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April, 2008

DETAILED PROCEDURES

FOR

ACADEMIC PROGRAM REVIEW

AND

STUDENT OUTCOMES ASSESSMENT

THE UNIVERSITY OF NORTHERN IOWA

CEDAR FALLS

IOWA

2008-2009

Approved: _____ Date: _____

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These Detailed Procedures have been reviewed and revised by the Office of the Provost, the Committee on Academic Program Review, the Office of Academic Assessment, and the Deans of the Colleges.

KEY DATES FOR PROGRAM REVIEW FOR 2008-2009

February 1, 2008	Request to replace program review with accreditation study due to Provost. Deans and Department Heads notified of upcoming Academic Program Review.
March 7, 2008	List of programs and self-study coordinators due to the Dean.
March 14, 2008	Dean forwards list of programs and self-study coordinators to Chair of CAPR.
April 16-17, 2008	Informational meetings.
April 2008	Requests for Registrar and Rod Library information initiated.
May 1, 2008	Last date to request data from Registrar's Office and to meet with Rod Library representative.
September 1, 2008	CAPR Reviewers assigned to self-studies.
October 20, 2008	Self-studies due to Dean. Dean forwards an <u>electronic copy</u> of self-study to Chair of CAPR and self-study reviewers. The Dean forwards one copy of Section V (SOA) to Office of Academic Assessment.
November 17, 2008	CAPR comments on self-studies returned to Dean; Dean forwards comments to self-study coordinators.
November 16- December 4, 2008	Meetings to discuss deficiencies identified by CAPR; revisions made to self-studies.
December 5, 2008	Revised self-studies due to Dean. Dean forwards <u>an electronic copy</u> of the final self-study to the Chair of CAPR, the Provost's Office, and the Dean of the Graduate College (for graduate programs). Copy of revised SOA sections provided to Office of Academic Assessment.
December 2008	Invitations finalized for external reviewers.
February-March 2009	External reviewer visits.
March-April 2009	External reviews due to Dean
April- October 2009	Dean convenes meetings to discuss external reviews.
November 1, 2009	Program plans due to Dean and Graduate Dean (for graduate programs).
December 1, 2009	Board of Regents Summary Reports due to Dean.
December 15, 2009	Dean submits BOR Summary Reports to the Provost's Office.

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. 9: ORGANIZATIONAL FORMAT FOR A SELF-STUDY REPORT).

2. An External Reviewers Report responsive to the self-study and the visit of the external reviewers. (See Appendix E: GUIDELINES FOR CONDUCT OF EXTERNAL REVIEWS and Appendix F: 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 on Page 13: 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 Page 14: BOARD OF REGENTS SUMMARY REPORT.)

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), provides campus-wide leadership for program review and represents the Provost in the program review process (See Appendix A: 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. Copies of the updated master schedule are distributed to the Academic Deans and the Dean of the Graduate College at the beginning of each fiscal year. The current master schedule can be found in Appendix B: SCHEDULE OF ACADEMIC PROGRAM REVIEWS. In most cases, all of a department's programs will conduct academic program reviews in the same academic year. Interdisciplinary programs are shown on the master calendar individually.

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 February 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 B: SCHEDULE OF ACADEMIC PROGRAM REVIEWS.)

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. Determination of Programs in a Department:

The Board of Regents mandate program review, not department review.

Most academic programs are housed within single academic departments. Some interdisciplinary programs are not. While a master calendar is maintained, scheduling departments and interdisciplinary programs for academic program review, this calendar 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 for completeness and forwards it to the Chair of the Committee on Academic Program Review (CAPR). The CAPR Chair compiles the Deans' lists 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. Departments often designate each major as a separate program. Minors are not designated as separate programs for the purpose of program review.
- d) Undergraduate programs and graduate programs in the same department must be reviewed
- 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.

4. 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 and from Rod Library. The Registrar's Office will prepare for any University program a document including the following information. Contact Ms. Patti J. Rust [x 3-2113] at the Registrar's Office by May 1 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 3rd week enrollment information.]
- A. 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
- B. 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.
- C. Registrar's third-week class-size summary reports for the past two semesters and summer session.
- D. 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.

No later than **May 1**, the program head/self-study coordinator should schedule a meeting with Kate Martin, Head, Collection Management and Special Services Department, Rod Library [x 3-7255]. 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. Information about the Library Services are found in Appendix C.

Requests for other institutional data may be directed to the Office of Institutional Research by September 1. The responsibility for accurate data rests with the program.

5. 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. Appendices are excluded from this limit. Only data tables and copies of existing documents and artifacts (no additional text) may be included in the Appendices. **All Self-Studies MUST be submitted electronically.**

6. 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.
7. 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 G) and the departments SOA plan should contribute clearly to the critical analysis of the program throughout the Self-Study. Additional resources for assessment are found in Appendices H-L.
8. 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.
9. 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 Report. Procedures for selection of external reviewers, expectations for the External Reviews, and instructions to the external reviewers are in Appendix E: GUIDELINES FOR CONDUCT OF EXTERNAL REVIEWS and APPENDIX F: INSTRUCTIONS TO EXTERNAL REVIEWERS.
10. Following receipt of the External Reviewers' Report, the Dean, Provost and Associate Provost (and the Graduate Dean, for graduate programs) 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.
11. 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 for graduate programs), 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 Page 13: ORGANIZATIONAL FORMAT FOR PROGRAM PLAN. No particular length is mandated for the Program Plan, and the "Organizational Format" on Page 13 is provided as a recommended format.) **All program plans must be submitted electronically.**

Department Head sends the Program Plan to:
Dean of College
Dean of Graduate College (for graduate programs)

12. 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 consistent with the College's Strategic Plan.
13. 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.
14. In the year following the program review, the Department Head will 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 Page 14: BOARD OF REGENTS SUMMARY REPORT.] **All Summary Reports must be submitted electronically.** This report is due to the Provost's Office no later than May 1.
15. 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 2008-2009

PREPARATION PHASE:

- | | |
|---------------------|---|
| February 1, 2008 | Department head sends request to Provost for replacement of program review with program accreditation study (if applicable). |
| March 7, 2008 | <p>Department Head identifies Departmental programs (according to APR Procedures and in consultation with the Dean) 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 (for graduate programs).</p> <p>The Dean reviews the program designations and names of self-study coordinators and forwards them to the Chair of CAPR no later than March 14. The Chair compiles the Deans' lists and secures approval of the Provost. The Chair of CAPR notifies the Dean if there are any questions, based on the Detailed Procedures, regarding program designations.</p> |
| April 16 & 17, 2008 | <p>The chair of CAPR hosts informational meetings Wednesday, April 16 at 4:00 p.m.- Presidential Room Maucker Union and Thursday, April 17 at 8:00 a.m. in the Howard Seminar Room Seerley 317. Deans (or their designees), Department heads, self-study coordinators, and others who are responsible for providing leadership for the self-study must attend one of these meetings.</p> <p>At this meeting, the chair of CAPR provides copies of the 2008-2009 <u>Detailed Procedures for Academic Program Review</u>.</p> |
| April 2008 | <p>Self-Study Coordinator requests Registrar's Office data and Library data (See Appendix C). Meetings with Rod Library representatives should be completed by May 1, 2008.</p> <p>The Department Head prepares, in consultation with faculty, a prioritized list of proposed external reviewers.</p> <p>The College Dean (in cooperation with the Dean of the Graduate College for graduate programs) may begin to select external reviewers and confirm their availability for spring visits the following academic year. It should be made clear to prospective</p> |

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:

- May 1, 2008 The Self-study is initiated, following the organizational format and procedures provided in the Detailed Procedures.
- September 1, 2008 CAPR Reviewers assigned to each program are identified to the Dean, who relays the information to self-study coordinators.
- October 20, 2008 Program self-study coordinator sends one **electronic copy** of the Self-Study to the Dean. PDF files are preferred, but other word processed formats are acceptable. The Dean forwards files to the Chair of CAPR and the two CAPR reviewers. The Dean also forwards files of Section V, Student Outcomes Assessment, and any appendices related to assessment to the Director of Academic Assessment.
- October 20-
November 17, 2008 The CAPR Reviewers read self-studies and prepare recommendations for changes. The Second Reviewer will forward his/her recommendations to the first reviewer, who will forward both recommendations to the Chair of CAPR.
- November 17, 2008 The Chair of CAPR forwards reviewers comments to Dean and to Graduate Dean, for graduate programs. The Dean then forwards reviewer comments to the self-study coordinators. If a self-study is disapproved, remediation guidelines will be included with the CAPR reviewers' comments. (The italicized paragraph near the bottom of Appendix D, page 24, shows an example.) Consultations must be arranged in the time between the receipt of the reviewers' comments and the visit of the external reviewers.
- December 5, 2008 Revised self-studies due to the Dean. The Dean notifies the Chair of CAPR which Self-Studies are complete and in accord with the Detailed Procedures. The Dean forwards an **electronic copy** of the revised self-study to the Chair of CAPR, Provost's Office, and Dean of the Graduate College (for graduate programs).
- Dean provides a file for the SOA portion of the revised self-study, including appendices and a cover page with program, department, college, and date of submission, to the Director of Assessment.
- The Chair of CAPR provides a status report on all self-studies to the Provost, to the CAPR reviewers, and to the Director of Academic Assessment.

EXTERNAL REVIEW PHASE:

- December 8-20, 2008 The College Dean finalizes invitations to the external reviewers. A **minimum of two reviewers** is required for each program. When the invitations are finalized, the Dean is responsible for 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.
- January-March 2009 The Dean, in consultation with the Department Head, is responsible for developing an itinerary for the external reviewers' visit, including a 1-hour block for a meeting with CAPR and the Associate Provost at the beginning of the visit and reserving a room for the meeting. The meeting time and place should be coordinated with the Office of the Provost (Coleen Wagner, 273-2518).

The Dean is responsible for providing to the Chair of CAPR and the Associate Provost well in advance of the external reviewer(s)' visit a copy of each reviewer's vita or biographical sketch and the complete itinerary for the reviewer(s)' visit.

- February-April, 2009 External reviewers visit campus
- March -May, 2009 The external reviewers submit their External Reviews to the Dean within 30 days of their visit. Reports may be submitted in paper or electronically. The Dean sends copies to:
1. Provost
 2. Associate Provost
 3. Department Head
 4. Graduate Dean [for graduate programs]

FOLLOW-UP, PLANNING, AND IMPLEMENTATION PHASE:

- March-Sept. 2009 College Dean schedules Dean, Graduate Dean (for graduate programs), Provost, and Associate Provost to meet with program faculty and Department Head to discuss their reactions to the Self-Study and the External Review. Emphasis is on validating observations and recommendations of external review reports.
- September-October, 2009 Following the Dean(s) and Provost's visit to faculty, the Dean of the College, (Dean of the Graduate College, for graduate programs), 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 3, 2009 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 [for graduate programs]
- November 17, 2009 Dean[s] approves Program Plan. Implementation begins.
- December 1, 2009 Department Head submits to Dean, the Board of Regents Summary Report on Academic Program Review for each program reviewed during the 2008-09 APR cycle. [Page 14: BOARD OF REGENTS SUMMARY REPORT].
- December 15, 2009 Dean submits to the Provost's Office the Board of Regents Summary Report on Academic Program Review for each program reviewed during the 2008-09 APR cycle.
- Summer, 2010 First annual report by Department Head to Dean and Graduate Dean for graduate programs on progress in implementing the Program Plan.

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**

The introduction 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. UNI, College, Graduate College, and/or Department Mission Statements are often included.

The following data, at least, must be included as Self-Study Appendices:

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

IV. Curriculum

Analysis of data, including items listed below plus Student Outcomes Assessment results, current trends in the discipline/field and other relevant factors, constitutes the core of this section. Strengths and weaknesses of the curriculum should be discussed. Related issues may be addressed as well, including: 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 learning and/or service learning; and/or unique features of the program's curricula. The section should conclude with recommendations for improvement of program curriculum.

The following data, at least, must be included as Self-Study 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

V. Student Outcomes Assessment

According to Board of Regents Policy, Student Outcomes Assessment processes are integrated with Academic Program Review (See Appendix G – UNI SOA Policy.) This section provides that linkage, as it will be reviewed by the Committee on Academic Program Review as part of the review of the entire self-study. It should be developed in consultation with the Director of Academic Assessment. Resources for writing this section can be found in Appendices H through L. Resources for assessment planning are also available from the web page for the Office of Academic Assessment at <http://www.uni.edu/assessment>.

This section should briefly describe all routine procedures for measuring student outcomes, as defined in the program's SOA Plan. Important findings from assessing student outcomes should be summarized, and means for sharing those findings with program faculty, students, and other interested parties should be addressed. Specific changes made in the program as a result of information derived from student outcomes assessment findings should be identified. Recommendations for improvement in departmental SOA processes should be included as appropriate.

The following data, at least, must be included as Self-Study Appendices:

- 1) The program's SOA Plan, including learning outcomes and assessment measures.
- 2) SOA results by year since last review [Note that the UNI SOA Policy, Appendix L, requires that "Each department will be required to devise an outcomes assessment report structure for each program it must assess" with results reported annually.]

The SOA Plan should include the following sections, as outlined in the UNI SOA Policy statement, first published in 1991 and updated in 2007:

- a) Assessment philosophy and program goals
- b) Student outcomes and competencies
- c) Frequency of assessments
- d) Assessment methods
- e) Methods of evaluating and interpreting results
- f) Procedures for making use of information obtained from assessment processes in order to implement program and/or curricular improvements.

Sections c), d) and e) may be presented in either matrix or narrative format. (For an example of a matrix format, see Appendix L.)

[Note: The draft Student Outcomes Assessment section of the draft Self-Study Report, including appendices, must be sent as an electronic file to the Office of Academic Assessment when the draft report itself is sent to the Dean. Also, the Student Outcomes Assessment section of the final revised Self-Study Report, including appendices and a cover page indicating the name of the program, department, and college and the date of the self-study report is to be sent to the Office of Academic Assessment as an electronic file at the same time that the final revised Self-Study Report is sent to the Dean.]

VI. Students

Enrollment patterns and projected changes in enrollment should be analyzed in this section. A table with number of majors for each of the past seven years and projections for future years must be included in this section rather than as an Appendix. Departmental attention to recruitment, diversity, advising and placement of students should be discussed. Strengths and weaknesses of students entering the program should be identified. Recommendations for improvement of student recruitment, retention, and quality, as well as implications for program growth and demand for graduates, should be addressed.

The following data, at least, must be included as Self-Study Appendices (See Page 5):

- 1) Enrollment statistics
- 2) Registrar's third-week class-size summary reports
- 3) Number of degrees granted in past seven years.

VII. Faculty/Staff

The balance in teaching and research interests among faculty who teach in the program, as these issues relate to program quality, should be analyzed and discussed in this section. Areas of expertise that will be needed in the future, based on discipline/employment trends, should be identified. Recommendations may be made for strengthening faculty.

The following data, at least, must be included as Self-Study Appendices:

- 1) List of faculty indicating name, highest degree, rank, gender and 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-i above, it may be useful for a particular program to establish its own summary vita format in order to facilitate external review.

VIII. Facilities and Resources

In this section, the strengths and weaknesses of physical facilities available to the program should be described. Strengths and weaknesses of other resources such as library, computing, media and equipment, and research and teaching support should also be discussed. Recommendations for strengthening facilities and resources may be made.

The following data, at least, must be included as Self-Study Appendices:

- 1) Description of physical facilities where program resides.
- 2) Library report (See Appendix C).
- 3) Websites for relevant computing support used by faculty and students in program (i.e. support platforms, web-based resource pages, software)

IX. Budget and Finance

The data in the appendices should be analyzed in a discussion of overall program budget, with an emphasis on strengths and weaknesses. Budget recommendations may be made.

The following data, at least, must be included as Self-Study 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.

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, in writing, on their program's self-study. Signed minority opinions for any part(s) of the Self-Study Report with which a member of the program remains in disagreement should be included here. Minority opinions do not count against the 25-page text limit.

Appendices:

Lists, data summaries, faculty vitae, and other sections not essential to the narrative should appear in numbered and titled, easily accessed, appendices. 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. Appendices are limited to data tables, lists, and copies of existing documents; they should not include any original text intended to supplement the 25-page limit.

Attachments:

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

ORGANIZATIONAL FORMAT FOR PROGRAM PLAN

Following the year of academic program review, the Department Head and the program faculty will initiate the writing of a Program Plan, in accord with General Procedure # 12, page 7. A suggested format for the Program Plan follows:

- A.** Based on the Self-Study, the Student Outcomes Assessment Process, the External Review, and other considerations, indicate, as appropriate:
1. Which recommendations are to be adopted for the program? Which recommendations are not to be adopted? State reasons for not adopting recommendations. [NOTE: 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 Report and/or b] the External Review. When possible, reference the Self-Study Report 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.

By November 1, the Department Head submits a copy of the Program Plan to:

- 1] Dean of the College
- 2] Dean of the Graduate College (for graduate programs)

The Dean will indicate approval of the Program Plan by November 15.

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 2008-2009 (pp. 20-21) must be submitted to the College Dean by **December 1, 2009**. They are due no later than **December 15, 2009** to the Provost's office.

Board of Regents, State of Iowa Summary Report on Academic Program Review

THE PURPOSE OF ACADEMIC PROGRAM REVIEW: Board of Regent's Policy (§6.05B) requires that each Regent university review each academic program once every seven years to help ensure that the program being reviewed is still relevant, of the highest quality and consistent with the institution's mission and strategic plan. A special focus of the reviews is on assessing the teaching and learning processes, and on the collection and utilization of student outcomes assessment results for programmatic improvement.

1. Institution _____

- 2a. List title and degree level(s) of the program reviewed: _____

- 2b. List date(s) of program review: _____

- 3a. Was the program reviewed by non-institutional evaluators? Yes _____ No _____

- 3b. Number of non-institutional evaluators: _____

- 4a. Has there been a change in enrollment in the program of more than a third in the last three years?
Yes _____ No _____

- 4b. If yes, please explain the reasons for this change.

5. Is this the first time that this program has been reviewed since initial approval?
Yes _____ No _____

- 6a. If new, has the program met all the goals and objectives planned at the time it received planning approval by the Board of Regents? Yes _____ No _____

- 6b. If not, why not?

7. List the recommendations, conclusions, and program improvements resulting from this review, especially those resulting from student outcomes assessments.

APPENDIX A

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, along with the Director of Academic Assessment, who serves as an ex-officio member of the committee. 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 Report 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 H) 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-Study Reports 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 B

**UNIVERSITY OF NORTHERN IOWA
SCHEDULE OF ACADEMIC PROGRAM REVIEWS (2006-07 TO 2014-15)**

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
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15		
COLLEGE OF BUSINESS ADMINISTRATION				A						10Years	Assoc. to Advance Collegiate Schools of Business International
Economics		P		A					P		
Accounting			P	A							
Marketing				A / P							
Finance				A			P				
Management	P			A				P			
Masters in Business Administration				A		P					

Center for Ag-Based Industrial Lubricants
Institute for Decision Making
Iowa Waste Reduction Center
Strategic Marketing Services Center

John Pappajohn Entrepreneurial Center
Management and Professional Development Center
Small Business Development Center

DETAILED PROCEDURES FOR ACADEMIC PROGRAM REVIEW AND STUDENT OUTCOMES ASSESSMENT
AT UNI 2008-2009

UNIVERSITY OF NORTHERN IOWA SCHEDULE OF ACADEMIC PROGRAM REVIEWS (2006-07 TO 2014-15)

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
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15		
COLLEGE OF EDUCATION			A / L							5 years	(C* -- 03-04)
Educational Psychology & Foundations School Psychology		P		A					P	5 years	National Assoc. of School Psychologists for School Psych. Program
Teaching			P / A								Iowa Department of Education
Educational Leadership, Counseling & Postsecondary Education	A		O	P						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	A					A	A / P			7 years 5 years	Comm. on Accreditation Of Allied Health Educ. Prof. Nat'l Rec & Park Assn/Am Assn for Leisure & Recreation Council on Accreditation
Curriculum & Instruction I							P				
Special Education	P								P	5 years	Iowa Dept. of Education
Curriculum & Instruction II	P								P		
Curriculum & Instruction III		P								P	
Ed.D. – Doctor of Education				P							

* NCATE -- National Council for Accreditation of Teacher Education

Regent's Center for Early Developmental Education
Recycling and Reuse Technology Transfer Center

DETAILED PROCEDURES FOR ACADEMIC PROGRAM REVIEW AND STUDENT OUTCOMES ASSESSMENT
AT UNI 2008-2009

UNIVERSITY OF NORTHERN IOWA SCHEDULE OF ACADEMIC PROGRAM REVIEWS (2006-07 TO 2014-15)

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
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15		

COLLEGE OF HUMANITIES AND FINE ARTS											
English		P							P		
Art			P / A							10 years	National Assoc. of Schools of Art
Communication Sciences and Disorders				P / A						8 years	American Speech-Language-Hearing Assoc.
Modern Languages					P						
Music*					A					10 years	National Assoc. of Schools of Music
Philosophy and Religion						P					
Theatre							P				
Communication Studies	P							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 (2006-07 TO 2014-15)**

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
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15		
COLLEGE OF NATURAL SCIENCES											
Industrial Technology		P	A						P	6 years	National Association of Industrial Technology
Mathematics			P								
Chemistry and Biochemistry				P							
Biology					P						
Earth Science						P					
Environmental Science							P				
Science Education							P				
Computer Science	P							P			
Physics					P						

UNIVERSITY OF NORTHERN IOWA SCHEDULE OF ACADEMIC PROGRAM REVIEWS (2006-07 TO 2014-15)

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
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15		
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES											
Geography		P							P		
Political Science			P								
Sociology/Anthropology/Criminology				P							
Design, Textiles, Gerontology, & Family Studies					P						
Social Work	A									8 years To 2015	Council on Social Work Education BA & MSW accredited
Psychology							P				
History	P								P		

*In Spring, 2005, the Department of Social Work proposed and was granted substitution of their accreditation process for program review according to BOR policy.

Center for Social and Behavioral Research

DETAILED PROCEDURES FOR ACADEMIC PROGRAM REVIEW AND STUDENT OUTCOMES ASSESSMENT
AT UNI 2008-2009

UNIVERSITY OF NORTHERN IOWA SCHEDULE OF ACADEMIC PROGRAM REVIEWS (2006-07 TO 2014-15)

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
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15		

INTERDISCIPLINARY											
American Studies			P								
Asian Studies			P								
Women's and Gender Studies						P					
Humanities				P							
Liberal Studies					P						
General Studies					P						
Public Policy					P						
Philanthropy & Non-Profit						P					

APPENDIX C

ROD LIBRARY RESOURCES AND SERVICES

The Rod Library provides a full range of services to academic programs. The Library's website (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 D

ACADEMIC PROGRAM REVIEWER FEEDBACK

PROGRAM:

CAPR REVIEWER:

_____ **FIRST READER** or _____ **SECOND READER**

DATE READ:

1. Self-study elements which appear to be missing, or inadequately, incorrectly, or confusingly presented:
2. Typographical, grammatical, spelling errors, etc.:
3. Aspects of self-study which deserve special praise:
4. Other comments:

5. **I RECOMMEND:**

_____ Approve self-study as written.

[Program area may proceed to invitation of external reviewers.]

_____ Approve self-study; note suggestions for improvement.

[Changes to the self-study are optional; program area may proceed to invitation of external reviewers.]

_____ Disapprove self-study; note items which must be addressed or changed before self-study is acceptable.

[If the self-study is disapproved because of deficiencies in the SOA plan or SOA reporting, the chair of the self-study committee must schedule a consultation with the Director of Academic Assessment. Members of the self-study committee, the chairs of the assessment committee for the department and/or college, and the Dean may also attend the consultation session.]

Electronic files for the final revised versions of Section V (Student Outcomes Assessment) and any appendices related to student outcomes assessment are to be submitted to the Office of Academic Assessment.

After a self-study report has been revised, for whatever reasons, the revised self-study must be submitted to the Dean before approval will be given to proceed with invitations to external reviewers.

Reviewer's signature

APPENDIX E

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, for graduate programs]. 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. If review of a Self-Study reveals deficiencies in the program's Student Outcomes Assessment plan, the selection of at least one external reviewer with expertise in SOA is strongly encouraged.
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 can be up to \$650 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 and Associate Provost 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 and Associate Provost at the beginning of the visit. CAPR's meeting time and place should be coordinated with the Chair of CAPR.
9. The external reviewer(s) will be scheduled to meet with all faculty of the program, key staff, as many 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. If this report is sent as an electronic file, a signed written copy should follow within two weeks. The External Review is sent only to the Dean, who distributes the report to the Provost, Associate 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, Associate Provost, the Dean of the Graduate College (for graduate programs), 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 F

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 I.**] 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 Report will be submitted to the DEAN of the appropriate college **ONLY within 30 days of the conclusion of the external reviewers' visit to UNI**. If this report is sent as an electronic file, a signed written copy should follow within two weeks. [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 Deans' addresses are listed below:

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

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

William Callahan, Dean
College of Education
University of Northern Iowa
Cedar Falls, IA 50614-0610

John Johnson, Interim Dean
College of Social and Behavioral Sciences
University of Northern Iowa
Cedar Falls, IA 50614-0403

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

APPENDIX G

STUDENT OUTCOMES ASSESSMENT POLICY First published April 1991; revised April 2007 and April 2008

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. It was revised April 2007.

This policy statement consists of three parts:

- I. Nature and purposes of outcomes assessment
- II. Guiding principles of outcomes assessment
- III. Procedural guidelines for outcomes assessment

I. 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. (See Figure 2.)

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, 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.

II. 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.

III. 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
 - Procedures for making use of information obtained from assessment processes in order to implement program and/or curricular improvements

- Results of the initial assessment process will be used to further refine the process and begin making appropriate program adjustments.

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 Director of Academic Assessment, in consultation with the Student Outcomes Assessment Committee. The Director and the committee reserve the right to consult with the departments to ensure the most useful presentation of results.

Assessment reports will be filed with the college Dean, the Office of the Provost, and the Office of Academic Assessment on an annual basis, beginning in Spring 2008.

Figure 1

ROLE OF OUTCOMES ASSESSMENT IN PLANNING

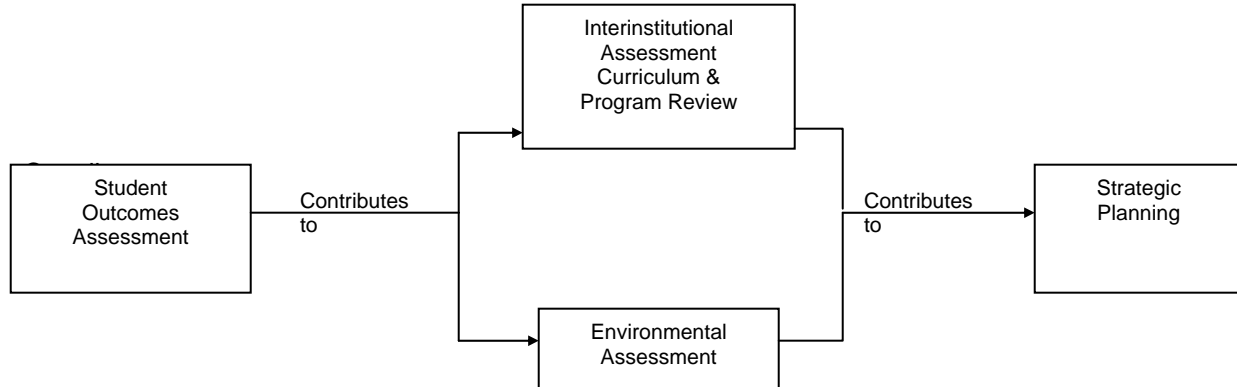
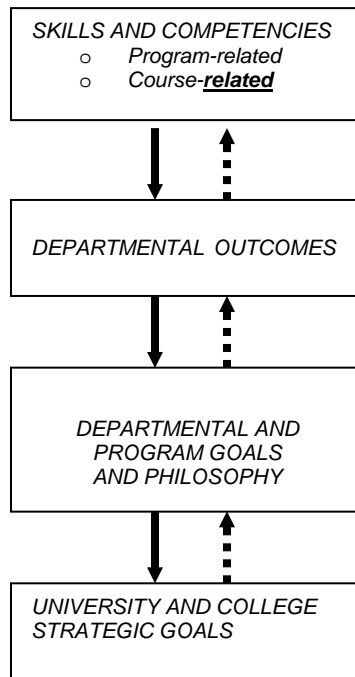


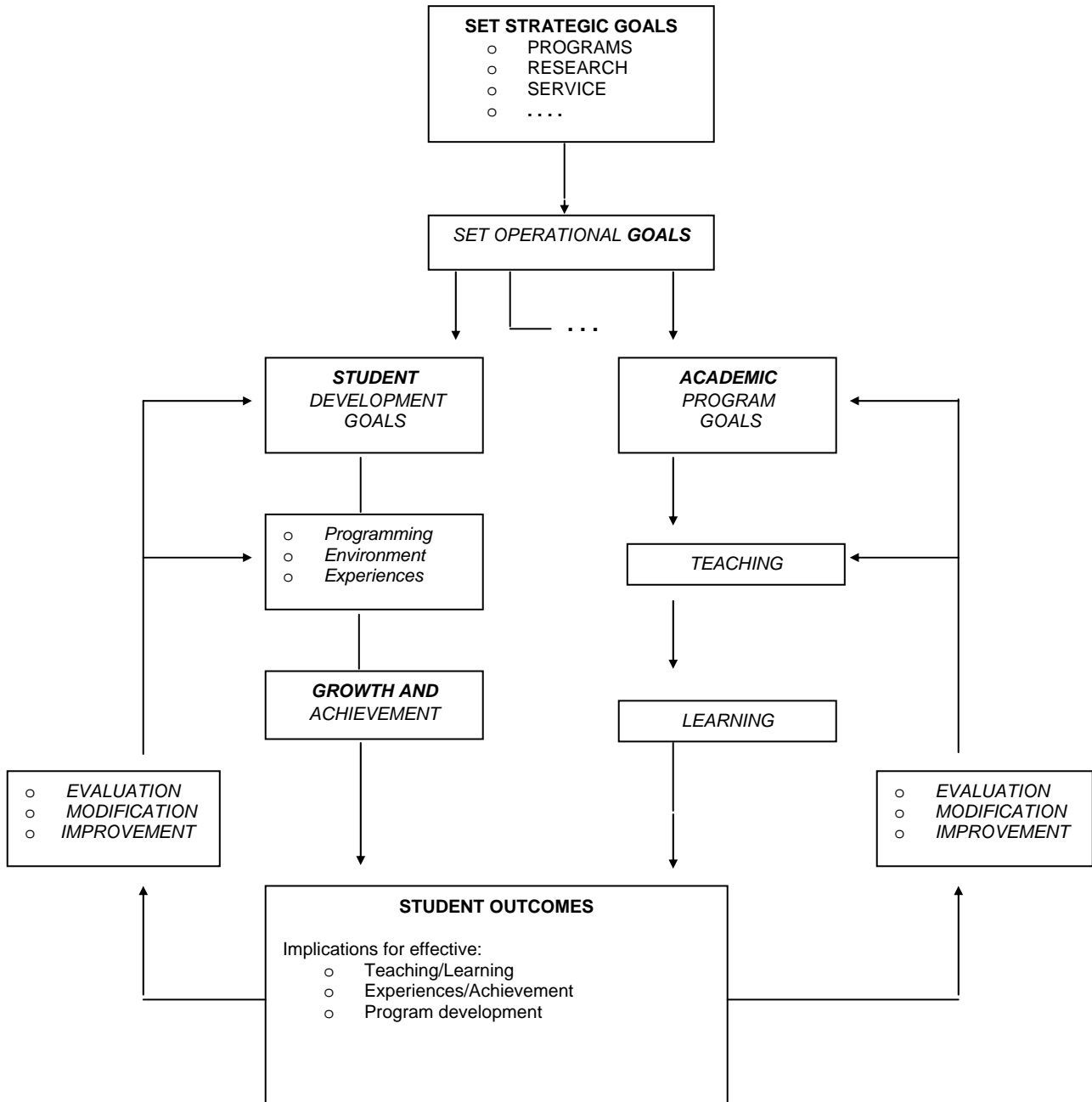
Figure 2

GOALS, OUTCOMES AND COMPETENCIES



—————▶ = Contributes to the **achievement** of
- - - - -▶ = Contributes to the **development** of

Figure 3
OVERALL STRUCTURE OF OUTCOMES ASSESSMENT



APPENDIX H

SOME GENERAL GUIDELINES AND STRATEGIES FOR ASSESSMENT

The guidelines and strategies below are taken from the 1991 version of the UNI Student Outcomes Assessment Policy. For additional resources for assessment planning, see the web page for the Office of Academic Assessment at <http://www.uni.edu/assessment> and/or consult with the Director of Academic Assessment.

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."

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.
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.
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.

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 32.

Some Methods of Assessment for Outcomes and Competencies

This list 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. Possible 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
- 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

For a list of assessment methods, see Appendix K.

APPENDIX I

PURPOSE AND FUNCTIONS OF THE UNI STUDENT OUTCOMES ASSESSMENT COMMITTEE

Purpose: To promote the development of a culture of assessment at the University of Northern Iowa by sharing advice and support for activities from the Office of Academic Assessment and assisting with ongoing creation of increased knowledge of, support for, and commitment to assessment-related issues and activities across campus.

Functions and Responsibilities:

Advice and Support for the Office of Academic Assessment

- Serve as a forum for the exchange of ideas and information on assessment practices and policies on the UNI campus and across higher education institutions in general.
- Provide advice to the Office of Academic Assessment on strategies for communicating and disseminating assessment-related information, e.g., data, reports, resources, policies, procedures, projects and project updates.
- Identify faculty, staff, and/or departments that are performing exemplary work in assessing programs, departments, and/or other curricular or co-curricular activities.
- Offer insight into potential sources and incentives for increasing student, faculty, and staff motivation to take an active and thoughtful role in the assessment of student learning.

Assistance in Increasing Knowledge, Support and Commitment Across Campus

- Keep the university community informed of assessment-related issues and expectations on campus, from the Higher Learning Commission, and within the higher education community across the United States as a whole.
- Raise awareness across campus of assessment-related resources, policies/procedures, and reports at UNI.
- Help connect individuals within and across departments and offices who are knowledgeable about assessment.
- Promote and encourage formal and informal conversations and exchange of ideas and information across campus on topics related to student learning and the assessment of student learning.

Membership:

The SOA Committee consists of the Director of Academic Assessment and representatives from the areas listed below. For a current list of members, see <http://www.uni.edu/assessment>.

- College of Business Administration
- College of Education
- College of Humanities and Fine Arts
- College of Natural Sciences
- College of Social and Behavioral Sciences
- Graduate College
- Liberal Arts Core Committee
- Rod Library
- Career Services
- Office of Alumni Relations
- Office of Institutional Research
- Registrar's Office
- ITS-Educational Technology
- Northern Iowa Student Government
- Continuing Education & Special Programs

APPENDIX J

A CHECKLIST FOR REVIEWING STUDENT OUTCOMES ASSESSMENT PLANS

The checklist below may be of use to departments and assessment committees as they review and plan for work on their student outcomes assessment plans.

SOA Plan (Appendix K UNI SOA Policy)	Ready for use	Details needed	Not included
<ul style="list-style-type: none"> • Assessment philosophy and program goals: <i>consistent with strategic plan goals, program specific</i> 			
<ul style="list-style-type: none"> • Student outcomes and competencies: <i>includes skills and knowledge, capable of being measured, specific to program</i> 			
<ul style="list-style-type: none"> • Frequency of assessments: <i>identified for each assessment, reasonable frequency, appropriate timing with respect to program sequence and targeted group</i> 			
<ul style="list-style-type: none"> • Assessment methods: <i>precise, identifiable, clearly described, appropriate measure(s) for outcome/group, source of assessment method or how it was developed, details of administration--to whom, by whom, when, how</i> 			
<ul style="list-style-type: none"> • Methods of evaluating and interpreting results: <i>who will evaluate and interpret, how—including descriptors of evaluation criteria, minimum expectations, preparation of raters/evaluators</i> 			
<ul style="list-style-type: none"> • Procedures for implementing program/curricular changes: <i>strategies, policies, and/or actions for making use of assessment-related data and information to improve student learning, including who will be involved and timelines for action</i> 			
<p>Self-Study Report on Student Outcomes Assessment (Organizational Format for a Self-Study Report, Section V) <i>This section of the APR Manual suggests further areas for SOA evaluation.</i></p>			
<ul style="list-style-type: none"> • Routine procedures for measuring student outcomes, as defined in the program's SOA Plan <ul style="list-style-type: none"> ○ <i>Are plans being implemented as proposed?</i> 			
<ul style="list-style-type: none"> • Summary of 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. <ul style="list-style-type: none"> ○ <i>How are findings reported and shared?</i> ○ <i>How are findings archived?</i> ○ <i>How are findings connected to program changes?</i> ○ <i>How are changes reported and archived?</i> 			
<ul style="list-style-type: none"> • Recommendations for improvement in SOA processes. <ul style="list-style-type: none"> ○ <i>How is the assessment plan evaluated?</i> ○ <i>How are changes to the assessment plan reported and archived?</i> 			

APPENDIX K

ASSESSMENT METHODS CHECKLIST

Areas of Student Achievement Measured	Used
• Discipline-related content knowledge	
• Higher-order skills (critical thinking, problem-solving)	
• Writing proficiency	
• Personal and affective development (values, attitudes, social development, etc.)	
• Other:	
Direct Methods	Used
• Institutionally-developed pre-test	
• Institutionally-developed post-test	
• Commercial instrument or test:	
• Licensure or certification exams	
• Course embedded questions	
• Major project	
• Electronic or printed student portfolios	
• Observations of student performance	
• Video or audio tapes student performance	
• Other:	
Indirect Methods	Used
• Job placement of program graduates	
• Internship evaluations	
• Graduate school acceptance of program graduates	
• GRE, GMAT, MCAT or other admissions test scores	
• Exit interviews	
• Student program retention	
• Student graduation rates	
• Student program evaluations	
• Student satisfaction surveys	
• Focus group discussions	
• Alumni surveys	
• Alumni interviews or focus groups	
• Employer surveys	
• Employer interviews or focus groups	
• Other:	

APPENDIX L

A Sample SOA Planning Matrix

Student Learning Outcomes	Assessment Methods (What, when, who, how)	Desired Achievement Level	Method of Evaluation
Competency 1			
Competency 2			
Competency 3			
Competency 4			
Competency 5			
Etc.			

Rev 4/08