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**DETAILED PROCEDURES**  
**FOR**  
**ACADEMIC PROGRAM REVIEW**  
**AND**  
**STUDENT OUTCOMES ASSESSMENT**  
**THE UNIVERSITY OF NORTHERN IOWA**  
**CEDAR FALLS**  
**IOWA**  
**2005-2006**

Approved: \_\_\_\_\_ Date: \_\_\_\_\_

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**MANDATE, PURPOSE, GOAL, AND RESULTS OF ACADEMIC PROGRAM REVIEW  
AND STUDENT OUTCOMES ASSESSMENT**

**Mandate:** Academic Program Reviews (including Student Outcomes Assessment) are mandated by the Board of Regents of the State of Iowa.

**Purpose:** The purpose of academic program review is to create a regularly scheduled, structured opportunity for programs at the University of Northern Iowa to assess their role with respect to the missions of the University, their College, and their Department; to examine and/or assert their place within appropriate strategic plans; to address program quality, effectiveness, and viability to utilize student outcomes assessment results; and to stimulate strategic program planning and improvement. Program review also enables academic programs to obtain external peer opinion, and gives the Provost and the Deans the opportunity to assess academic programs.

**Goal:** The goal of academic program review is action at the program level to examine the history, present circumstances, and planned future of the program; to communicate the result of this examination through a self-study report and an external review report; to affirm aspects of the program which are satisfactory; and to initiate such modifications and enhancements of the program as appear desirable. Understandings, affirmations, and plans for modifications and enhancements should be in concert with the University's, the College's, and the Department's missions and strategic plans.

**Results:** The written results of program review are:

1. A Self-Study of no more than 25 pages, exclusive of appendices. The Self-Study document combines narrative and data in such a manner as to describe clearly the history, present circumstances, and strategic direction of the program. (The format for the Self-Study begins on p. 8: **ORGANIZATIONAL FORMAT FOR A SELF-STUDY REPORT**).

2. An External Review responsive to the self-study and the visit of the external reviewers. (See **Appendix D: GUIDELINES FOR CONDUCT OF EXTERNAL REVIEWS** and **Appendix E: INSTRUCTIONS TO EXTERNAL REVIEWERS**).

3. A Program Plan developed by program faculty in response to the self-study and external review (A suggested format is in **Appendix C: ORGANIZATIONAL FORMAT FOR PROGRAM PLAN**). The Program Plan guides implementation of recommendations adopted.

4. A Summary Report of Academic Program Review provided to the office of the Provost and reported to the Board of Regents. (See Appendix G: Report to Regents)

## GENERAL PROCEDURES FOR ACADEMIC PROGRAM REVIEW

1. The Deans of the Colleges have overall responsibility for academic program review for programs within their colleges. A Provost's committee, the Committee on Academic Program Review (CAPR), represents the Provost in the program review process (See **Appendix H: COMMITTEE ON ACADEMIC PROGRAM REVIEW [CAPR]**).
2. Academic Program Reviews are scheduled so that each University program is evaluated at least once every seven years. A minimum of a seven-year master schedule of Departments whose

programs will be reviewed is maintained at all times. It is assumed that all of a department's programs will conduct academic program reviews in the same academic year. The Committee for Academic Program Review (CAPR) proposes a schedule for the Provost's approval. Copies of the updated master schedule are distributed to the Academic Deans and the Dean of the College of Graduate Studies at the beginning of each fiscal year.

Where possible and appropriate, a program review will be scheduled to coincide with an accreditation review in order to reduce the burden on individual programs; in some cases, this may include variance from the normal seven-year interval in the review process.

As of Fall, 2004 the Board of Regents, State of Iowa has indicated: "Accreditation review should not normally substitute for academic program reviews except by prior agreement and demonstration that the accreditation review will meet all the purposes of academic program review." When program representatives wish to propose that their accreditation process meets these conditions, the department head may submit a written request no later than May 1 the year preceding regularly scheduled program review to the Dean of the College (and the Graduate Dean, if a graduate program). This request must include a detailed comparison of the accreditation process with the program review process and must explain how the accreditation standards meet the same expectations as program review (especially in the area of student outcomes assessment). The request is then reviewed by the Dean(s) in consultation with the Associate Provost. If there is agreement that the conditions are met, the request for a substitution is forwarded to the Provost who makes the final decision. Should the accreditation process be approved for program review, the department is expected to submit the Board of Regents Summary Report on Academic Program Review no later than May 1 the year of their accreditation review. (See **Appendix I: Program Review Schedules**).

The Dean or Provost may request more frequent reviews of some programs as warranted by circumstances. All requests for variance from the master schedule shall be addressed to the Provost by the appropriate Academic Dean or the Dean of the Graduate College.

3. Program reviews are scheduled by department according to the calendar in **Appendix I: PROGRAM REVIEW MASTER CALENDAR**. Interdisciplinary programs are shown on the master calendar individually.

4. Determination of Programs in a Department:

The Regents mandate program review, not department review.

Most academic programs are housed within single academic departments. Some interdisciplinary programs are not. CAPR maintains a master calendar scheduling departments and interdisciplinary programs for academic program review. This schedule does not indicate **programs** offered within each department.

Since a "program" is not a closely defined term at UNI, the Department Head, in consultation with faculty, must consider and decide what constitutes a program within the department for purposes of academic program review. The department recommends program designations for the purpose of program review to the Dean. The Dean reviews the list and forwards it to the Provost for endorsement.

In deciding as to the program[s] offered within a department, please use the following guidelines:

- a) A program is an intellectually coherent set of curricular offerings.
- b) A program typically is sufficiently distinct as to require specific faculty commitments to the program.

c] A program usually represents a choice of focus for students within the department. Sometimes such a choice is characterized as among "divisions", for example. Sometimes programs are designated "tracks" or "emphases". Terminology differs from department to department.

d] Undergraduate programs and graduate programs in the same department must be reviewed separately, though some duplication in certain sections of the self-studies is expected.

e] The matter of the number of external reviewers is not a consideration as to what constitutes a program. Reviewers may, in some cases, visit UNI to assess more than one program within a department provided they have sufficient expertise to do so. The Board of Regents requires a minimum of two reviewers per program.

f] Each program designated should yield a Self-Study Report. Some or all programs in a department may share some or all components of appendices when there would be nothing gained by writing wholly individual appendices for each program, though self-study coordinators should keep in mind that reviewers at all levels (internal and external) will need to be provided all sections of the self-study, including appendices, when they conduct their review.

[These guidelines are not intended to be an exhaustive list of what may be considered in designating programs within a department; they should help the Department Head in considering the program structure in a department scheduled for academic program review. The Dean will review each Department's list of suggested programs for academic program review. The Provost is the final arbiter of the determination of such programs.]

5. Each program will provide data as required for the Self-Study. These data are intended to reflect the state of a program at points in time, to be reviewed for such implications as they may have for understanding and evaluating the program, and to provide a basis for conclusions drawn by the program in narrative portions of the Self-Study. Most data will be in Departmental or program files. Certain data are available on request from the Registrar's Office [**See Appendix A**] and the Library [**See Appendix B**]. Requests for other institutional data may be directed to the office of the Director of Information Management and Analysis by September 1. The responsibility for accurate data rests with the program.
6. A program's Self-Study may be prepared by the Department Head, another individual, or a faculty committee; as the Department Head, in consultation with program faculty, decides. However, the Dean and Provost expect the fullest involvement of program faculty in conducting the program review and in writing the Self-Study. The particular person(s) responsible for writing the Self-Study may in part be determined by the size of the program reviewed (as well as by other variables). For a larger program, designating a committee of three or four individuals to develop a draft Self-Study for review by the full program faculty and the Department Head is a particularly effective model. However the Self-Study develops and is written, all program faculty should have ample time and opportunity to read the Self-Study in its draft form(s) and as it will be submitted to the Dean and the CAPR. The Self-Study should represent a consensus of program faculty and Department Head, or should state the nature of differences in viewpoints as one or more minority reports attached to the Self-Study. The length of the main text of the Self-Study is limited to 25 pages (excluding appendices).
7. The program review process presents a valuable opportunity for program faculty to conduct a candid assessment and to consider directions and options that will strengthen the program. Program review is a useful forum for planning, leading to choices about foci and strategies. Since the written Self-Study and External Review Reports are followed by a Program Plan, the program review should be conducted and the Self-Study written so as to lead to choices about curriculum, program policies,

goals, and objectives.

8. The reporting of ongoing Student Outcomes Assessment procedures, findings, and results is a central element of the Self-Study. SOA data, developed by the departments in consultation with the Director of Academic Assessment and according to the SOA Policy (See **Appendix J**) and the departments SOA plan should contribute clearly to the critical analysis of the program throughout the Self-Study.
9. These Detailed Procedures are a framework for program review generally and for the written Self-Study and External Report specifically. Programs may provide in the Self-Study supplementary narrative, data, or evidence if they believe such additional material will enhance understanding of their character and circumstance.
10. External reviewers will be asked to visit UNI to assess programs conducting academic program review and to set forth that assessment in a written External Review. Procedures for selection of external reviewers, expectations for the External Reviews, and instructions to the external reviewers are in **Appendix D: GUIDELINES FOR CONDUCT OF EXTERNAL REVIEWS** and **APPENDIX E: INSTRUCTIONS TO EXTERNAL REVIEWERS**.
11. Following receipt of the External Reviewers' Report, the Dean, Provost and Associate Provost (and the Graduate Dean, if appropriate) will meet with the program faculty and the Department Head to discuss the Self-Study and the External Review. Emphasis will be on validating observations and recommendations of external review reports and relating them to conclusions of the Self-Study. The Dean will schedule this meeting.
12. Following the meeting of the Dean and Provost with the program faculty and the Department Head, the Dean of the College, (and Dean of the Graduate College as appropriate), and Department Head will continue to meet with Program Faculty to discuss the Self-Study and External Review and priorities for recommended changes. A program plan is then written and includes outcomes / measures for assessing whether the proposed changes will have been successfully completed.

Note: The Program Plan is a summary of those recommendations from the Self-Study and the External Review that are adopted and should guide implementation of program improvements. (See **Appendix C: ORGANIZATIONAL FORMAT FOR PROGRAM PLAN**. No particular length is mandated for the Program Plan, and the "Organizational Format" in Appendix C is provided as a recommended format.)

Department Head sends copies of the Program Plan to:

Dean of College  
Dean of Graduate College (as appropriate)

13. The Dean[s], after receipt and approval of the Program Plan, will take such steps as are necessary to see that recommendations adopted in the Program Plan are reflected in the College's Strategic Plan.
14. Once a program has been reviewed and the follow-up meetings have occurred, the Department Head will report to the Dean annually, orally or in writing as the Dean wishes, on progress made in implementing the recommendations adopted as the Program Plan.
15. In the year following the program review, the Deans will request that the Department Head complete the "Board of Regents Summary Report on Academic Program Review". This report will be reviewed by the Dean and forwarded from the Dean's Office to the Provost to be integrated into the report to the Board of Regents on the previous year's program reviews. Generally, the Program Plan will have developed information sufficient to respond to this request. [See **APPENDIX G: REPORT TO REGENTS**] **This report is due to the Provost's Office no later than May 1.**

16. Self-Studies and External Reviews and related reports are to be regarded as confidential. Essentially, this means that they should be distributed, at the discretion of the Dean within defined communities and not made generally accessible.

### **PROGRAM REVIEW SCHEDULE FOR 2005-2006**

#### **Preparation Phase:**

April 20-21, 2005 The CAPR hosts informational meetings Wednesday, April 20 from 4-5 p.m., and Thursday, April 21 from 8-9 a.m. in 115 Lang Hall. Deans (or their designees), Department heads, self-study coordinators, and others who are responsible for providing leadership for the self-study should attend one of these meetings.

At this meeting, CAPR provides copies of the current Detailed Procedures for Academic Program Review.

May 6, 2005 Department Head identifies Departmental programs and the individual who will be responsible for coordinating the Self-Study for each identified program. This information is conveyed to the Dean and Graduate Dean (as appropriate).

Self-Study Coordinator requests Registrar's Office data (**See Appendix A**) and Library data (See Appendix B).

The Department Head may also prepare, in consultation with faculty, a prioritized list of proposed external reviewers.

May 20, 2005 The Dean reviews the program designations and names of self-study coordinators and forwards them to the Provost (for review and endorsement) and to the Chair of CAPR no later than **May 20**. The Chair of CAPR notifies the Dean if there are any questions, based on the Detailed Procedures, regarding program designations.

The College Deans (in cooperation with the Dean of the Graduate College as appropriate) may begin to select external reviewers and confirm their availability for spring visits the following academic year. It should be made clear to prospective reviewers that final invitations and arrangements will follow in December when the Self-Study is completed and approved.

**Note:** As soon as proposed reviewers have been selected, their names, affiliations, and a brief bio are forwarded to the Provost.

#### **Self-Study Phase:**

September 1, 2005 Program head/representative(s) meet with Library designee (**See Appendix B**).

Program faculty request data from extra-Departmental sources [e.g. Library & Registrar's Office] by this date. The Self-study is initiated, following the organizational format and procedures provided in the Detailed Procedures.

November 4, 2005 Programs deliver their Self-Studies to:  
1. College Dean, [3 copies]  
[The Dean distributes two copies to designated readers from CAPR as per notification from the Chair of CAPR.]  
2. Graduate Dean, if graduate program [1 copy]  
3. Chair, CAPR – Provost's Office [1 copy]

**Note:** Between November 4 and December 2, the Dean and designated members of CAPR review self-studies and provide recommendations for changes to the self-study coordinators. [Note: The designated First Reviewer will forward comments from both first and second reviewers to the Dean with a copy to the Chair of CAPR.]

December 7, 2005 Revised self-study from Self-Study Coordinator due to Dean with copy to Chair of CAPR.

December 9, 2005 Deans notify the Provost of those Self-Studies which are complete and in accord with the Detailed Procedures. The Dean also provides a status report on any incomplete self-study.

CAPR Chair provides status report to members of CAPR.

### **External Review Phase:**

December 9, 2005 *College Deans finalize invitations to the external reviewers. A **minimum of two reviewers is required for each program.** When the invitation is finalized, Deans are responsible for scheduling the external reviewers' visit, in consultation with the Department Head; and sending each external reviewer appropriate self-studies, a university catalog, and a copy of the Detailed Procedures as well as other material determined to be useful for the external reviewers' preparation for their campus visit and review.*

NOTE: The Dean (or designee) will be responsible for providing to the Chair of the Committee on Academic Program Review well in advance of the external reviewer(s)' visit:

a] a copy of each reviewer's vita or biographical sketch,

b] an itinerary for the reviewer(s)' visit, scheduling a 1-hour block for a meeting with CAPR at the beginning of the visit. CAPR's meeting time and place should be coordinated with the Chair of CAPR.

February-March, 2006 External reviewers visit campus

March-April, 2006 The external reviewers submit their External Reviews to the Dean within 30 days of their visit. The Dean sends copies to:

1. Provost
2. Graduate Dean [as appropriate]
3. Department Head
4. Chair, CAPR

### **Follow-up, Planning, and Implementation Phase:**

April- May, 2006 College Dean schedules Dean, Graduate Dean (as appropriate), Provost, and Associate Provost to meet with program faculty and Department Head to discuss the Self-Study and the External Review. Emphasis is on validating observations and recommendations of external review reports.

May-October, 2006 Following the Dean(s) and Provost's visit to Faculty; the Dean of the College, (Dean of the Graduate College, as appropriate), and Department Head continue to meet with Program faculty to discuss the Self-Study and External Review and determine an

appropriate program plan. The plan will include and specify outcomes / measures for assessing whether the Program Plan will have been successfully completed.

November 1, 2006 Department Head and Program faculty complete the Program Plan. Department Head sends copies of the Program Plan to:

Dean of College  
Dean of Graduate College [as appropriate]

November 14, 2006 Dean[s] approve Program Plan. Implementation begins.

May 1, 2007 Dean submits to the Provost's Office the Board of Regents Summary Report on Academic Program Review for each program reviewed during the 2005-06 APR cycle. **[APPENDIX G: BOARD OF REGENTS SUMMARY REPORT]**.

Summer, 2007 First annual report by Department Head to Dean on progress in implementing the Program Plan.

Summary reports and other Self-Study documents are available for Board of Regents Office review.

## ORGANIZATIONAL FORMAT FOR A SELF-STUDY REPORT

In order to assure consistency and to provide for appropriate comparisons, all programs are to follow the same format for the Self-Study. The Self-Study will include the following sections:

**I. Title Page:**

**II. Table of Contents:**

**III. Introduction:**

**Include the following data as Appendices:**

- 1) Last External Reviewers Reports
- 2) Last/Current program plan

This should include the name of the campus unit responsible for delivery of the program, department, school and college administering the unit, a brief history of the program, and program goals and objectives.

**IV. Curriculum:**

**Include the following data as Appendices:**

- 1) Requirements for completing program
- 2) List of courses currently offered with catalog descriptions
- 3) Plan of Study for program
- 4) Schedule of course rotations
- 5) Rates of program completion

A. Analyzing data from above, Student Outcomes Assessment results, current trends in the discipline/field and other relevant factors, discuss the strengths and weaknesses of the curriculum. Be sure to also address related issues which might include: recent or anticipated changes in courses or program requirements, impact of any non-degree and/or service curricula on other programs within the College or University, delivery of any external/distance learning courses, opportunities for student research, experiential and/or service learning opportunities, unique features of the program's curricula, etc.

B. Recommendations for improvement of program curriculum.

**V. Student Outcomes Assessment:**

[Note: This section is developed in consultation with the Director of Academic Assessment. According to Board of Regents Policy, Student Outcomes Assessment processes are integrated with Academic Program Review – **See Appendix J – UNI SOA Policy**]

**Include the following data as Appendices:**

- 1) The program's SOA Plan, including learning outcomes and assessment measures.
- 2) SOA results by year since last review

A. Briefly describe all routine procedures for measuring student outcomes, as defined in the program's SOA Plan.

- B. Summarize important findings from assessing student outcomes. Describe how these findings are shared with program faculty, students, and other interested parties. Describe specific changes made in the program as a result of information derived from student outcomes assessment findings.
- C. Recommendations for improvement in SOA processes.

**VI. Students:**

**Include the following data as Appendices (See Appendix A):**

- 1) Enrollment statistics
  - 2) Registrar's third-week class-size summary reports
  - 3) Number of degrees granted in past seven years.
- A. Analyze and discuss implications of data from above including enrollment patterns and projected changes in enrollment, for the program in the future. Discuss strengths and weaknesses of students entering the program and how the program addresses issues such as recruitment, diversity, advising and placement of students.

**[NOTE: Include table with number of majors for each of the past seven years and projections for future years in this section, not as an Appendix.]**

- B. Recommendations for improvement of student recruitment, retention, quality, etc., as well as implications for program growth and demand for graduates.

**VII. Faculty/Staff:**

**Include the following data as Appendices:**

- 1) List of faculty indicating their name, highest degree, rank, gender & minority status, and areas of specialization
  - 2) Summary vitae [no more than three pages for each faculty member] of all program faculty with the following content for each:
    - a. Name
    - b. Rank/Title
    - c. Degrees earned
    - d. Academic [higher education] teaching and related experience.
    - e. Primary duties and/or specialties in the Department.
    - f. Courses taught in previous three academic years
    - g. Highlights of scholarship/research/major publications in the past seven years
    - h. Summary of external grants received in the past seven years.
    - i. Summary of service activities in the past seven years.

[Though there is no standard format for summary vita for program review other than what is stated in a-j above, it may be useful for a particular program to establish its own summary vita format in order to facilitate external review.]
- A. Analyze and discuss (as these issues relate to program quality) the balance in teaching and research interests among faculty who teach in the program. Identify areas of expertise that will be needed in the future based on discipline/employment trends.
  - B. Recommendations for strengthening faculty.

**VIII. Facilities and Resources:**

**Include the following data as Appendices:**

- 1) Description of physical facilities where program resides.
  - 2) Library report (**See Appendix B**).
  - 3) Websites for relevant computing support used by faculty and students in program
- A. Analyzing data from above, describe the strengths and weaknesses of physical facilities available to the program. Describe the strengths and weaknesses of other resources such as library, computing, media and equipment, research and teaching support, etc.
- B. Recommendations for strengthening facilities and resources.

**IX. Budget and Finance:**

**Include the following data as Appendices:**

- 1) Average salaries for full, associate, and assistant professors
  - 2) Average salaries for staff personnel
  - 3) Amounts budgeted for students, equipment, supplies and services, travel, research, etc.
- A. Analyzing data above, discuss overall program budget emphasizing strengths and weaknesses.
- B. Budget recommendations.

**X. Program Highlights:**

Describe any current aspects of the program about which the faculty is particularly enthusiastic.

**XI. Summary :**

- A. Summarize major recommendations for program improvements that are conclusions of this Self-Study.
- B. Briefly describe future directions for the program to which the program faculty aspire.

**Minority Opinions:**

The entire faculty of a program should have the opportunity to read and comment on, in writing, their program's self-study. Signed minority opinions for any part(s) of the Self-Study with which a member of the program remains in disagreement should be included here.

**Appendices:**

Lists, data summaries, faculty vitae, and other sections not essential to the narrative should appear in numbered and titled, easily accessed, appendices. Sometimes some or all programs within a department may use some or all of the same appendices when writing individual appendices for each program would be redundant.

**Attachments:**

Printed materials describing the program; including recruitment brochures, special program publications, etc.

## APPENDIX A: INFORMATION AVAILABLE FROM THE REGISTRAR'S OFFICE

On request, the Registrar's Office will prepare for any University program a document including the following information. Contact Ms. Patti J. Rust [x 32113] at the Registrar's Office by May 7 in order to give the Registrar's Office time to develop these responses for your program. **[NOTE: Some data must wait until Fall to include up-to-date 3<sup>rd</sup> week enrollment information.]**

1. Rates of program completion and average time to complete - This table examines an entering class of new freshmen and transfers. It reports graduation rates for the entire class for comparative purposes. It also reports the number of students who declared the Departmental majors from that class, the graduation rates for those students, and the average length of time from declaration to graduation. NOTE: The Registrar's Office can complete program completion rates for undergraduate programs only. Graduate programs will need to consult with the Graduate College.
2. Enrollment statistics for the preceding seven years; numbers of majors and minors in program, broken down by class year - Copies of the Registrar's enrollment by curricula and the undergraduate enrollment by minors will be available for the fall semesters for the preceding seven years. The Department's major programs will be highlighted. Enrollment by gender and by ethnicity will also be provided.
3. Registrar's third-week class-size summary reports for the past two semesters and summer session.
4. Number of degrees granted in past seven years. Copies of the Registrar's annual report is available for Departments. The Department's major programs will be highlighted.

## **APPENDIX B: LIBRARY RESOURCES AND SERVICES PROGRAM REVIEW FORMAT**

No later than **September 1**, the program head/self-study coordinator should schedule a meeting with Kate Martin, Head, Collection Management and Special Services Department, Rod Library [x 37255]. The purpose of this meeting is to discuss perceived strengths and weaknesses in library resources and services as they relate to the program. This is an opportunity for program faculty to communicate needs and concerns to the Library and for the Library and department/program to consider together how best to address these matters, particularly in preparing the Library report.

The Rod Library provides a full range of services to academic programs. The Library's website ([www.library.uni.edu](http://www.library.uni.edu)) provides information about the following services:

1. FACILITIES, STAFFING, AND HOURS OF OPERATION
2. LIBRARY COLLECTIONS (with statistics and titles specific to program under review)
3. UNISTAR: ON-LINE PUBLIC ACCESS CATALOG
4. COLLECTION MANAGEMENT PROGRAM (with materials expenditures for related subject areas for three-year period)
5. REFERENCE SERVICES
6. LIBRARY INSTRUCTION
7. ELECTRONIC DATABASE SEARCHING (with general information and identification of resources specific to program under review)
8. INTERLIBRARY LOAN SERVICE
9. CIRCULATION SERVICES (circulation, reserve, equipment)
10. PHOTOCOPY SERVICE

## APPENDIX C: ORGANIZATIONAL FORMAT FOR PROGRAM PLAN

In accord with General Procedure # 12 and the Program Review Schedule [Appendix A]: following the year of academic program review, the Department Head and the program faculty will initiate the writing of a Program Plan. A suggested format for the Program Plan follows:

- A.** Based on the Self-Study, the External Review, and on other considerations, indicate, as appropriate:
1. Which recommendations from the Self-Study and/or from the External Review and/or other considerations are to be adopted for the program? Which recommendations are not to be adopted? State reasons for not adopting recommendations from the Self-Study and/or the External Review. [N.B.: In 1994, the Board of Regents emphasized that programs need to "focus ... recommendations on program improvement as opposed to heavy emphasis on new resource needs."]
  2. How will the program faculty proceed to implement the adopted recommendations?
  3. What is a realistic timetable for implementation/completion of adopted recommendations?
  4. How will the program more effectively use outcomes assessment measures to improve program quality and to enhance the educational experience of students in the program?
  5. What resources if any, will need to be reallocated in order to implement the adopted recommendations? What are the implications of any reallocation for other parts of the program?
- B.** Indicate which planned changes in the program derive all or in part from: a) the Self-Study and/or b) the External Review. When possible, reference the Self-Study and/or the External Review by page and line number.
- C.** Other: this section is made available for comments, ideas, suggestions, and observations not easily accommodated by the above format.

The Department Head submits a copy of the Program Plan to:

- 1] Dean of the College
- 2] Dean of the Graduate College (as appropriate)

## APPENDIX D: GUIDELINES FOR CONDUCT OF EXTERNAL REVIEWS

External review of academic programs is one method to ensure a balanced, unbiased, and discipline-wide perspective on the program being reviewed. The following pertain to processes and persons involved in external review of academic programs:

1. Every program conducting an academic program review will be reviewed by external reviewers.
2. The number of external reviewers for a program in relation to the number of programs being reviewed within a Department is decided by the Dean of the College [and Graduate Dean, as appropriate]. In some instances, outside reviewers may be able to examine more than one program in a single visit, if they have the expertise to do so. The Board of Regents requires the use of a minimum of two external reviewers per program. Costs associated with external reviews will be split 50/50 between the College and the Provost.
3. External reviewers may be from within or outside Iowa and the Regents' system. External reviewers may be from institutions similar to UNI or dissimilar to UNI. The principal criterion for selecting external reviewers is the capacity of the reviewers to contribute to an objective assessment of the program(s) being reviewed.
4. The faculty in the program being reviewed and the Department Head, after consultation, will recommend persons qualified to conduct the external review to the appropriate Academic Dean. The Dean will assess the persons recommended, and will be responsible for approving reviewers. In those exceptional cases in which the Dean feels that s/he cannot approve reviewers from the list submitted by the Department Head, the Dean and Department Head will work together to decide on mutually agreeable reviewers.

Commonly asked questions:

- 1] May external reviewers be paid honoraria for their work [above expenses]?

**Answer:** Yes.

- 2] Is there a standard or a maximum honorarium paid to external reviewers?

**Answer:** There is no standard honorarium. Many external reviewers have done their reviews for expenses only as a professional service. The highest honorarium paid has been \$500 per external reviewer per visit above expenses. The actual amount of the honorarium, if it is decided to pay an honorarium, is a matter of negotiation between the program/Dean and the prospective external reviewer.

5. All arrangements for the visits of external reviewers, including invitations, letters of contract, payment, travel, lodging, meals, working space, requested equipment, and itinerary, will be made by the Dean of the College (or a designee). The Dean (or a designee) will assure collection of receipts for reimbursable expenditures associated with external review, and will ensure prompt payment for such expenditures.
6. The Dean will provide each external reviewer, well in advance of a visit to UNI, a copy of these Detailed Procedures, a copy of the program Self-Study, a copy of the university catalog, and any other materials which the Dean believes will assist each reviewer in preparing for review of the program. In order to preclude inundating external reviewers with communications from many parties, all materials will be sent to external reviewers by the office of the Dean.
7. The length of the visit of external reviewers is not prescribed. This should be decided in consultation between the Dean and the Head of the Department housing the program(s). However, experience has indicated that a full two days is usually the minimum required to complete a

- satisfactory external review of a program.
8. The Dean (or designee) will be responsible for providing to the Chair of the Committee on Academic Program Review well in advance of the external reviewer(s)' visit:
- a] a copy of each reviewer's vita or a biographical sketch.
- b] an itinerary for the reviewer(s)' visit, scheduling a 1-hour block for a meeting with CAPR at the beginning of the visit. CAPR's meeting time and place should be coordinated with the Chair of CAPR.
9. many The external reviewer(s) will be scheduled to meet with all faculty of the program, key staff, as students as is feasible (individually or in groups), the Department Head, the Academic Dean, the Dean of the Graduate College (if graduate program) and CAPR. The external reviewer(s) will **not** meet with the Provost or the President. It is useful to provide the external reviewer(s) with a block of time when s/he/they may be available to individual faculty who wish to discuss the program. The Dean may wish to schedule an "exit interview" with the external reviewer(s).
10. External reviewers will provide the Dean of the College a report (the External Review) assessing the program(s) reviewed WITHIN THIRTY DAYS OF THEIR VISIT TO UNI. The External Review is sent only to the Dean, who distributes the report to the Provost, the Graduate Dean (if appropriate), the Chair of CAPR, and the department head(s) where the program is housed. The External Review will be understood to reflect a consensus of reviewers unless otherwise stated. In cases when external reviewers assess more than one program, a separate External Review will be written and submitted to the Dean for each program reviewed.
11. The Dean will provide copies of the External Review to the Provost, the Dean of the Graduate College (as appropriate), the Department Head, and the Chair of CAPR.
12. Departments Heads will assure that program faculty have had ample time and opportunity to read the External Review.
13. External Reviews may sometimes be construed to contain errors of fact, omissions, oversights, and so forth. Views to this effect should be expressed to the Dean during the follow-up meetings.

## APPENDIX E: INSTRUCTIONS TO EXTERNAL REVIEWERS

The Provost of the University of Northern Iowa welcomes you to the University. The following constitutes the charge to external reviewers:

- 1] External reviewers are responsible to the Provost and to the Dean of the College which houses the program being reviewed. External reviewer reports shall be submitted to the Dean ONLY. The Dean will distribute the External Reviews within the University as appropriate.
- 2] The Committee on Academic Program Review (CAPR) is the Provost's committee responsible for structuring and overseeing the process of academic program review. [See **Appendix H**.] External reviewers may communicate with the Dean of the college for clarification of any portion of the Detailed Procedures (this document). External reviewers will meet with CAPR at a time specified on their itinerary in order that members of CAPR may share with reviewers the general University setting for program review and such other considerations as may be helpful to the reviewers.
- 3] The Academic Dean of the College housing the program being reviewed (or a designee) is host to the external reviewers. All contacts concerning reimbursement, transportation, accommodations, itinerary, requests for facilities and equipment, and so forth will be directed to the Academic Dean (or a designee.)
- 4] External reviewers should review this document [Detailed Procedures] carefully prior to visiting the campus.
- 5] External reviewers will write an External Review (one report for each program being reviewed) addressing both the program's Self-Study and the program as assessed during their visit to UNI. Though a particular format for the External Review has not been specified, the Dean(s) and Provost will value especially in the External Review Report clear, objective analysis of the program being reviewed. Primary emphasis in the review should be an analysis and subsequent recommendations regarding the program curriculum and its effectiveness. The external review should not focus on personnel or resources since these issues are beyond the scope of the review and are addressed through other processes.

The Provost, Dean and program representatives will particularly value specific recommendations for change/development in the program reviewed in the context of the following general matters:

- A. QUALITY:** Does the program evince the level of quality you hope for and expect in a program of this nature? Is the quality of the curriculum, student outcomes assessment, teaching, learning, and related academic activity at levels appropriate to UNI's aspirations to provide a premier University education? How could program quality be improved?
- B. CENTRALITY:** Is the program central or peripheral to the articulated missions of the Department, the College, and the University? If peripheral, is there special reason to offer the program aside from centrality to these missions?
- C. DEMAND:** What conclusions do you draw as to the demand for this program as presently constituted and functioning, on the part of students, employers, and/or graduate and professional programs? As it is possible, project trends in demand for this program. Are there steps which might be taken by the program to enhance demand for its curriculum and for its graduates?
- D. COST:** Is investment in the program, as you understand it, a reasonable/critical use of a public University's funds under conditions of competition for institutional dollars? Is the program "cost-effective"? Are there steps which might be taken by the University/program to make the program more cost-effective?

**E. OTHER:** Does your review substantiate the conclusions about the program set forth in the program's Self-Study? Has the program identified and provided data adequate to substantiate its conclusions? Do you endorse specific recommendations set forth in the Self-Study? Are there particular aspects of the program on which you have not yet been asked to comment but which require special note?

6] The External Review will be submitted to the DEAN of the appropriate college ONLY within 30 days of the conclusion of the external reviewers' visit to UNI. [Note: Reviews of graduate programs should be sent to the Dean of the College in which the program is housed, not to the graduate dean.] College Dean's addresses are listed below:

Farzad Moussavi, Dean  
College of Business Administration  
University of Northern Iowa  
Cedar Falls, Iowa 50614-0123

Joel Haack, Interim Dean  
College of Natural Sciences  
University of Northern Iowa  
Cedar Falls, IA 50614-0181

Jeffrey Cornett, Dean  
College of Education  
University of Northern Iowa  
Cedar Falls, IA 50614-0610

Julia Wallace, Dean  
College of Social and Behavioral Sciences  
University of Northern Iowa  
Cedar Falls, IA 50614-0403

Reinhold Bubser, Interim Dean  
College of Humanities and Fine Arts  
University of Northern Iowa  
Cedar Falls, IA 50614-0358

## **APPENDIX F: UNI MISSION STATEMENT**

The University of Northern Iowa is a comprehensive institution dedicated to providing a personalized learning environment, founded on a strong liberal arts curriculum. It is committed to being an intellectually and culturally diverse community. The University focuses both on undergraduate education, and on selected masters, doctoral and other graduate programs. It is characterized by excellence in three areas: teaching and learning; research, scholarship, and creative work; and service. Through its varied endeavors, UNI shares its expertise with, and provides service to, individuals, communities and organizations throughout the state, the nation and the world.

\*UNI's current strategic plan, including the Mission Statement, is available at UNI's website at: [www.uni.edu/pres/2004-2009strategicplan](http://www.uni.edu/pres/2004-2009strategicplan)

## **APPENDIX G: BOARD OF REGENTS SUMMARY REPORT**

Academic program review is mandated by the Board of Regents, State of Iowa. Summary reports for each program reviewed in 2005-2006 (pp. 20-21) must be submitted by the College Dean and are due no later than **May 1, 2007** to the Provost's office.

**Board of Regents, State of Iowa  
(For Programs Reviewed in 2005-2006)**

**Summary Report of Academic Program Review**

University: \_\_\_\_\_ Date: \_\_\_\_\_

College: \_\_\_\_\_ Department/Program: \_\_\_\_\_

**1.0 Review Process**

1.1 Last review (date): \_\_\_\_\_

1.2 Current Unit self-study completed (date) \_\_\_\_\_

1.3 Internal Review committee appointed, if applicable (date) \_\_\_\_\_

Review Committee members:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.4 On-campus (non-unit) Reviewer(s), if applicable  
Name/Department \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.5 Report of non-unit reviewers completed: (date) \_\_\_\_\_

1.6 External Reviewer(s):(names, title, and institution):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.7 Site Visit by Internal and External Reviewers: (date) \_\_\_\_\_

1.8 Internal and External Reviewers' report submitted: (date) \_\_\_\_\_

1.9 Unit Report and Action Plan (including response to reviewers' report),  
Submitted to \_\_\_\_\_.  
(dean or provost) (date)

1.10 Program review summary submitted to the Board of Regents: \_\_\_\_\_  
(date)

## **Report Summary**

**2.0 Background:** (provide summary of data appropriate to unit being reviewed)

**2.1** Date Program/Unit established: \_\_\_\_\_  
(more relevant for programs less than 10 years old)

**2.2** Number of students (majors) at the time of review:  
undergraduate \_\_\_\_\_ graduate \_\_\_\_\_

**2.3** Number of tenured and tenure-track FTE faculty \_\_\_\_\_

**2.4** Number of Part-time faculty \_\_\_\_\_

**2.5** Number of part-time administrators: \_\_\_\_\_

**2.6** Number of other support staff: \_\_\_\_\_

**2.7** Unit budget at the time of review: \_\_\_\_\_

State funds: \_\_\_\_\_

Other funds: \_\_\_\_\_

**2.8** Comments on special/unique facilities: \_\_\_\_\_

**2.9** Other pertinent information: \_\_\_\_\_

**3.0 Summary of Current Program/Key Trends:** (indicate relevant enrollment increases or declines, recent additions or deletions in degree programs, significant changes in faculty, facilities, or funding. Also, point out here specific relationship to college and university strategic plans.)

**4.0 Types of Student Outcomes Assessment Used:** (discuss types of assessment used and key results)

**4.1** Types of Student Outcomes Assessment Used: \_\_\_\_\_

**4.2** Program changes proposed or being implemented resulting from  
Student outcomes assessment: \_\_\_\_\_

**5.0 Findings and Recommendations:**

**6.0 Actions proposed or being implemented as a result of findings and recommendations (include discussion of those proposed and in the process of implementation or rejected):**

- Include summaries of internal [if applicable] and external reviews, student outcomes assessment, dean and/or provost findings and recommendations. The narrative should include references to unique strengths and settings of the unit, plus areas of concern.

**7.0 Appendices:** Departmental or unit academic review processes [if applicable]. If collegiate and university academic review processes, and institutional calendar of reviews are not included elsewhere, they can be attached as appendices.

**8.0 Schedule of future reviews:**

## APPENDIX H: COMMITTEE ON ACADEMIC PROGRAM REVIEW (CAPR)

A Provost's committee, the Committee for Academic Program Review (CAPR), oversees the program review process; providing guidance to programs conducting program reviews, and functioning as liaison between the Provost and the programs, the Departments, and the Deans, as requested. CAPR is composed of seven senior faculty members (including the Chair) all appointed by the Provost. Members include faculty representation from each of the five academic Colleges and the Graduate College. Members of the committee may represent both an academic College and another constituency, for example, the Graduate College, if the appointed committee member is a member of the Graduate Faculty. The term of service is three years. Members of CAPR serve a maximum of two terms.

**CAPR is responsible to the Provost.** CAPR's primary functions are:

1. to develop and revise as appropriate Detailed Procedures governing academic program review and student outcomes assessment at UNI for the Provost's approval.
2. to oversee the overall conduct of academic program reviews and student outcomes assessments at UNI. The Deans are responsible for monitoring processes in their colleges.
3. to assist programs in adhering to the Detailed Procedures, including the program review schedule and deadlines and by interpreting the Detailed Procedures as necessary.
4. to review self-studies for completeness and procedural conformity. [Note: The Dean is responsible for reviewing the self-study for errors in fact.]
5. to submit to the Self-Study Coordinator and the Dean summary remarks (both critical and laudatory) pertaining to the Self-Study as s/he believes may be useful. [Note: The Dean is responsible for insuring that recommended changes and corrections are made in the self-study before it is approved.]
6. to meet with external reviewers to assist them in understanding their charge (see **Appendix E**) and to provide such general background for program review at UNI as may seem useful.
7. to meet with the Dean on request to discuss programs having completed self-studies, the Self-Studies themselves, and the External Reviews.
8. to make recommendations for modifications to the program review process, as detailed in this document, to the Provost.

**APPENDIX I**

**UNIVERSITY OF NORTHERN IOWA  
SCHEDULE OF ACADEMIC PROGRAM REVIEWS (2003-04 TO 2011-12)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P= Program; O=Other

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12		
COLLEGE OF BUSINESS ADMINISTRATION							A			10Years	Assoc. to Advance Collegiate Schools of Business International
Economics					P		A				
Accounting						P	A				
Marketing							A / P				
Finance			P				A				
Management				P			A				
Masters in Business Administration		P					A		P		

## UNIVERSITY OF NORTHERN IOWA SCHEDULE OF ACADEMIC PROGRAM REVIEWS (2003-04 TO 2011-12)

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P= Program; O=Other

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12		
COLLEGE OF EDUCATION	C *					A / L				5 years	
Educational Psychology & Foundations					P					5 years	National Assoc. of School Psychologists for School Psych. Program
Teaching						P / A					Iowa Department of Education
Educational Leadership, Counseling & Postsecondary Education	O	A				O	P / A			5 years	Council for Accreditation of Counseling and Related Educational Programs – CACREP; O = Iowa Dept. of Education Ed. Leadership program approval
HPELS – Athletic Training Health Promotion & Educ; Physical Educ.; Leisure, Youth and Human Services	P			P / A P# A				P		5 years 5 years	Comm. on Accreditation Of Allied Health Educ Prof. Natl Rec & Park Assn/Am Assn for Leisure & Recreation Council on Accreditation
Curriculum & Instruction I			P								
Special Education				P						5 years	Iowa Dept. of Education
Curriculum & Instruction II				P							
Ed.D. – Doctor of Education								P			

\* NCATE -- National Council for Accreditation of Teacher Education

# Physical Education BA

**UNIVERSITY OF NORTHERN IOWA  
SCHEDULE OF ACADEMIC PROGRAM REVIEWS (2003-04 TO 2011-12)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12		
COLLEGE OF HUMANITIES AND FINE ARTS											
English					P						
Art				A		P				10 years	National Assoc. of Schools of Art
Communication Disorders							P / A			8 years	American Speech-Language-Hearing Assoc.
Modern Languages	P							P			
Music*								A		10 years	National Assoc. of Schools of Music
Philosophy and Religion		P							P		
Theatre			P								
Communication Studies				P							

\*In Fall, 2005, the School of Music proposed and was granted substitution of their accreditation process for program review according to BOR policy.

## UNIVERSITY OF NORTHERN IOWA SCHEDULE OF ACADEMIC PROGRAM REVIEWS (2003-04 TO 2011-12)

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12		
COLLEGE OF NATURAL SCIENCES											
Industrial Technology					P	A				6 years	National Association of Industrial Technology
Mathematics						P					
Chemistry							P				
Biology	P							P			
Earth Science		P							P		
Environmental Science			P								
Science Education			P								
Computer Science				P							
Physics	P							P			

**UNIVERSITY OF NORTHERN IOWA  
SCHEDULE OF ACADEMIC PROGRAM REVIEWS (2003-04 TO 2011-12)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other

College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12			
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES												
Geography					P							
Political Science	PA *					P						
Sociology/Anthropology/Criminology							P					
Design, Family, & Consumer Sciences	P							P				
Social Work				P & A@							8 years	Council on Social Work Education BA accredited ** (BA; MSW@)
Psychology			P									
History				P								

\* Political Communication

\*\*MSW program currently in candidacy for accreditation with Council on Social Work Education.

# Gerontology

**UNIVERSITY OF NORTHERN IOWA  
SCHEDULE OF ACADEMIC PROGRAM REVIEWS (2003-04 TO 2011-12)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); P=Program; O=Other

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12		
INTERDISCIPLINARY)											
Russian & East European Area Studies					P						
Inter-American Studies					P						
Women's Studies		P							P		
Humanities							P				
Liberal Studies	P							P			
General Studies	P							P			
Public Policy	P							P			

**Appendix J**  
**STUDENT OUTCOMES ASSESSMENT POLICY**  
**University of Northern Iowa**  
**April, 1991**

This report details an institutional policy which will guide the assessment of student outcomes at the University of Northern Iowa. This policy has been developed as the result of action taken by the Iowa Board of Regents in December, 1990, and has been prepared in accordance with principles established by the action of the Board.

This policy statement consists of three parts:

- ❖ Nature and purposes of outcomes assessment
- ❖ Guiding principles of outcomes assessment
- ❖ Procedural guidelines for outcomes assessment

NATURE AND PURPOSES OF OUTCOMES ASSESSMENT

Student outcomes assessment is a process by which evidence of the congruence between an institution's stated mission, goals and objectives, and the actual outcomes of its academic programs and co-curricular activities, is assembled and analyzed in order to improve teaching and learning and enhance goal congruence. Although outcomes assessment is a critical element of the institutional growth and change, it is not an end in itself. Rather, it is one of many vehicles which may help an institution effect change. At the University of Northern Iowa we see four basic purposes for implementing a student outcomes assessment program.

- ❖ Outcomes assessment is an instrument of quality assurance, providing data that can be used to improve the quality of teaching and learning.
- ❖ Through its role in program review and strategic planning, outcomes assessment promotes the rational, orderly evolution and improvement of the institution and its programs.
- ❖ Outcomes assessment provides a basis for faculty cooperation, improved integration within and among courses and programs, and supports the development of interdisciplinary courses and programs.
- ❖ Outcomes assessment helps to make the institution more responsive to its primary constituencies including: students, parents, accrediting bodies, potential employers, various public agencies, and others. This external purpose supports needs for resources and claims of excellence.

Through these functions student outcomes assessment helps the institution focus on the need to answer the following fundamental questions:

- What should students learn?
- How well are they learning it?
- How does the institution know?

Whatever purposes outcomes assessment may serve, there is one purpose it should not serve. It is not the intent of outcomes assessment to produce data by which institutions or programs are compared and/or ranked.

Student outcomes assessment is a goal-directed process. Through the data collected the process permits the adjustment of activities in relation to a number of goals grouped in the following hierarchy.

- ❖ Institutional Goals
  - Common to many institutions
  - Specific to a particular institution
- ❖ Program Goals
  - Content related and program-specific
  - Skill related and program-specific
  - Related to general education
- ❖ Course Goals
  - Content related and discipline-specific
  - Skill related and discipline-specific

Because it related to numerous goals, outcomes assessment plays a broad role in the institutional planning process. As shown in Figure 1 (page 8), student outcomes assessment is a primary element of the overall institutional and environmental assessment. These assessments are, in turn, a primary input to the overall strategic planning process.

Although the assessment of student outcomes is commonly directed to outcomes in academic programs, the educational experience involves more than just courses. Student advising, extracurricular activities, and other co-curricular programs enrich and expand the student experience. Therefore, the process of outcomes assessment includes both program and co-curricular elements as Figure 3 (page 9) illustrates. The figure also provides additional insight into the role of outcomes assessment in the planning process.

## GUIDING PRINCIPLES OF OUTCOMES ASSESSMENT

The process of assessing student outcomes at the University of Northern Iowa will be guided by a number of important principles. The NASULGC principles have been adopted by the Board of Regents and will apply to all three institutions. Additional principles have been suggested by the Board Office in correspondence to those involved in setting institutional policy. The remaining principles have been gathered from a variety of sources and are intended to apply to assessment at UNI.

### NASULGC PRINCIPLES

1. Institutional, program, and student outcomes assessment should focus, primarily, on the effectiveness of academic programs and on the improvement of student learning and performance. [This principle has been expanded in the process described by Figure 3.]
2. States and institutions should rely primarily on incentives rather than regulations of penalties to affect student outcomes assessment and foster improvement.
3. Institutional programs for evaluation and assessment should be developed in collaboration with the faculty.
4. Assessment requirements should permit colleges and universities to develop institutional programs and define indicators of quality appropriate to their missions and goals and consistent with state-wide objectives and standards.

5. Colleges and universities should be encouraged to use multiple methods of assessment for improving teaching and learning and demonstrating achievement. [This is especially critical given the goal hierarchy described above.]
6. Requirements for assessment should be fiscally conservative and avoid imposing costly evaluation programs on institutions or state agencies.
7. Within an institution, assessment programs should be linked to strategic planning or program review, or some comprehensive strategy intended to encourage change and improvement. [See Figures 1 and 3.]

#### ADDITIONAL PRINCIPLES

- ❖ Assessment should involve both major programs and the General Education program on a regular basis.
- ❖ The focus for process development is on the department unit.
- ❖ Assessment is not necessarily student specific, although in many cases it may be. In any case, the development of an effective outcomes assessment program depends on student involvement.

#### GENERAL PRINCIPLES AND ASSUMPTIONS

- ❖ Although teaching is a major element of assessment, student learning remains the primary responsibility of the student.
- ❖ Campus climate is critical to effective teaching and learning.
- ❖ There are two sets of skills and competencies that students must learn, a minimum set and an additional set of desired skills which enable the student to strive for excellence. Assessment must accumulate data not only on these minimum basic outcomes, but must also measure the degree to which programs impart the skills required for excellence.
- ❖ For assessment to succeed students must: see the value of the process, participate sincerely, and believe that the process will result in improvements.
- ❖ Data collected through assessment should be governed by recognized codes of ethics relating to human subjects research.
- ❖ Outcomes assessment requires resources, especially when faculty time and effort are required.
- ❖ Faculty will not participate effectively and outcomes assessment is unlikely to be successful if faculty suspect that assessment results will be incorporated in the faculty reward structure. However, faculty must be rewarded for their [service] work on the assessment process.
- ❖ A major purpose of outcomes assessment is to build habits of inquiry and a culture of evidence about student learning.
- ❖ Successful assessment requires leadership and support throughout the university, as well as integrity and accountability from those administering the program.

- ❖ The assessment program itself must be evaluated periodically.
- ❖ Outcomes assessment may be based on either a census or a sample of students.
- ❖ Interdisciplinary programs such as general education, the business core, and the professional sequence in education will be assessed by committees involving faculty from the affected departments.

### PROCEDURAL GUIDELINES FOR OUTCOMES ASSESSMENT

The implementation of student outcomes assessment at the University of Northern Iowa will consist of three steps.

- ❖ Establish a university and departmental committee structure to develop assessment plans and supervise the process of collecting and analyzing outcomes data.
- ❖ Departmental and interdisciplinary program committees must establish assessment plans for each program in the University. These plans should contain five parts:
  - Assessment philosophy and program goals
  - Student outcomes and competencies
  - Frequency of assessments
  - Assessment methods
  - Methods of evaluating and interpreting results
- ❖ Results of the initial assessment process will be used to further refine the process and begin making appropriate program adjustments.

### COMMITTEE STRUCTURE

Implementation of the student outcomes assessment process will be initially supervised by a University Student Outcomes Assessment Committee. In addition, full implementation will probably require the appointment of an Outcomes Assessment Coordinator within the central administration. This person would be an ex-officio member of the committee. The Assessment Committee will be initially responsible for coordinating the process of developing assessment plans and evaluating their consistency with this policy statement and the Strategic Plan. The committee will also serve as a resource for the departmental committees and continue to communicate with its counterparts at the other Regents Universities. This committee will also be involved in supervising the trial semester (Spring, 1992) and first full year of the process (1992-93). The suggested composition for this committee is included as Table 1 (page 11).

Departmental committees are to be established in Spring, 1991, to have a faculty chair, and to have 3-5 members. The departmental assessment plans must be approved by the faculty of the department. These departmental committees are required to submit their proposed assessment plans to the University Committee prior to the completion of the Fall Semester, 1991. These department plans will be used to compose a Progress Report to the Board Office in December, 1991.

### DEVISING GOALS, OUTCOMES, AND COMPETENCIES

Student outcomes must be related to the hierarchy of goals listed previously. University goals are the most general and may be derived from the current University Strategic Plan and the various college plans. These goals will generally reflect the departmental philosophy referred to above.

Program and course goals should also be consistent with strategic plan goals, although specific program goals will be established by the departments. Program goals include both content and skill-related elements. From these goals departments will develop program-based outcomes, or subgoals, and related skills and competencies are specific constituents of the broader outcomes to be achieved. For example:

- ❖ Establish broadly based, transcourse and transmajor goals (goals and objectives beyond course objectives).
- ❖ List the major outcomes associated with these broad goals.
- ❖ For each outcome list the primary competencies identified as being needed to reach that outcome. These competencies identified as being needed to reach that outcome. These competencies should be more concrete than the outcomes.
  - Define the general competencies of the college educated person: (i.e. expressing knowledge, understanding, and ability to interpret world events based on theoretical and philosophical foundations.)
  - Foundation or basic knowledge or skill (i.e. proficiency in writing, algebra, reading, and speaking).
  - Discipline-specific competencies: those understandings and abilities which are characteristic of a student in a particular field of study.

The relationship between the departmental philosophy, goals, outcomes, and competencies is also described in Figure 2 on page 8.

## TIMING OF THE ASSESSMENT PROCESS

The structure of the programs and the hierarchy of goals addressed by outcomes assessment requires that the process be repeated at several stages in the student "life cycle." As Figure 4 (page 10) illustrates, there are five basic stages where assessment occurs. The primary responsibility for each stage is also assigned.

- ❖ Admission to the University -- Primary responsibility: university.  
This stage provides pre-enrollment baseline data. A key ingredient to student outcomes is what students bring to the university.
- ❖ Declaration of Major -- Primary responsibility: departments.  
This level of assessment provides input data for students entering major programs.
- ❖ Mid-program -- Primary responsibility: departments.  
This level of assessment is aimed primarily at assessing progress in the major program, although it may also provide information for use in assessing the General Education program.
- ❖ Program Completion -- Primary responsibility: departments.  
This stage measures student outcomes at the completion of the major and may also include some late General Education program elements.
- ❖ Post-graduation -- Primary responsibility: university, departments cooperating.  
The final stage of outcomes assessment measures the long-term effect of the educational

experience.

Each assessment can occur at its own schedule with reference to the calendar; however, at least some of the assessments must occur each academic year. Some institutions cancel classes and utilize an "assessment day" to perform their assessments. Such a practice would be up to individual departments at UNI.

## METHODS OF ASSESSMENT FOR OUTCOMES AND COMPETENCIES

This section identifies possible method(s) by which the outcomes and competencies will be assessed. These methods may range from the formal to the informal, but must be precise and identifiable. All students may be assessed on a sample of outcomes and/or a sample of students may be assessed on all outcomes. Suggested methods of assessment include:

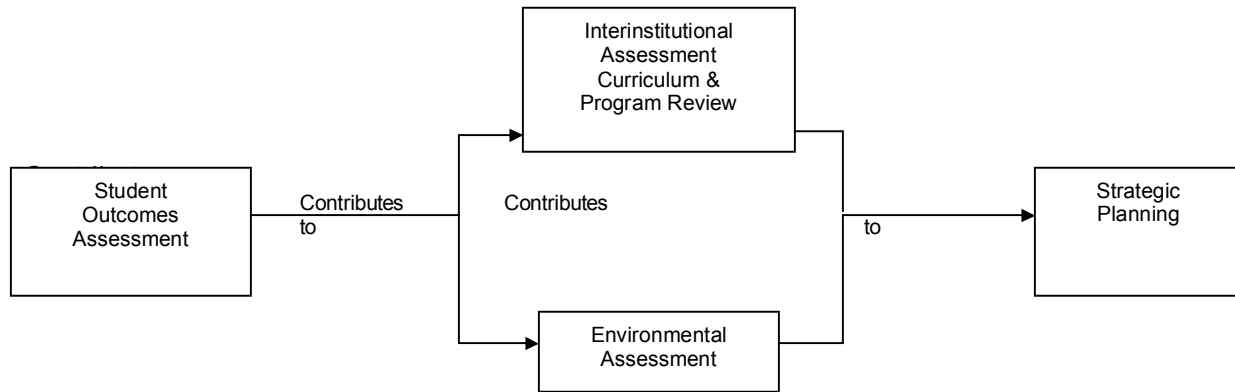
- ❖ Admission to the university and/or declaration of major
  - Transcript (high school, transfer, UNI)
  - GPA (high school, transfer, UNI)
  - High school rank
  - Scores, profile reports and class analysis
  - American Council on Education's College and University Environment and Experience assessment (Astin's study)
  - Other
  
- ❖ Declaration of major, mid-program, and/or program completion
  - Portfolios
  - Interviews
  - Self-assessments by students
  - Performance recital/exhibit/research
  - Practicum/intern/work experience
  - Comprehensive examination (written or oral)
  - Senior project or thesis
  - Testing (standardized or unstandardized/commercial or locally developed)
  - Coordinate efforts with general education committee to assess capstone course outcomes
  - Retention study
  - Other
  
- ❖ Post-graduation
  - Regents retention study
  - Alumni relations survey
  - University alumni council
  - Employer survey
  - Interviews with alumni
  - Graduate school entrance examinations--GRE, NTE, LSAT, GMAT, etc. scores and analysis
  - Professional licensing examination
  - Other

## ANALYSIS-INTERPRETATION AND REPORTING OF RESULTS

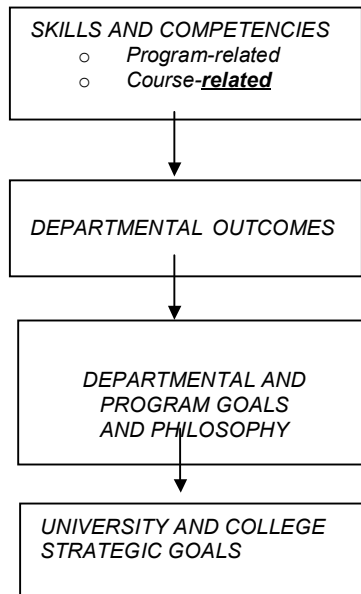
The last step in the assessment process will be the collection, interpretation and evaluation of results.

Each department will be required to devise an outcomes assessment report structure for each program it must assess. The form of these reports is up to the individual departments. However, these reports will be reviewed by the University Assessment Committee and/or the Coordinator and the committee reserves the right to consult with the departments to ensure the most useful presentation of results. Detailed procedures for this part of the program will evolve as the trial semester results are collected. After the initial trial semester it is anticipated that results will be reported to the college deans and the Office of the Provost either annually or biannually beginning in Spring, 1993.

**Figure 1**  
**ROLE OF OUTCOMES ASSESSMENT IN PLANNING**

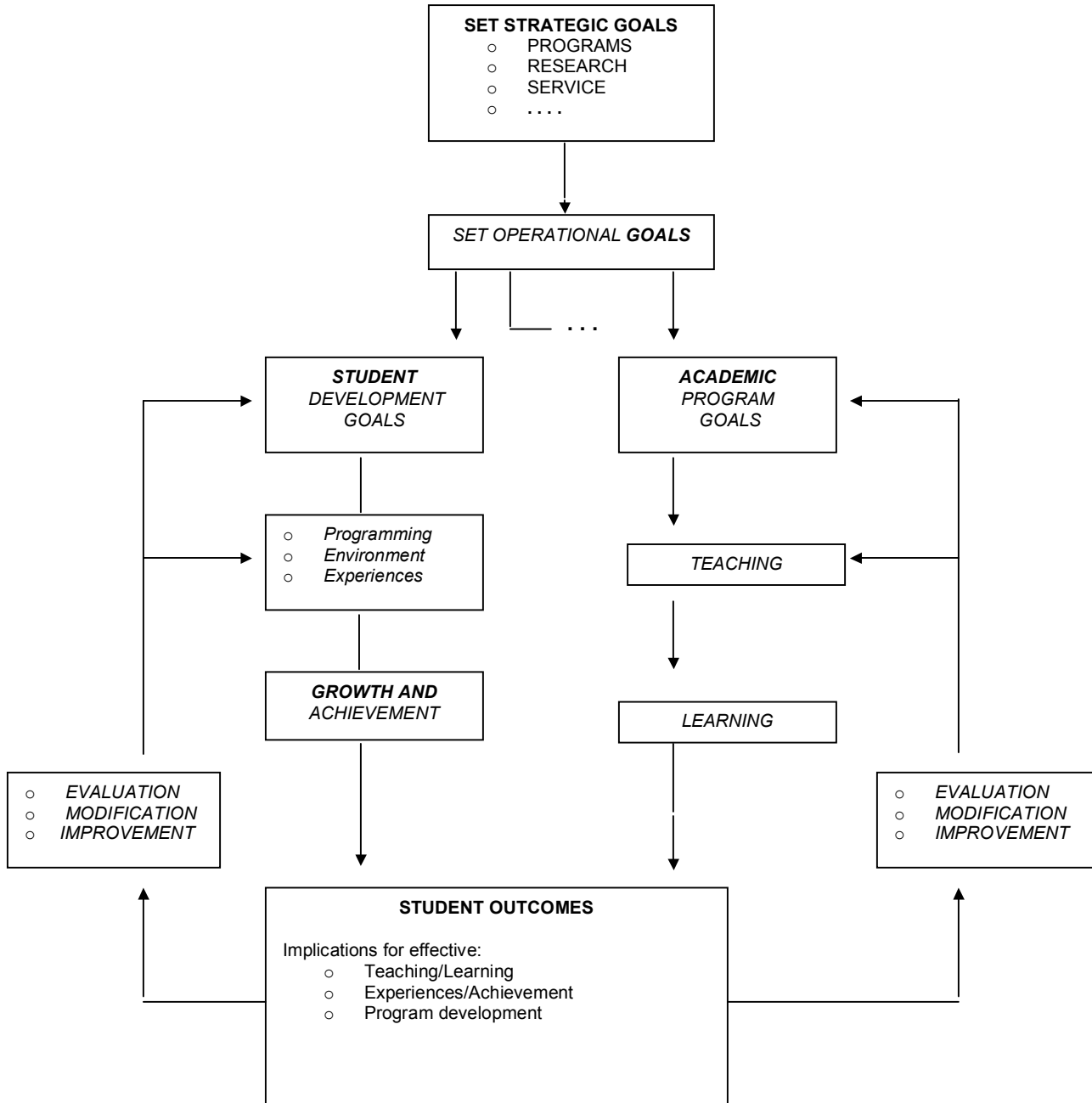


**Figure 2**  
**GOALS, OUTCOMES AND COMPETENCIES**



—————> = Contributes to the achievement of:

**Figure 3**  
**OVERALL STRUCTURE OF OUTCOMES ASSESSMENT**





**Figure 4**  
**STAGES IN OUTCOMES ASSESSMENT**

Assessment Points	Sample Assessment Measures		
Assessment supervised by:	Director of Academic Assessment Department Assessment Coordinator Assessment Committee	Liberal Arts Core Committee	Major Department
Admission to the University	~ Survey enrollees and non-enrollees ~ New class profile (Astin study)	~New class Profile Academic Profile Assessment College Student Experience Questionnaire	
Declaration of major	~ First year research report	~Performance in Liberal Arts Core	~ Begin Portfolio
Mid-program	~ Retention study	~Capstone course Evaluation Academic Profile Assessment College Student Experience Questionnaire	~ Standardized major core test
Completion of program	~ Retention study ~ Student feedback on 4-year experience	~Graduating Senior Survey	~ Senior test ~ Portfolio review ~ Professional examination
Post-graduation (selected Intervals)	~ Licensing examination ~ Graduate admissions tests	~Alumni View Survey ~ Employment	~ Alumni Survey

**Table 1**  
**SUGGESTED STRUCTURE**  
**UNIVERSITY STUDENT OUTCOMES ASSESSMENT COMMITTEE**

University Student Outcomes Assessment Committee (USOAC)

1. College of Business Administration representative
2. College of Education representative
3. College of Humanities and Fine Arts representative
4. College of Natural Sciences representative
5. College of Social and Behavioral Sciences representative
6. Examination Services – Division of Educational and Student Services
7. Director of Placement and Career Services – Educational and Student Services
8. Director Alumni Relations – Division of Development
9. Coordinator of Institutional Studies
10. Student Representative
  
11. Director of Academic Assessment (Chair)