	A					A		5 years	Amer Assoc for Marriage & Family Therapy/ Common Marriage & Family Therapy Ed
Child Development Lab	A		A						National Academy for Early Childhood Programs
Textiles & Clothing - T&C Related Science major, Production Mgt option (d)			A		M				Approval by American Apparel Manufacturers, Education Committee
Honors Program (a)				M					
International Studies Program (b)				M					
Gerontology (undergraduate) (c)				M					

**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.  
The year listed is the year the external review is scheduled or anticipated to be completed.

- (1) The curricular folios for all programs leading to licensure and endorsements required for Iowa Board of Education review are listed only for the College of Education and for the appropriate units of the College of Family and Consumer Sciences, although these reviews also involve the departments of the other colleges that offer the specific programs in teacher education
- (2) 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.
- (c) University-wide program.
- (d) Now part of the Department of Apparel, Educational Studies, and Hospitality Management.
- (e) Review is conducted in conjunction with FSHN.

**IOWA STATE UNIVERSITY**  
**Schedule of Academic Program Reviews (2000-01 to 2006-07)**

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

College, Department, Program*	00-01	01-02	02-03	03-04	04-05	05-06	06-07	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
<b>INTERDISCIPLINARY GRADUATE PROGRAMS**</b>									
Bioinformatics and Computational Biology			M						
Biomedical Engineering Program (f)									
Complex Adaptive Systems Minor					M				
Ecology & Evolutionary Biology Major			M						
Interdisciplinary Graduate Studies Program			M						
Genetics Major			M						
Gerontology Minor				M					
Immunobiology Program (Ag & VM)			M						
Industrial Relations Program							M		
Linguistics Minor (e)						M			
Molecular, Cellular & Developmental Biol Progr			M						
Neuroscience Program		M							
Plant Physiology Major			M						
Professional Agriculture Program (c)			M						
Sustainable Agriculture			M						
Technology & Social Change Minor				M					
Toxicology Major			M						
Transportation Major (g)				M					
Water Resources Major			M						

**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.  
The year listed is the year the external review is scheduled or anticipated to be completed.

- (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 and reviewed together with Department of Agricultural Education and Studies.
- (e) See also Department of English, in Liberal Arts and Sciences.
- (f) Biomedical Engineering is an interdepartmental graduate program administered jointly by the Colleges of Engineering and Veterinary Medicine.  
The program may be discontinued and new students are not being admitted
- (g) Reviewed together with Center For Transportation Research Engineering.

**IOWA STATE UNIVERSITY**  
**Schedule of Academic Program Reviews (2000-01 to 2006-07)**

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

College, Department, Program*	00-01	01-02	02-03	03-04	04-05	05-06	06-07	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
<b>LIBERAL ARTS &amp; SCIENCES**</b>									
Air Force Aerospace Studies							M		
Anthropology			M						
Biochemistry, Biophysics & Molecular Bio (1) (2)			M						
Botany (2)			M						
Chemistry					M			5 years	American Chemical Society
Computer Science		A	M					3 or 6 years	Computer Sciences Accreditation Board
Economics (1)		M							
English						M			
Foreign Languages & Literatures							M		
Geological & Atmospheric Sciences						M			
Greenlee School of Journalism and Com			A			M		6 years	Accrediting Council on Education in Journ & Mass Comm
History							M		
Mathematics							M		
Military Science							M		
Music	M			A			M	10 years	National Association of Schools of Music
Naval Science							M		
Philosophy and Religious Studies					M				
Physics & Astronomy			M						
Political Science							M		
Psychology				M					
Counseling Psychology Program					A			7 years	American Psychological Association - Next review 2003
Sociology (1)				M					
Statistics						M			
Zoology & Genetics (1) (2)			M						

**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.  
The year listed is the year the external review is scheduled or anticipated to be completed.

(1) See also College of Agriculture.

(2) Re-organization of the biological sciences will likely delay the external review of these programs.

**IOWA STATE UNIVERSITY**  
**Schedule of Academic Program Reviews (2000-01 to 2006-07)**

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

College, Department, Program *	00-01	01-02	02-03	03-04	04-05	05-06	06-07	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
<b>LAS - con't - PROGRAMS**</b>									
African American Studies Program (3)									
American Indian Studies Program (3)									
Bachelor of Liberal Studies Program (4)									
Biological/Pre-Medical Illustration Program (2)			M						
Biology Program (2)			M						
Classical Studies Program (k)									
Environmental Science (h)							M		
Environmental Studies Program				M					
Honors Program (a)				M					
International Studies Program (b)				M					
Linguistics Program (j)						M			
Religious Studies Program (g)					M				
Speech Communication Program (i)						M			
Theatre	M						M		
Women's Studies Program			M						

**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.

The year listed is the year the external review is scheduled or anticipated to be completed.

(3) Ethnic studies programs do not offer degrees, only structured minors.

(4) Review must be coordinated with other Regents 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.

(g) The review of Religious Studies is to be included in the review of Philosophy.

(h) See also College of Agriculture - post audit review 00-01.

(i) Program reviewed together with Department of English.

(j) With Foreign Languages and Literatures.

(k) Review date will depend on the date the program is approved as a new major.

**IOWA STATE UNIVERSITY**  
**Schedule of Academic Program Reviews (2000-01 to 2006-07)**

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

College, Department, Program *	00-01	01-02	02-03	03-04	04-05	05-06	06-07	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
LIBRARY**			M						

*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.  
 The year listed is the year the external review is scheduled or anticipated to be completed.

**IOWA STATE UNIVERSITY**  
**Schedule of Academic Program Reviews (2000-01 to 2006-07)**

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

College, Department, Program*	00-01	01-02	02-03	03-04	04-05	05-06	06-07	Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
<b>VETERINARY MEDICINE**</b>									
All programs				A				7 years	American Veterinary Medical Association - Council on Education
Biomedical Sciences				M					
Veterinary Clinical Sciences	M								
Vet Diagnostics & Production Animal Med				M					
Veterinary Diagnostic Lab									American Association of Veterinary Laboratory Diagnosticians
Vet Microbiology & Preventive Med		M							
Veterinary Pathology		M							
Veterinary Teaching Hospital (Inspector)			A					4-5 years	American Animal Hospital Association
Laboratory Animal Resources (a)									
Biomedical Engineering Program (b)									

**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.  
The year listed is the year the external review is scheduled or anticipated to be completed.

- (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 may be discontinued and new students are not being admitted.

**UNIVERSITY OF NORTHERN IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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

College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09			
COLLEGE OF BUSINESS ADMINISTRATION												
Economics	M							M	M			
Accounting		M										
Marketing			M									
Finance						M						
Management							M					

**UNIVERSITY OF NORTHERN IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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

College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09			
COLLEGE OF EDUCATION												
Educational Psychology & Foundations	M							M				
Teaching		M							M			
Educational Administration & Counseling			M									
HPELS				M								
Curriculum & Instruction I						M						
Special Education							M					
Curriculum & Instruction II							M					

**UNIVERSITY OF NORTHERN IOWA**  
Schedule of Academic Program Reviews (2000-01 to 2008-09)

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

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		
COLLEGE OF HUMANITIES AND FINE ARTS											
English	M							M			
Art		M							M		
Communication Disorders			M								
Modern Languages				M							
Music					M						
Philosophy and Religion					M						
Theatre						M					
Communication Studies							M				

**UNIVERSITY OF NORTHERN IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		
COLLEGE OF NATURAL SCIENCES											
Industrial Technology	M							M			
Mathematics		M							M		
Chemistry			M								
Biology				M							
Earth Science					M						
Environmental Science						M					
Science Education/Science						M					
Computer Science							M				

**UNIVERSITY OF NORTHERN IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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

College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09			
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES												
Geography	M							M				
Political Science		M							M			
Sociology/Anthropology/Criminology			M									
Design, Family, & Consumer Sciences				M								
Social Work					M							
Psychology						M						
History							M					

**UNIVERSITY OF NORTHERN IOWA**  
**Schedule of Academic Program Reviews (2000-01 to 2008-09)**

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

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		
INTERDISCIPLINARY)											
Russian & East European Area Studies	M							M			
Inter-American Studies	M						M	M			
Ed.D.		M							M		
Women's Studies					M						
MBA						M					