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 University of Northern Iowa Department of Art

2a. List title and degree level(s) of the program reviewed: BA Art (Studio, Art History or Teaching, undergraduate; BFA Studio, undergraduate; MA Art (Studio or Teaching), graduate

2b. List date(s) of program review: 2008-2009

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

3b. Number of non-institutional evaluators: 2

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

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 X

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?

N/A

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

Listed by categories on the following pages.
FACULTY POSITIONS

Art Education
Recommendation: Fill two vacant Art Education lines; integrate art education and studio practice.
Response: Approximately one third of our students are Art Education majors, and this area needs the vision and stability of full-time faculty.

Art History
Recommendation: Hire two full-time art historians (two beyond the current faculty member).
Response: This has been a recommendation in other reviews. Art History is the most heavily enrolled area in the department.

New Media
Recommendation: Hire an individual to teach New Media.
Response: Addressing this area of artistic production is important to the currency of our program. While the reviewers refer to New Media, we believe focusing on Digital Media is most appropriate for our department as digital technology is actively employed in almost all studio areas.

Graphic Design
Recommendation: Hire an additional faculty member in the Graphic Design area.
Response: Continuing high enrollment in graphic design courses suggests that another faculty member is needed. A new faculty member would cover both design courses (allowing more students access to advanced courses) and foundations courses (helping to relieve this sector of the program, burdened by recent increases in enrollment).

INSTRUCTIONAL PROGRAM

BA Art Ed Degree
Recommendation: Rethink structure of Art Education curriculum at all levels.
Recommendation: More effective collaboration between Art Education and Studio programs
Response: Curriculum revisions will be implemented in fall 2010 to strengthen student understanding in using contemporary art in a PK-12 setting.
The classroom structure has been repurposed to encourage better studio practices with the ultimate goal of better combining art education and existing studio program.

MA Art Ed Degree
Recommendation: Integrate studio and Art Education practice in the MA Art Education Degree.
Response: The MA degree in art education is being redesigned to fit the needs of working teachers. The art education and studio faculty will work toward a unified and balanced approach toward studio production and pedagogical theory. Revised curriculum will be implemented in fall 2010.

Digital Media foundations course
Recommendation: Develop a digital media foundations course.
Response: Presently, the computer is utilized for foundations courses by a number of faculty teaching at this level, and moving beyond this will take time and will be addressed through strategic planning and the curriculum process when appropriate. Because of the large
number of students, additional resources would need to be available. The current number of available computers would likely be inadequate to accommodate such a course.

**Cross Media Option**
Recommendation: Programmatically formalize a Cross Media option.
Response: Cross Media is a more appropriate for our department than an interdisciplinary option. Conversations regarding how the present curricular structure and process can accommodate this practice in a more formal way are ongoing through the strategic planning process.

**Transfer Students**
Recommendation: Develop a plan to work with transfer students to deal with learning gap.
Response: The department is engaged in an internal conversation that addresses transfer students as they represent a large percentage of our enrollment. Issues include:
- A lack of parity in studio teaching practices.
- High school student seeking college-level credit through a dual-enrollment course may lack the appropriate resources or conceptual maturity to actually produce the quality of work expected at a university.
- When transfer students arrive in our department, they have generally fulfilled their liberal arts requirements. This creates an unrealistic expectation to finish quickly.
- Much is done to counter this through individual faculty advising when transfer students arrive.

**Student Outcomes Assessment Practices**
Recommendation: Further articulate BA outcomes to provide benchmarks to guide assessment.
Response: Making SOA at the BA level useful will necessitate addressing formative rather than summative assessment. Individual student aptitude, disposition, and development need to be taken into account.

**NASAD ACCREDITATION**
Reviewers concur with the decision to discontinue NASAD accreditation.

**FACULTY DEVELOPMENT**
Recommendation: Provide release time and support funds.

**PHYSICAL PLANT**

**Space**
Recommendation: Continue to address space needs

**Storage; BFA Critique Space; BFA Student and Faculty Studios**
Response: The department has limited space and there are no funds available in the near term to address building programs that would address this issue in a concrete way. The department is engaged in ongoing conversations about address this issue.

**Safety**
Recommendation: Address known issues in sculpture area.
Response:

**Dust Collection** (fire issues): A previous fire in the sawdust collection equipment caused extensive smoke damage throughout the building. At that time consultants representing the equipment manufacturer strongly recommended the placement of the equipment outside of the building, as is a standard industry practice. However, the decision was made by Facilities
Planning at that time to keep the replacement equipment in its original location as the least expensive option.

**Spray Booth** (fire suppression): The spray booth fire suppression equipment attached to the booth is outdated and replacement parts are no longer available to keep it adequately maintained.

**Welding Gas Storage**: We currently have eight sets of oxy-acetylene mobile and stationary welding tanks in the lab at all times. A more cost effective and safer manifold system would allow us to keep larger and fewer tanks of oxygen and acetylene separated from each other in fire code approved locations outside of the work area.

Information regarding these safety concerns has been forwarded to the appropriate University offices.

**EQUIPMENT**

**Projection Technology**

Recommendation: Provide projection technology in every classroom.

Response: Security would require areas to be locked, which would adversely affect student access to studios outside of class times.

**New Digital Media Lab**

Recommendation: Provide a computer lab devoted to new digital media.

Response: A new lab would lessen the load on our current lab and broaden access to digital technology for all students. Implementation is complicated by the nature of departmental space needs. Additional significant financial support will be crucial.

**FINANCES**

**Fees**

Recommendation: Continue to adjust lab fees upward to match increased costs of materials.

Response: Lab fees are important in that materials purchased in bulk supplies are far less expensive than those purchased in small amounts. Lab fees ultimately save money for students by providing materials for classes at lower prices.

**Gallery Budget**

Recommendation: Gallery programming must be supported by suitable and dependable funding.

Response: The UNI Gallery of Art would need substantial outside funding or a permanent budget line to offset the current (though unreliable) funding provided by Student Services Fees.

**VISUAL RESOURCES LIBRARY**

Recommendation: Use space more effectively.

Response: The need to reorganize space for more effective student access to materials was recognized and under consideration prior to this review. As older slides are eliminated, space will become available for other uses.
Board of Regents, State of Iowa  
Summary Report on Academic Program Review  
UNI Department of Mathematics

1. Institution: University of Northern Iowa

2a. Title and degree level of Mathematics programs reviewed:
   a. BA – Non-Teaching
   b. BA – Secondary Teaching
   c. Math Minor to the Elementary Education Major
   d. MA – Secondary Teaching Emphasis
   e. MA – Middle Grades
   f. MA – Mathematics Emphasis
   g. PSM

2b. Dates of program reviews: 2008-2009

3a. Were the programs reviewed by non-institutional evaluators? Yes

3b. Number of non-institutional reviewers: Two for the Mathematics Education programs (i.e., the programs listed under (b), (c), (d) and (e) in Item 2a above) and two for the Mathematics programs (i.e., the programs listed under (a), (f) and (g) in Item 2a above).

4a. Has there been a change in enrollment in the programs of more than a third in the last three years? No.

4b. If yes, explain the reasons for this change. Not applicable.

5. Is this the first time that this program has been reviewed since initial approval? No, except for the PSM Program, for which only an informal review was conducted since the program was in the third year of its existence.

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? Not applicable.

6b. If not, why not? Not applicable.

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

This list is provided below, organized under headings associated with the programs listed in (2a) above.
APR Recommendations, Conclusions and Program Improvements  
UNI Department of Mathematics – Fall 2009

Recommendations, conclusions and program improvements associated with the 2008-2009 APR are listed below by program. Those resulting from or associated with student outcomes assessment are marked with an asterisk.

**BA – Non-Teaching:**

Recommendations:

- *The primary recommendation is to refine our curriculum. This will entail removing courses which have been rarely offered due to low enrollment, and clarifying the role of the remaining courses including specific student learning outcomes in order to insure that our graduates are well prepared for their future endeavors.*
- An important recommendation is to reduce the service load on faculty so that they can devote more time to teaching and research. Our heavy reliance on adjuncts for instruction entails an excessive service load for the regular faculty.
- We should improve the advising of pure mathematics majors to make sure their course of study (i.e., electives) prepares them for the career they desire.
- We will continue to devote significant effort to recruitment and retention.

Conclusions:

- The primary conclusion is that we have a quality program which provides our graduates the foundation to succeed after they graduate.
- The flexibility of our major can benefit students. Unfortunately, low enrollment has restricted the diversity of offerings. A flexible major must be accompanied by good advising.

Program improvements:

- *Based on the feedback from employers and alumni which is part of our student outcomes assessment, we better advise students which electives within the major and cognate courses outside the major will best prepare them for their future employment.*
- *Through careful monitoring of the curricula of our graduates we have confirmed that a flexible major is beneficial to the students. We shall build enough flexibility into our pure major to allow an applied focus, and discontinue our applied major.*
BA – Secondary Teaching and MA – Secondary Teaching:

Recommendations:

- Maintain faculty strength by replacing retiring faculty and nurturing junior faculty.
- *Clarify Student Learning Objectives for the program and relate them to course specific learning outcomes with specific assessments.
- *Continue to conduct Student Outcomes Assessments and use them to fine-tune the program.
- Increase the coordination between the mathematics and mathematics education facets of the program. Continue to help students make connections between their college courses and the mathematics of secondary school.

Conclusions:

- Our students are well prepared to teach mathematics having a solid background in both mathematics and pedagogy.

Math Minor to the Elementary Education Major:

- Update the program by continuing meetings with all mathematics education faculty members.
- Establish contacts with middle and high school mathematics teachers to inform them of the mathematics minor program.
- Ensure student teachers receive assignments in diverse classroom environments.
- *Establish a committee to investigate the needs of SOA including identification of measurable outcomes and selected data collection.

MA – Middle Grades:

- Update the program by holding an all day meeting with all mathematics education faculty members.
- Establish contacts with all graduates to inform them of the masters program.
- Address diversity both with the masters degree students and their students.
- *Establish a committee to investigate the needs of SOA including identification of measurable outcomes and selected data collection.

MA – Mathematics Emphasis:

Recommendations:
The single problem identified by the external reviewers was the inadequate financial support for graduate students. The reviewers recommended the department utilize graduate students to provide supplemental instruction to students in lower level courses. The Department is
Considering two options for addressing this recommendation: the first option is negotiating an agreement with Hawkeye Community College for our graduate students to teach courses in exchange for stipends/tuition scholarships. Such an agreement would be modeled on similar agreements between the UNI Psychology and Sociology Departments and Hawkeye Community College. The second option involves using graduate students to provide supplementary instruction to students in lower level courses.

Conclusions:
The MA in Mathematics program needs to grow in order to become viable. Based on the number of applications and inquiries the department receives every year, there is sufficient demand for the program to grow well beyond the minimum size required for viability. The only problem is whether the department can find ways to increase the financial support for graduate student. The two options mentioned in the preceding section, which the department is currently considering, offer real hope for a solution this problem.

Program improvements:
*Since the Students Outcomes Assessments (SOA) for the MA in Mathematics program was still under development at the time of the review, no program improvements directly linked to the review or SOA can be reported at this time. The Department did however make improvements in the MA in Mathematics – Mathematics Emphasis course offerings not related to the SOA. In particular, we revised the content of the graduate level algebra and analysis sequences to align them with similar offerings in standard graduate programs in the United States. The Department expects to report program improvements based on SOA in the next review cycle.

PSM:

Although the Professional Science Masters (PSM) program is quite new and had not been externally reviewed during the recent Academic Program Review (APR), an APR document was written for the PSM program. The external reviewers did not comment specifically on the PSM program (due to its very recent creation), however, several aspects of their evaluation of the Undergraduate program in Mathematics and the Masters program in Mathematics were pertinent to the PSM program.

Recommendations:
We are currently examining sources of funding to increase the number of graduate students in the PSM program. These efforts include writing an NSF grant to increase support, examining funding options for our graduate students to teach at local community colleges and using monies for employing our current adjuncts in lower level classes to hire graduate students. No additional UNI monies are being contemplated for any of these strategies. They all are either revenue neutral or they request money from agencies outside UNI.

Conclusions:
*We conclude that our four student learning outcomes in the PSM program, measured by our four competencies, are being met. In particular, data collection for competency #1 which looks
at summaries of Individual students’ work with regard to individual course proficiencies, has been a primary focus. At this level, we conclude that our student learning outcomes are being met. Two of our other competencies (examining completed research papers and surveying alumni) are difficult to evaluate currently, due to the newness of our program; we only have two alumni (and obviously only two completed research papers).

Program Improvements:
*The primary program improvement, involving student learning outcomes and student outcomes assessment, involves creating a formal survey to assess how well the student has performed at his/her internship, rather than the informal word-of-mouth assessment attained from conversations with the student’s employer that we currently use. For more information, please see our latest SOA report dated November 1, 2009.
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 University of Northern Iowa

2a. List title and degree level(s) of the program reviewed: Office of Student Field Experiences

2b. List date(s) of program review: April 15-17, 2009

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

3b. Number of non-institutional evaluators: 2

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

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 ___X___

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.

(The following is from the report)

Based on the materials and relatively short period of time the reviewers spent on the UNI campus, we recommend:
1.) Systematic tracking of the 2+2 students and early field experience students to support and inform the student teaching placement process.
2.) Continued refinement of the TWS and other evaluation rubrics.
3.) Refinement of the “notice of concern” process with the goal to become more user-friendly.
4.) Development of a required classroom management course (either classroom or web-based).
5.) Reviewing the need for an increase in student teaching fees.

The reviewers found the student teaching program at UNI to be strong in many areas and are to be commended upon:

1.) Leadership in the Office of Student Field Experiences.
2.) Fiscal frugality while maintaining program excellence.
3.) Continuity of Level I & II Early Field Experiences placements across all programs (e.g., elementary and secondary)
4.) Meeting state guidelines relative to experiences with diverse populations through Level II placement at Price Lab School.
5.) Preventing a “parochial” placement climate by providing field experience opportunities during “participation week” and student teaching through the OOS/I.
6.) Outreach to the state as evidenced by the regional placement and supervision centers.
7.) Service and sensitivity to students’ needs.

A response to these recommendations was provided clarifying that recommendations 3 and 4 are not within the purview of the Office of Student Field Experiences. However, the OSFE department will advocate for consideration of these two recommendations by the appropriate divisions.

Recommendations 1, 2, and 5 are currently being addressed by OSFE faculty in conjunction with the appropriate personnel.
1. **Institution:** University of Northern Iowa

2a. **Title and degree level(s) of the program reviewed:** Master of Accounting

2b. **List date(s) of program review:** 2008-2009

3a. **Was the program reviewed by non-institutional evaluators?** Yes

3b. **Number of non-institutional evaluators:** 2

4a. **Has there been a change in enrollment in the program of more than a third in the last three years?** Yes

4b. **If yes, please explain the reasons for this change.** Enrollments for the four years 2005 through 2008 were 27, 22, 26 and 47, respectively. We believe that the increase in enrollment is due to curricular changes that became effective in the fall of 2008 and made the program more relevant and attractive to students.

5. **Is this the first time that this program has been reviewed since initial approval?** Yes

6. **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

6b. **If not, why not?** n/a

7. **List the recommendations, conclusions, and program improvements resulting from this review, especially those resulting from student outcomes assessments.** See attached
Summary of External Review Conclusions

The Master of Accounting program at UNI is a nationally respected program that is central to the success of UNI. There is strong demand for this program, and with appropriate marketing of the program we believe that demand could increase from both in-state and out-of-state students. However, faculty resources of the department are currently being fully utilized, so additional demand would need to be matched with additional faculty resources. UNI’s Accounting Department is positioned for continued excellence. It is a leading provider of accounting education in Iowa and will likely maintain its reputation statewide and regionally.

The following are key recommendations from the external review process and from the self study. Following each recommendation are comments about the recommendations, including, where appropriate, program improvements that have already resulted from the academic program review process.

External Review Recommendations

Faculty

1. Ensure that unfilled accounting faculty lines are filled as soon as possible to help with staffing shortages, especially at the graduate level.

   Two searches are currently being conducted to be filled for the 2010-2011 academic year.

2. Add a fee for the graduate accounting courses that would be used directly to recruit and retain the best accounting faculty by keeping salaries as close to market as possible.

   Graduate courses at UNI have a higher tuition cost than undergraduate courses. In addition, this year the College of Business Administration began charging supplemental tuition for upper level business courses, including graduate courses offered in the MAcc. We do not believe that an additional fee is feasible.

3. Increase the number of graduate assistantships in the department. This would benefit both faculty and students. Students would receive increased financial assistance for the graduate program and faculty members would have access to excellent students to help them with their teaching and research.

   Our MAcc Director is working with the Graduate College concerning additional graduate assistants for the department.
Curriculum

4. Major changes in the accounting profession will require significant curriculum revision in the next two to three years. Areas that will impact the graduate program are:

- Incorporation of International Financial Reporting Standards
- Knowledge and skills needed to audit fair market valuations of assets
- Use of XBRL in financial accounting systems

The faculty is aware of and continues to monitor coverage of changes in the accounting profession including those listed above. The MAcc requires an advanced accounting information systems course that incorporated XBRL into the curriculum beginning fall 2009.

5. Consider whether changes need to be made to the CPA Review Program to improve the overall pass rate relative to other institutions.

The CPA Review Program is constantly monitored to make sure that our students are receiving the best preparation for the CPA exam. During the summer of 2009 several options were investigated and some specific changes were made beginning in the spring of 2010.

Advising

6. Given the time intensive nature of a strong advising system, we recommend that a College advisor be designated to work with the Director of the MAcc program to help advise students in the fourth year of study.

The MAcc Director and Department Head are continuing to work with the CBA undergraduate advising office to make sure that advising is seamless for students in the integrated MAcc program. Group advising sessions have also been instituted beginning in a student’s junior year.

Accreditation

7. Securing accreditation will not change the quality of the current programs but it will likely change external perceptions of their quality. We recommend pursuing separate accounting accreditation and believe the department would need additional administrative assistance to facilitate this process.

The department is meeting early in January 2010 to make a decision as to whether we wish to pursue separate accreditation.

Summary
8. Consider a comprehensive marketing program for the MAcc program. The MAcc program could raise the profile of the University in the state and Midwest if a comprehensive marketing program were implemented.

9. If the MAcc is not targeted for growth, we recommend that the Department and College determine the maximum number of students that can be served in a high-quality manner.

*It is not possible for the program to grow without additional faculty resources. The department is working to determining an optimal size for the program given current resources.*

**Self Study Recommendations**

1. Continue to develop and implement the learning assurance program for the MAcc.

*The department developed and has begun implementation of a learning assurance program for the MAcc.*

2. As the MAcc program continues to grow, constantly monitor the need for multiple sections of graduate courses.

*This is something that is done each year early in the spring semester for the next fall courses.*

3. Move Law for the Professional Accountant from the Management Department to Accounting.

*This change is effective beginning fall 2010.*

4. As the MAcc program continues to grow, access the current system of advising to determine if improvements could be made.

*Changes to advising have already been made as detailed above. We will continue to monitor the advising processes.*

5. Work to increase minority representation on the faculty and in the student body.

*The department is working with the CBA Diversity Advisory Committee in this regard. The Graduate College has graduate scholarships and assistantships for minority graduate students.*

6. Continue to raise funds for professorships and fellowships to address below market salaries.

*The department is committed to this effort.*
7. Continue to monitor the accounting environment to offer a fifth year MAcc experience that provides value to our students with the goal of becoming known as the premier MAcc program in the state of Iowa.

_This is a goal of the department._

8. Recruit the best and brightest students for the MAcc.

_We are continuing to publicize our MAcc program to our own undergraduate students and to students graduating from other four year institutions across Iowa and the Midwest._

9. Pursue separate accounting accreditation by the Association to Advance Collegiate Schools of Business (AACSB).

_The department is meeting early in January of 2010 to make a decision as to whether we wish to pursue separate accreditation._
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 _University of Northern Iowa ___________________________

2a. List title and degree level(s) of the program reviewed: _BA in Public Administration__

2b. List date(s) of program review: _2008-2009 academic year; External reviewers submitted report on May 13, 2009._

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

3b. Number of non-institutional evaluators: _2___

4a. Has there been a change in enrollment in the program of more than a third in the last three years? _Yes ______ No ___x___

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 ___x___

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.

From the Program Plan that was created as the result of the self-study and the external evaluation, the following recommendation will be implemented:
One of the two primary concerns raised in the external review has to do with faculty resources. Since this situation is not likely to improve any time soon due to severe budget constraints, tight scheduling in the American Politics and PA faculty means that to provide any relief, the PA major will have to be shortened. Faculty resources are mentioned in several of the suggestions in the external review. The suggestion of shortening the major will be adopted, although the department will have a discussion about exactly which class(es) can be dropped from the set of required courses and perhaps moved to one of the focus areas. Shortening the major should also have the positive effect of reducing the program’s reliance on adjunct instructors to cover core classes.

The second primary concern raised in the external review has to do with the SOA process for the major. All of these concerns will be addressed by the department, primarily by the adoption and implementation of a SOA plan designed specifically for the PA major. At the time of the self-study, PA did not have SOA procedures independent from the overall department’s procedures. The Political Science department’s SOA plan is good, and all indications are that students are meeting learning objectives in the major. However, given the fact that the PA major is distinct from the Political Science major, it needs its own plan, and one will be developed. When implemented, this will allow program faculty to “close the assessment loop” by taking SOA information and making curricular or instructional adjustments. This should also help demonstrate the coherence of the major to students, since the new SOA procedures will involve having students develop a specific set of research and other skills. Students should thus be able to more easily make the connection between their classes.
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__University of Northern Iowa______________________________

2a. List title and degree level(s) of the program reviewed: BA in Political Communication____

2b. List date(s) of program review: 2008-2009 academic year; External reviewers submitted report on May 13, 2009._____________

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

3b. Number of non-institutional evaluators: __2___

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

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 ____x______ 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 ____x______ No ____

   The program is not exactly “new” as it was started in 1998, several years before the department’s last program review. The program was so new at the time, that a post-audit report was created for it in 2003 (see Appendix II of the Political Communications report). All indications in that audit were positive.

6b. If not, why not?

7. List the recommendations, conclusions, and program improvements resulting from this review, especially those resulting from student outcomes assessments.
From the Program Plan that was created as the result of the self-study, SOA reports, and the external evaluation, the following recommendations will be implemented:

There are three recommendations: change the structure of the major; develop a joint SOA plan between Political Science and Communication Studies, and; increase the number of majors.

The reviewers noted that the major is too scattered, with too many emphasis areas. The major also suffers from a lack of intentionality, operating almost as two minors (in the fields of Political Science and Communications) pasted together. The major thus is more of a laundry-list of courses that, along with the scattering of students across the focus areas, leaves an incoherent major. Indeed the experiences of any two Political Communications students may not be at all similar.

A second concern that needs to be addressed is the SOA plan for the major. Although the current Political Science SOA plan notes how Political Communications majors will be treated if they take a Political Science senior seminar, a separate plan does need to be developed particularly since the major is shared with another department. The two departments need to jointly develop a set of learning goals and expectations, along with a plan to evaluate student learning and outcomes to see if those goals are being met.

The final recommendation that will be followed is to better market the major. The reviewers note that while the major is “almost unique,” students either do not understand the value of the program or it is not being marketed properly to them.
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: University of Northern Iowa

2a. List title and degree level(s) of the program reviewed: BA Liberal Arts in Political Science

2b. List date(s) of program review: 2008-2009 academic year; External reviewers submitted report on May 13, 2009.

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

3b. Number of non-institutional evaluators: 2

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

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 x

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.

From the Program Plan that was created as the result of the self-study and the external evaluation, the following recommendations will be implemented:
The chief recommendation from the APR process is to ensure the department has a clear understanding of what we are trying to do with the major. The reviewers commented that the department is in the process, as the result of its good SOA efforts, of moving toward an outcomes orientation, but that it does take time to move from an input and resource orientation. The department agrees that more work needs to be done in this area, in order to improve the intentionality and coherence of the major. This will be addressed primarily through curriculum review and SOA procedures, and will be implemented through various measures, including a review of class syllabi and assignments which will prompt a discussion about course requirements. This process has already begun in the department. Although the reviewers perhaps overstated the department’s lack of consensus over whether we want a politics major or a political science major, this issue will be part of our review of our major.

The other recommendation is to address a concern about a “latent division between comparative/IR faculty and their American [politics] colleagues.” Although this so-called division is not a morale issue (indeed the reviewers complimented us about department collegiality) it does raise a concern that the department is artificially split regarding class scheduling, curricular outlook, and mentorship of new faculty. Some of this division is due to the tradition of separate class scheduling meetings, as well as a perceived lack of overlap in curricular concerns. The department no longer schedules separately as a result of this recommendation.

A final, minor recommendation that will be adopted was to institute better tracking of student activities, such as undergraduate research, conference paper presentations, internships, study abroad experiences. This process has also begun.

Please also note that between the time the APR report was written and the submission of this Program Plan, the Political Science department suspended admission to the Political Science Teaching Major and Teaching Minor in preparation for the termination of those programs. The department made these decisions as the result of the 2008 Academic Program Assessment process. Consequently, this Program Plan will not address the Political Science Teaching Major.
1. **Institution:** University of Northern Iowa

2a. **Title and degree level(s) of the program reviewed:** Bachelor of Arts, Accounting

2b. **List date(s) of program review:** 2008-2009

3a. Was the program reviewed by non-institutional evaluators? Yes

3b. **Number of non-institutional evaluators:** 2

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

4b. If yes, please explain the reasons for this change. n/a

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

6. If new, has the program met all the goals and objectives planned at the time it received planning approval by the Board of Regents? n/a

6b. If not, why not? n/a

7. List the recommendations, conclusions, and program improvements resulting from this review, especially those resulting from student outcomes assessments. See attached
Academic Program Review
Bachelor of Arts in Accounting

Summary of External Review Conclusions

The undergraduate accounting program is strong and stable and central to the mission of the College. A particular strength of the program is providing a quality professional education where alumni are highly successful on professional licensure exams. A challenge that may face the program is the declining population of college age adults in Iowa and the Midwest region. The program is very cost-effective, but faculty salaries are below peer institutions and faculty/student ratios are high.

The following are key recommendations from the external review process and from the self study. Following each recommendation are comments about the recommendations, including, where appropriate, program improvements that have already resulted from the academic program review process.

External Review Recommendations

Students and Curriculum

1. Communicate with students to make sure they understand where and when to find advising services (undergraduate versus graduate).

   *The source of confusion is primarily with students who are in the integrated Master of Accounting (MAcc) program. Group advising sessions were implemented in spring 2008 for junior accounting majors interested in the MAcc program to make sure students are aware of processes and resources.*

2. Continue experiential learning through departmental programs, internships, or summer employment and track student involvement.

   *Experiential learning will continue to be a part of the accounting programs. New efforts to track involvement will be implemented.*

3. Implement a greater emphasis on international accounting in the curriculum.

   *The faculty is continuing to monitor our coverage of international accounting. This topic is being assessed as part of our learning assurance program during spring 2010 and the results from this process will inform our deliberations in this regard.*

4. Explore opportunities to increase international student enrollments.
International student enrollment is addressed through the CBA Dean’s office through various partnerships and initiatives. The department is supportive of these efforts.

5. Benchmark CPA Exam pass rates against peer institutions as an assessment measure.

Changes in the way NASBA calculates and reports pass rates has made it impossible for UNI to report the same measure of success as in prior years. The department is focusing on our pass rate relative to national averages as a metric of success.

6. Consider organizing a Beta Alpha Psi chapter.

This is something that the department has considered and is not interested in pursuing. It is the experience of our faculty that a Beta Alpha Psi chapter would require significant resources to administer and its success would be at the expense of the Accounting Club. Support for the Accounting Club is strong. The inclusiveness of an Accounting Club (not available for a Beta Alpha Psi chapter) allows students to become involved early in their college education. It should also be noted that the UNI Accounting Club is the largest student organization on campus with more than 300 members.

**Faculty and Resources**

7. Fill vacant faculty positions.

Two searches are currently being conducted to be filled for the 2010-2011 academic year.


The department is meeting early in January of 2010 to make a decision as to whether we wish to pursue separate accreditation.

9. Consider reduced teaching loads for untenured and research-active faculty.

The Dean’s office is pursuing a new initiative to reduce the teaching load of tenure-track professors during the probationary period. There are currently procedures in place to request reassigned time for research projects.

10. Provide student research and teaching assistants to faculty.

*Our MAcc Director is working with the Graduate College concerning additional graduate assistants for the department.*

11. Raise funds to increase faculty travel budget.

*This will be explored during spring 2010.*
12. In order to compete with other schools for faculty, the department should develop a clearly defined recruiting plan which includes non-salary items that will help attract the best candidates to UNI.

*The department has made significant progress with professorships and fellowships and will continue in this regard. Other options, such as increased travel and professional support, will also be explored over the next few months.*

**Self Study Report Recommendations**

1. Continue to develop and implement the department’s new learning assurance program.

*The department has developed and is beginning to implement a new learning assurance program that features an end of period exam as one of the measures of student learning outcomes. This exam is scheduled to be administered to graduating students on January 11, 2010.*

2. Hire two tenure track faculty members. One of the tenure track faculty should have expertise in cost/managerial.

*Two searches are currently being conducted to be filled for the 2010-2011 academic year.*

3. The growth of the MAcc program has caused some senior faculty to move from teaching the two introductory accounting courses to graduate courses, causing the department to rely more heavily on adjunct instructors for the introductory courses. The department currently has a committee studying ways to insure quality and consistency in these courses. (It should be noted that the committee ultimately recommended that the department maintain classes at their current size. It was also recommended that a term faculty be hired to teach in and act as coordinator for the principles courses.)

*During the fall of 2009 the department conducted a search for a term faculty member. We hired an individual on a temporary one-year contract and will renew our search during the fall of 2010.*

4. Move Regulation Review from the Management Department to Accounting.

*This change is effective beginning fall 2010.*

5. Work to increase minority representation on the faculty and in the student body.

*The department is working with the CBA Diversity Advisory Committee in this regard. In addition, the department secured the Ernst & Young Diversity Scholarship to be awarded to an outstanding accounting major from an underrepresented minority group.*
6. Explore ways to work with Community Colleges and high schools to promote UNI and to help students make a successful transition to UNI.

Professors Schmidt and Wartick submitted a proposal to the CBA Faculty Research Committee for an in depth study of transfer students. We anticipate that the results of this study will inform us concerning actions that can be taken in this regard.

7. Continue to raise funds for professorships and fellowships to address below market salaries.

The department is committed to this effort.

8. Pursue separate accounting accreditation by the Association to Advance Collegiate Schools of Business (AACSB).

The department is meeting early in January of 2010 to make a decision as to whether we wish to pursue separate accreditation.