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January 2026

# DETAILED PROCEDURES FOR ACADEMIC PROGRAM REVIEW

THE UNIVERSITY OF NORTHERN IOWA  
CEDAR FALLS, IOWA  
2026-2027



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

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Date: January 23, 2026

Approved by Committee on Academic Program Review on 12/5/25  
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Additional documents are available on the CAPR Website:

- <https://committees.uni.edu/academic-program-review>

# 1. Overview of Academic Program Review at UNI

## 1.1 Purpose of APR

The purpose of the Academic Program Review (APR) is to create a regularly scheduled, structured opportunity for programs at the University of Northern Iowa to

- Situate the department's/unit's place within the appropriate department, college, and university missions, visions, and strategic plans.
- Assess program quality, effectiveness, and viability.
- Reflect on Student Outcomes Assessment results since the last review.
- Develop strategic goals and action steps for the future.

Program review also enables academic programs to obtain external peer opinion and allows the Provost and Executive Vice President and Deans of the Colleges to assess academic programs.

## 1.2 Outcomes and Final Reports of APR

The goal of APR is to

- Examine the history, present circumstances, and planned future of academic programs and departments/units.
- Communicate the result of this examination through a [4. Self-Study](#) and an [7. External Reviewers' Report](#).
- Plan for the program's future by articulating [9. Strategic Goals and Action Steps](#).
- Submit a summary of findings and future plan ([10. Iowa Board of Regents' Annual Listing of Academic Programs \(Form B\)](#)).

## 1.3 Oversight of APR

The Provost and Executive Vice President's office manages the APR process. The Associate Provost for Academic Affairs serves as the Provost's primary representative, overseeing program review for the campus. The Committee on Academic Program Review (CAPR), housed in the Provost's office, is a faculty committee that provides campus-wide leadership for program review ([Academic Program Review](#)). The Deans of the Colleges manage academic program reviews for their departments/units/programs.

## 1.4 Schedule of APRs & Accreditations

The Provost and Executive Vice President's office maintains a Schedule of APRs & Accreditations (<https://tinyurl.com/APRsAccred>). Each university program is evaluated approximately every seven years. All of a department's/unit's programs will conduct

academic program reviews in the same academic year unless otherwise directed by the Dean of the College (see [1.5 Scope and Designation of Programs](#) for further discussion).

The College Dean or Provost and Executive Vice President may request more frequent reviews of some programs as warranted by circumstances. Other requests for variance from the Schedule of APRs & Accreditations shall be addressed to the Associate Provost for Academic Affairs and the CAPR Chair by the appropriate College Dean.

A department/unit may request a deferral in extraordinary circumstances. Department/Unit Heads should submit such requests to the College Dean, who will then consult with the Associate Provost for Academic Affairs and the CAPR Chair to determine whether to grant a deferral or otherwise modify the schedule.

## 1.5 Scope and Designation of Programs for APR

All programs within a department will typically undergo APR in the same year. In some cases, a department or school may wish to subdivide APRs into “units.” In such cases, the College Dean must approve the request and notify the Associate Provost for Academic Affairs and the CAPR Chair of their intentions to divide the review into units by Sept 15 of the year before the scheduled APR.

For efficiency, each review stage will produce a singular department/unit-level document for (1) the [4. Self-Study](#), (2) the [7. External Reviewers’ Report](#), (3) the [9. Strategic Goals and Action Steps](#), and (4) the [10. Board of Regents’ Annual Listing of Academic Programs \(Form B\)](#). Although the review process produces a single final report at each stage, the department/unit must review and discuss each program separately within these documents. **Distinctly reviewing each program is necessary because the Board of Regents mandates the review of each academic program.**

Since a “program” is not a closely defined term at UNI, the Department/Unit Head, in consultation with faculty, must consider and decide what constitutes a “program.” The [1.4 Schedule of APRs & Accreditations](#) lists the current program designations based on degrees offered by the department/unit. If a department/unit would like to request a modification to the current program listing, Department/Unit Heads should first consult with the Dean of the College. Upon approval, Department/Unit Heads should **submit this request to the Associate Provost for Academic Affairs and the CAPR Chair no later than February 1** of the review year using the APR Information Request Form (<https://tinyurl.com/APRInfoRequest>).

In determining the program[s] offered within a department/unit, please use the following guidelines:

- A program is an intellectually coherent set of curricular offerings.
- A program is typically sufficiently distinct to require specific faculty commitments to it.
- A program usually represents a choice of focus for students within the department/unit.
- Departments/units often designate each major as a separate program. Minors and

certificates are not reviewed and should not be defined as programs for APR.

- **Undergraduate programs and graduate degrees in the same department/unit must be listed separately as programs.**
- The number of external reviewers is not a central consideration when defining a program. Reviewers may assess more than one program within a department, provided they have sufficient expertise.

## 1.6 Audiences for the APR

For APR documents, the following audiences will dedicate a substantial amount of time to reviewing, providing feedback, and planning:

- **The Department/Unit** - Conducting an APR allows the department/unit to reflect on recent activities and prepare a plan to improve academic programs and student success.
- **External Reviewers** - The Self-Study is the primary source of information for external reviewers to read before their visit. It is the foundation for their evaluation and recommendations in the External Reviewers' Report.
- **The Dean of the College** - The Dean reviews each stage, provides feedback, and guides the department/unit to accurately reflect on their programs and plan for the future in alignment with the college's priorities.
  - The Dean of Graduate, Research, and Online Education (GROE) should also be considered an audience for programs with graduate and online degree programs.

These are the primary audiences the department/unit should envision when producing their final reports at each stage.

In addition to these primary audiences, some or all documents produced by the APR process are also reviewed by:

- The Provost and Executive Vice President
- The Associate Provost for Academic Affairs
- The Committee on Academic Program Review (CAPR)
- Executive Director of the Office of Undergraduate Studies
- Director of the Office of Institutional Research & Effectiveness Planning
- The Iowa Board of Regents

## 1.7 Period of Review for the APR

The review period begins in the final fall semester of the previous APR. For example, if the last review period was January 2017-2018, the current review period begins in Fall 2018.

The review period concludes in the fall semester of the academic year of review. If the review period begins in January 2026, the current review period concludes in Fall 2026. Under this schedule:

- Data snapshots provided by the OIEP will conclude in the fall semester of the academic year that the review begins.
- Student Outcomes Assessment (SOA) reports should conclude with the report submitted in the fall semester of the academic year in which the review begins.

## 1.8 Preparation of and Participation in APR

The Department/Unit Head, a designated Faculty APR Coordinator from the department/unit, or a faculty committee with the department/unit may prepare the final reports for the APR process. The Department/Unit Head, in consultation with program faculty, decides who is responsible for writing the various outcome documents.

While individuals or committees may write reports, the College Dean, the Associate Provost for Academic Affairs, and the Provost and Executive Vice President **expect active involvement of ALL PROGRAM FACULTY in conducting the academic program review and final reports.**

## 1.9 Confidentiality of the APR Reports

The reports produced during the APR process are generally considered confidential to the [1.6 Audiences for APR](#). The Provost and Executive Vice President, the Associate Provost for Academic Affairs, the CAPR Chair, the Deans of the Colleges, and the Department/Unit Heads may distribute these reports within defined communities but should not make them widely accessible.

Exemplars from departments/units that conduct high-quality reviews may be selected as model reports to the following audiences:

- Model eLearning APR site - to share with other departments/units undergoing review
- Higher Learning Commission (HLC) - for accreditation purposes

Any other requests for access to these reports should be submitted to the College Dean.

NOTE: The final reports may be subject to Freedom of Information Act (FOIA) requests.

## 1.10 CAPR Resources Website

CAPR maintains a website with resources:

- <https://committees.uni.edu/academic-program-review>

On this page, you will find links to:

- Shared CAPR Folder that includes:
  - Detailed Procedures for Academic Program Review 2025-26
  - Detailed Procedures for Academic Program Review 2026-27
  - Schedule of APRs and Accreditations
  - Supplement 1 - Self-Study in eLearning

- Supplement 2 - Instructions to External Reviewers
  - Templates & Forms
- Links to OIEP Data
  - Program Vitality Data (PVD)
  - Report Center



## 2. Academic Program Review Schedule<sup>1</sup>

### 2.1 Pre-Preparation Phase (Year before the beginning of APR review)

- **By February 1** - Department/Unit Heads requesting substitution of accreditation for APR should submit the request to their College Dean by **February 1** in the year before the scheduled review (See [11. Accredited Programs](#)).
- **By August 15** - The CAPR Chair notifies the Associate Provost of Academic Affairs and the College Deans of
  - Empty seats on the CAPR Committee
  - The [1.4 Schedule of APRs & Accreditations](#) for the following year
- **By Sept 15** - Deans of Colleges will notify the Associate Provost of Academic Affairs and CAPR Chair of
  - Appointed CAPR Committee members to fill empty seats
  - Any requested updates to the [1.4 Schedule of APRs & Accreditations](#), including plans to divide program review by unit rather than department (see [1.5 Scope and Designation of Programs](#))
- **By December 15** - The Associate Provost of Academic Affairs and CAPR Chair will notify the following parties of January meetings (including date and location):
  - Department/Unit Heads of programs under review
    - Department/Unit Heads may invite the Faculty APR Coordinator or other faculty leaders to attend the meeting.
  - College deans of departments/units under review
  - The Director of Institutional Research & Effectiveness
  - The Executive Director of Undergraduate Studies

### 2.2 Preparation Phase (January of Year 1)

- **January Meeting:** The Associate Provost of Academic Affairs and the CAPR Chair will schedule this required meeting in January, near the start of the semester. The CAPR chair hosts the required meeting and will provide the following:
  - The annual Detailed Procedures for Academic Program (this document)
  - APR Information Request Form (<https://tinyurl.com/APRInfoRequest>)
- **By February 1**
  - Department/Unit Heads complete the APR Information Request Form (<https://tinyurl.com/APRInfoRequest>)
  - CAPR Chair will share templated eLearning APR sites with Department/Unit Heads

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<sup>1</sup> Dates set to occur on the 1st or 15th month. If those dates occur on a weekend or holiday, the due date will be pushed forward to the next workday.

## 2.3 Self-Study Phase (February through December of Year 1)

- Further details provided for this phase in [3. Guidelines for Preparing the Self-Study](#)
  - [Spring semester \(February through May of Year 1\)](#)
    - The department/unit should prepare the Self-Study.
    - External Reviewers' selection (See [5. Guidelines for External Reviewers' Visit](#))
      - **March 1** - The College Dean and the Department/Unit Head determine the number of external reviewers.
      - **April 1** - Department/Unit Heads provide the College Dean with a list of proposed reviewers.
      - **April - May** - The College Dean selects external reviewers and confirms their availability for spring visits.
  - **No later than July 1** - Dean check-in
    - The Dean will set the date of this check-in and the form of the report. Departments/units should update the Dean on the work completed and the work that remains for the Self-Study.
  - [3.2b Fall semester \(August through September of Year 1\)](#)
    - The department/unit finalizes the Self-Study and uploads it to the department/unit eLearning APR site (Supplement 1 - Self-Study in eLearning - <https://committees.uni.edu/academic-program-review>)
    - **September 15 - OPTIONAL DEADLINE** for the College Dean to review the Self-Study
      - If the Dean requires extensive revision before CAPR review, the Dean should coordinate adjusted deadlines with the Associate Provost for Academic Affairs and the CAPR Chair.
    - **October 1** - CAPR readers begin review of self-studies in eLearning (CAPR Reader Feedback Form - <https://committees.uni.edu/academic-program-review>)
    - **November 15** - The CAPR Chair returns feedback from CAPR readers to College Deans to distribute to departments.
    - **November 15-December 15<sup>2</sup>** - Revisions made to self-studies
      - College Deans provide additional guidance to departments/units on revision.
      - Program faculty meet to discuss guidance from their College Dean and CAPR readers' feedback.
    - **By December 15** - Revised self-studies finalized in eLearning

## 2.4 External Review Phase (December Year 1 through April Year 2)

- Further details on these dates are available in [5. Guidelines for External Reviewers' Visit](#)

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<sup>2</sup> If Self-studies delayed by department or deans, feedback from CAPR will be accordingly delayed

- **December:** The College Dean finalizes invitations to the External Reviewers
- **January - March:** External reviewers visit campus
  - External reviewers submit their [7. External Reviewers' Report](#) to the College Dean, generally within 30 days of the visit.
  - The College Dean forwards the External Reviewers' Report to the Associate Provost for Academic Affairs, the Dean of GROE (for graduate and online programs), and the Department/Unit Head (not CAPR Chair).
  - The Department/Unit Head shares the report with the department/unit faculty.
- **By the end of the Spring semester**
  - **The Department/Unit Head and ALL program faculty will meet to discuss the External Reviewers' Report.**
  - The department/unit should revise the [8. Strategic Goals and Action Steps](#), using feedback from College Dean and the External Reviewers.

## 2.5 Planning Phase (Late Spring through November of Year 2)

- **Late Spring - Early Fall:**
  - The College Dean schedules a meeting to discuss the Self-Study, the External Reviewers' Report, and the draft of the Strategic Goals and Action Steps.
    - Before the meeting, all documents should be provided to attendees.
  - This meeting should include the following:
    - The Provost and Executive Vice President
    - The Associate Provost for Academic Affairs
    - The Dean of the College
    - The Dean of GROE and Associates (for graduate and online programs)
    - The Department/Unit Head
    - All program faculty
  - The Dean of the College will meet with the Department/Unit Head and program faculty as needed to finalize Strategic Goals and Action Steps.
- **October 15:** The Department/Unit Head submits the final [8. Strategic Goals and Action Steps](#) and the [10. Iowa Board of Regents' Annual Listing of Academic Programs \(Form B\)](#) to the College Dean.
- **November 1:** The College Dean approves the Strategic Goals and Action Steps and submits the Board of Regents' Annual Listing of Academic Programs (Form B) to the Associate Provost for Academic Affairs.
  - Associate Provost submits the Board of Regents Annual Listing of Academic Programs Reviewed (Form B) to the Board of Regents at the next board meeting.

## 2.6 Implementation

- Beginning in the summer after the APR concludes, the Department/Unit Head will report to the College Dean annually on progress in implementing Strategic Goals and Action Steps (see [12. Implementation of APR & Accreditation](#)).

## 3. Guidelines for Preparing the Self-Study

### 3.1 Introduction to the Self-Study

The Self-Study is the first step in academic program review. The [4. Self-Study Organizational Format](#) has four sections. Each section includes a set of required elements and optional sections. With this flexibility in mind, departments/units should actively shape the narrative and curate supporting data to convey their programs' activities. The flexibility of this format allows departments/units to decide what issues they would like external reviewers to consider for feedback and guidance in consultation with the College Dean.

#### 3.1a Purpose of the Self-Study

The Self-Study evaluates academic programs within the department/unit. This document helps departments/units to reflect on their academic programs and student success since the last review and plan for the future. This document also provides external reviewers with information about the department/unit and programs for their campus visit and review. The Self-Study should explore ways the department/unit can grow and improve. Departments/programs do not need to use the Self-Study to justify their role at the university.

#### 3.1b Audience for the Self-Study

The Self-Study has three primary audiences:

- **The Department/Unit:** The process of researching and writing the Self-Study helps the department/unit reflect on recent activities and prepare an improvement plan for academic programs and student success.
- **The External Reviewers:** The Self-Study is the primary source of information for them to read before their visit and the foundation for their evaluation and recommendations.
- **The College Dean:** This Self-Study allows the department/unit to share their reflections on recent activities and vision for future changes.
  - The Dean of GROE - Programs with graduate and online programs will also share the Self-Study and plan with the Dean of GROE.

#### 3.1c Scope of the Self-Study

The department/unit conducts the Self-Study, which includes all academic programs within the department/unit (see [1.5 Scope and Designation of Programs for APR](#)). The first section provides an overview of the department/unit. In sections two through four, the department/unit will evaluate and plan for all programs. Note that the Board of Regents mandates the review of each academic program in the department/unit.

## 3.2 Preparation of the Self-Study

### 3.2a Spring Semester (February through May of Year 1)

In the spring semester, the department/unit should draft the [4. Self-Study](#).

- Collect and review data, documents, and other materials for inclusion in the Self-Study.
  - The CAPR Chair will provide all departments/units with a data packet using OIEP's Program Vitality Metrics (<https://ie.uni.edu/program-vitality-metrics> - under "Continuous Improvement").
  - Additional university department and program-level data are available in the Report Center: <http://reportcenter.uni.edu/> (Login with CATID required)
    - Click on "Dashboards" in the top right corner and then select Academic Program Review Supplemental Data (listed under "Colleges and Departments").
    - If the Department/Unit Head or others need access, contact the Director of OIEP.
  - If the department/unit wants to use data on student and/or faculty gender and race, the Head MUST request aggregate statistics from the Director of OIEP.
    - This data involves protected classes, and the Director of OIEP must compile it. It is essential to rely on OIEP statistics rather than guesses or experience.
    - This data can take up to a month to compile, so please notify the Director of OIEP as soon as possible.
- Determine which optional sections to include in the Self-Study.
- Conduct a [SWOT](#) or [SOAR](#) analysis to determine aspects of the programs that are working well, areas for improvement, and growth opportunities.
- Consult with the College Dean to establish any college or department/unit-specific issues or information that should be addressed in the report.
  - Departments/units with graduate or online programs should also consult with the Dean of GROE for specific guidance on those programs.
- Draft Self-Study sections (see [3.2c Preparation of and Participation in the Self-Study](#))
  - Gather feedback from ALL program faculty.
- Department/Unit Heads provide the College Dean with a list of potential external reviewers by **April 1** (see [5. Guidelines For External Reviewers' Visit](#)).

### 3.2b Fall Semester (August through September of Year 1)

In the Fall semester, the department/unit should finalize the Self-Study and enter into eLearning

- Conduct a final review of the Self-Study draft.
- Enter the [3.5 Self-Study into eLearning](#) by **September 15** for Optional College Deans' Review (or **October 1** if no dean-level review is required).
- CAPR readers will provide feedback. Departments/units will revise their self-studies in accordance with the College Dean's guidance. The final Self-Study should be completed in eLearning by **December 15**.

### 3.2c Preparation of and Participation in the Self-Study

The Department/Unit Head should determine who will write the Self-Study in consultation with the program faculty (see [1.8 Preparation of and Participation in APR](#)). Although one or a few members of the department/unit may write the Self-Study, **ALL program faculty should be actively involved in evaluation and planning**. The department/unit may also elect to include key staff members in the Self-Study process.

In the initial phases of drafting the Self-Study, CAPR recommends that the department/unit draft use shared “sandbox” documents (such as Google Docs). Drafting in shared documents will enable collaboration across the department/unit. Additionally, shared documents in programs like Google Docs enable tracked changes. **Self-study sections should not be drafted directly in eLearning because accidental deletion is too easy.**

When the Self-Study is nearing completion, all program faculty should have ample time and opportunity to review the report. The Self-Study should represent a consensus among the program faculty and the Department/Unit Head. There may be issues that department/unit members interpret differently or divergent plans that the department/unit is considering. In such cases, the Self-Study should identify and elaborate on these options.

### 3.4 Minority Report

If a faculty member or group of faculty disagrees with any part(s) of the final Self-Study report, they may submit a Minority Report. The minority report must include the authors' names. The authors should post the Minority Report on the department's/unit's eLearning APR page no later than **December 15**.

CAPR readers will not review minority reports. External reviewers, the Dean of the College, and any other readers who access the department's/units' eLearning APR page after **December 15** will have access to minority reports.

Responses to minority reports should not be submitted to the department's/unit's eLearning APR page.

### 3.5 Seriously Deficient Self-Studies

In some cases, the College Dean or CAPR Committee determines that a Self-Study is seriously deficient, meaning that the report is missing substantial requirements or otherwise underdeveloped. In such cases, the Associate Provost for Academic Affairs, the CAPR Chair, and the College Dean will work together to devise a remediation plan and alternative schedule for completing the review.

### 3.6 Self-Study in eLearning

The final Self-Study report will be posted in eLearning using a templated department/unit APR site. Further instructions are available in Supplement 1 - Self-Study in eLearning (available on the CAPR website: <https://committees.uni.edu/academic-program-review>).

The department/unit APR site will be shared with the following:

- The Department/Unit Head
- All department/unit faculty
- The Director of the School (as relevant)
- The College Dean
- The Dean of GROE (for graduate and online programs)
- The CAPR Chair
- The Associate Provost for Academic Affairs
- The Provost and Executive Vice President
- The Executive Director of the Office of Undergraduate Studies
- The Director of the Office of Institutional Research & Effectiveness Planning
- External Reviewers

These individuals may not be removed from site access. Others may be added to the site at the Department/Unit Head's discretion.

The department APR sites will be listed under “Organizations” (separate from course lists). Access to these sites will be continuous, meaning users will have access after the APR process is complete. These sites will not expire, as is common with course sites.

When posting the Self-Study in eLearning, all narrative text should appear on the department/unit eLearning APR page.

- Supplemental items should be attached as documents (or other attachments) when possible. CAPR recommends not attaching links because they break over time and may not stay active as the eLearning site is archived.
- Any attached documents or links should not include narrative text.



## 4. Self-Study - Organizational Format

### Section 1: Department/Unit Snapshot

**1.1 Table of faculty and staff:** Provide a list of all department/unit faculty members, including their appropriate rank. Also, include a list of staff members and their job titles.

- **Faculty CVs.** Provide a link to a shared Google Folder with all faculty CVs. (NOTE: We are no longer using a 3-page CVS. Ideally, departments/units will be able to use CVs from the most recent Annual Goals & Reflection submissions.)

**1.2 Introduction to the department/unit:** Describe what the External Reviewers need to know about the department's/unit's unique history, contributions, and circumstances to help them better understand the Self-Study. This section should discuss how the department/units are holistically connected to and integrated with the university community.

**1.3 Data on enrollment and student demographics:** Institutional Effectiveness & Planning will provide the following Program Vitality Metrics (<https://ie.uni.edu/program-vitality-metrics>). Departments/units must include all provided data in this section. Departments/units may also choose to include supplemental data critical to the comprehensive understanding of the department.

1. **Undergraduate Enrollment of Majors by Department**
2. **Department Enrollment All Plan Types by Academic Level & Career**
3. **Department Enrollment by Majors, Minors, and Other Plan Types**
4. **Department Enrollment by Program - Grand Total - Graph**
  - **Enrollment by Major - Graph**
5. **Student Credit Hours Taught**
6. **Undergraduate Retention Rates by First Department and Program - Table & Graph**
7. **Degrees Granted (Department)**
8. **Degrees Granted by Program - Graph with Degree Counts**
9. **University Graduation by First Department**
10. **6-Year Completion Rates**
11. **High DFIW Courses - Courses with a combined Dropped/F/Incomplete/Withdrawal above 20%**

**1.3a Analysis of Data:** Interpret the data presented. Discuss key patterns the department/unit would like to highlight, explain, or contextualize. Explain any significant trends in the data over time.

**1.4 Supporting Sections:** The following sections allow departments/units to present topics or resources that are important. The following examples demonstrate some common topics departments/units might want to address, but departments/units may include anything relevant to the department/unit.

- **Facilities and Resources Critical to Program Delivery:** When appropriate, describe any facilities the department/unit maintains that are integral to delivering the program's curriculum. This discussion might include labs, performance spaces, special equipment,



or other infrastructure. It is not necessary to describe routine spaces like offices and classrooms.

- **External resources that the department/unit relies on for program delivery (e.g., library, CETL, CDE, GBPAC, Athletics, etc.):** When appropriate, describe any facilities or resources outside of the department/unit that are integral to the delivery of the program curriculum and require special attention for someone to understand the program. This discussion could include university performance, athletic or recreational spaces, Rod Library, academic or outreach centers, or other resources. It is not necessary to describe typical uses of spaces, such as the library or union.
- **Unique efforts by the department/unit or programs to increase student enrollment**
- **Research activity of program faculty related to students or engaging with students in the department/program**

## Section 2: Curriculum Design and Assessment

Provide the following information for each program included in this Self-Study.

**2.1 Program Requirements:** Provide an overview of the program, including required and elective courses, credit hour requirements, and other requirements for graduation (e.g., internships, GPA).

- The department/unit may select the preferred format, such as a copy of the catalog description, a chart, an advising form, etc.
- If not provided above, include a PDF of the catalog entry for programs to provide additional information (e.g., course descriptions, program plan, etc.)
- If needed, explain any unique requirements or features of the program that are not self-evident in the list of requirements.

**2.1a Summary of changes in the curriculum since the last APR:** Explain how the department/unit and program have used annual SOA reports to improve student learning. Such changes may include (but are not limited to) adding/removing courses, changes to credit hour requirements, restructuring tracks, or other changes that impact the program delivery. Explain why the program made these changes.

**2.2 Student Outcomes Assessment:** The purpose is to “close the loop” on annual SOA reporting.

- Provide a list of program-level outcomes used for assessment.
- Summarize SOA findings and action items from recent SOA reports.
- Over the last seven years, what have been the most significant discoveries, actions, and other findings resulting from SOAs?

UNI standardizes the Student Outcomes Assessment process across the university. More information on the SOA process is available on the university’s webpage:

- Student Learning Outcomes Assessment: <https://assessment.uni.edu>

**2.3 Supporting sections:** Departments/units can discuss topics and resources that are important to the department/unit. The following examples demonstrate some common topics departments/units might want to address, but departments/units may include anything relevant to their academic programs.

- Trends in the discipline/professional associations
- Course Rotation
- Scheduling
- Course sequencing
- Program length
- Program/course content
- Infrastructure
- Pending retirements/staffing concerns
- Advising

## Section 3: Summary of key activities since the last APR

**3.1 Overview of Goals:** Provide a brief overview of goals from the previous APR (Program Plan for APR conducted in 2024-25 or earlier, or Strategic Goals and Action Steps for those conducted after 2025).

- Summarize activities on goals from the previous APR. Include the following topics in the discussion.
  - What has the department/unit/program accomplished regarding these goals?
  - Describe any new goals the department/unit added that were not part of the original plan. Explain the rationale for adding new goals.
  - Discuss any goals that needed to be removed or remain unfulfilled from the previous APR. Include the rationale for the removal or incompleteness of goals.

## Section 4: Future Directions

**4.1 Challenges and Opportunities:** Reflect on the program's efficiency and effectiveness. Describe any challenges or opportunities related to long-term planning. A [SWOT](#) or [SOAR](#) analysis may be helpful. Suggested topics to consider include, but are not limited to:

- Relate curriculum to current discipline trends, student needs, campus structures/priorities, etc. What proactive steps has the department/unit taken to address trends?
- Identify and discuss any known problems with the current curriculum and offerings, including course rotations, bottlenecks, holes in the curriculum, etc.
- How is the program going? What challenges is the program facing regarding delivery or student outcomes?

**4.2 Strategic Goals and Action Steps:** Considering the challenges and opportunities identified in the Self-Study as a guide, list the program-related strategic goals the department/unit is considering.

- List the goals in order of priority, from highest or most urgent to lowest or least urgent.

- As relevant, distinguish department/unit-level and program-level goals
- For each goal
  - Discuss the action steps expected to achieve the goal
  - Identify any metrics, strategies, and barriers
  - Offer a timeline for each goal (e.g., Year 1 after APR, Years 1-3 after APR, etc.)
- Note: The program review and planning process should not focus on new resources (e.g., new faculty lines, additional funding, etc.). Where such resources would be valuable, it is okay to acknowledge them. The department/unit, however, should focus on planning within current constraints.

**4.3 Centrality:** In this section, discuss the department's/unit's place within the appropriate department, college, and university missions, visions, and strategic plans.

The purpose here is to highlight alignment between the department/unit's plan for the future and the missions, visions, and strategic plans at the department/unit, college, and university levels. It is not necessary to align every strategic goal with a mission/vision/strategic plan. Nor is it necessary to address every item in the various mission/vision/strategic plans. Instead, the purpose here is to show that the department/unit is intentionally situating itself within the university.

**4.4 Specific Guidance for External Reviewers:** External reviewers will review the Self-Study in the coming months. Identify issues, goals, strategies, or metrics on which the department/unit would like external reviewers to provide feedback. In particular, highlight areas of debate in which the department/unit and program are considering different options, need additional clarity, or are still determining the next steps.

## 5. Guidelines For External Reviewers' Visit

### 5.1 Introduction

External review of academic programs ensures a balanced, unbiased, and discipline-wide perspective on the departments/units under review. The following guidelines pertain to processes and persons involved in the external review of academic programs.

### 5.2 Selection of External Reviewers (February to December of Year 1)

- External reviewers will review all programs in a department/unit conducting an academic program, as designated by the agreement with the College Dean.
- The Dean of the College determines the number of external reviewers for a department/unit.
  - The Board of Regents requires a minimum of two external reviewers per program.
  - If they have the appropriate expertise, external reviewers may examine more than one program in a single visit.
  - Where the College Dean determines it appropriate, the Dean may invite additional external reviewers for a department/unit. This arrangement may be valuable in complex departments/units with multiple and varied programs.
  - The college and the department will split the costs associated with external reviews. The College Dean determines the division of costs.
- The selection process for external reviewers begins at the department/unit level. The department/unit recommends qualified reviewers to the College Dean.
  - **In March of the review year, departments/units should create a list of potential recommenders that exceeds** the number of reviewers established by the Dean.
  - The Dean will assess the recommended persons and approve the reviewers. In those exceptional cases where the Dean feels that they cannot approve reviewers from the list submitted by the Department/Unit Head, the College Dean and the Department/Unit Head will work together to decide on mutually agreeable reviewers.
  - The principal criterion for selecting external reviewers is their capacity to contribute to and objectively assess the program(s) under review.
    - Departments/units should prioritize reviewers from institutions similar to UNI (ideally, regional comprehensive universities in the Midwest).
      - Reviewers who can give critical feedback and/or are from innovative programs may be especially valuable.
    - External reviewers may be UNI alumni.
    - Individuals previously serving as external reviewers may be invited to serve again.

- **In April/May of the year of review**, the College Dean selects external reviewers and confirms their availability for spring visits the following academic year.
  - The College Dean should notify prospective reviewers that final invitations and arrangements will follow in December after the Self-Study is completed and approved.

## 5.3 Preparation for External Reviewers' Visit (December to March of Year 2)

### 5.3a Invitation to External Reviewers

- Upon completion of the Self-Study and selection of External Reviewers, the College Dean should extend an invitation that includes the following:
  - A PDF of these Detailed Procedures for Academic Program Review (available on the CAPR website: <https://committees.uni.edu/academic-program-review>)
  - A link to [eLearning](#) to access the Self-Study, along with directions to refer to Supplement 2 - Instructions to External Reviewers (available on the CAPR website: <https://committees.uni.edu/academic-program-review>)
  - A link to the university catalog (<https://catalog.uni.edu>)
  - Any other materials that the Dean believes will assist each reviewer in preparing for the review of the program(s)
- College Deans should also provide the following information on External Reviewers to the CAPR chair, who will arrange access to the department/unit eLearning APR site:
  - Name and University Affiliation
  - Email address (university-affiliated email address preferred)
  - NOTE: In working with ITS to grant access to the eLearning APR site, the CAPR Chair may take 2-3 weeks. Therefore, providing this information to the CAPR Chair when the External Reviewers are selected is crucial.
- When access is finalized, the CAPR chair will provide external reviewers with guidelines for accessing the department's APR eLearning site.

### 5.3b Arrangement of and Payment for External Reviewers' Visit

- Arrangement of the External Reviewers' Visit
  - The Dean of the College is responsible for extending the initial invitation and letters of contract to External Reviewers.
  - The Department/Unit Head, in coordination with the Dean of the College, will be responsible for arranging travel, lodging, meals, workspace, requested equipment, and the itinerary.
- Payment for the External Reviewers' Visit
  - The Dean of the College and the Department/Unit Head should determine which parties will be responsible for collecting receipts for reimbursable expenditures

associated with the External Reviewers' visit and will provide payment for such costs.

- The Department/Unit Head should notify the External Reviewers of which expenses to track and how to submit receipts for reimbursement.
- External reviewers may be paid honoraria for their work beyond expenses. There is no standard honorarium across the university. The College Dean, the Department/Unit Head, and the prospective external reviewer will negotiate the honorarium amount if relevant.

### 5.3c Scheduling the External Reviewers' Visit

- College Deans and Department/Unit Heads should work together to schedule the External Reviewers' visit and the detailed itinerary for the visit.
- Selection of dates for the External Reviewers' visit
  - The length of the External Reviewers' visit may vary. The College Dean will determine the length of the visit in consultation with the Department/Unit Head.
    - It is acceptable for a department/unit to request a virtual visit for one or more external reviewers. If a department/unit would like to request a virtual external reviewer visit, the Department/Unit Head should negotiate the terms of the external review with the dean before scheduling the review.
      - In extraordinary cases, external reviewers initially scheduled for an in-person visit may be moved to a virtual review (e.g., due to inclement weather).
  - The dates of the external reviewer visit should be scheduled in consultation with the following to ensure all are available to meet with the External Reviewers:
    - The Associate Provost for Academic Affairs
    - The CAPR Chair
    - The Dean of GROE (for graduate and online programs)
- Once dates are selected, the Department/Unit Head will create the itinerary for the External Reviewers.
  - The External Reviewers' itinerary should include meetings with the following:
    - The Associate Provost for Academic Affairs and the CAPR Chair
      - This meeting should typically be scheduled at the start of the first full day for approximately 1 hour and 30 minutes (e.g., 7:30-9:00 AM), including commute time.
      - Typically, the CAPR chair picks the reviewers up from their hotel and escorts them to breakfast. During breakfast, the CAPR Chair and Associate Provost use this time to provide an overview of APR at UNI, provide additional guidance to reviewers, and answer questions. The CAPR Chair then escorts the External Reviewers to campus for their first meeting.
    - The Dean of the College (and Associate Dean as applicable)

- Typically, this meeting is the first on-campus meeting after breakfast.
  - The Dean may also wish to schedule an “exit interview” with the External Reviewers.
- The Dean of Graduate and Online Education (GROE) for graduate and/or online programs
- The Director of the School (if relevant)
- The Department/Unit Head
- The department's/unit's Faculty APR Coordinator(s) (if relevant)
- Faculty of the program (consider having faculty meet in groups to ensure that reviewers can meet with as many faculty as possible)
- Key staff
- Students in groups (lunches or class periods tend to be the most successful)
- NOTE: The external reviewer(s) will not meet with the Provost and Executive Vice President or the President
- In addition, to give the External Reviewers time to discuss and prepare their final report, the reviewers should have scheduled time to meet together (without others from the department/unit), including:
  - Periods during their campus visit
  - The final evening of their visit (including dinner)
- **At least two business days before the External Reviewers depart for their visit, the Department/Unit Head will provide the following:**
  - For External Reviewers, a detailed itinerary that includes
    - Contact information (including phone numbers) for
      - Key members of the department/unit
        - At a minimum, this list should include the Department/Unit Head and anyone scheduled to meet with or escort the reviewers before their campus visit.
      - The CAPR Chair (including phone number)
        - This information is particularly useful if there are any issues with transportation/arrival.
    - Transportation and hotel information (
    - A schedule of meetings (including locations)
  - For the Associate Provost for Academic Affairs and the CAPR Chair, provide contact information for
    - The External Reviewers (including phone number while traveling) and a vita or biographical sketch
    - The Department/Unit Head (including a non-work phone number in case of emergency)

## 5.4 External Reviewers' Access to Self-Study in eLearning

External Reviewers will review the Self-Study in eLearning. Upon invitation, the College Deans will provide the CAPR Chair with the External Reviewers' email addresses (see [5.3a Invitation to External Reviewers](#)). The CAPR Chair will coordinate with ITS to provide access to the department's/unit's APR eLearning site. Once access is granted, the CAPR Chair will contact reviewers with instructions on accessing the site (the Department/Unit Head will be copied on this email).

One advantage of using eLearning is that the site offers more accessibility options than other programs, such as Google Workspace and Adobe Acrobat. The Instructions to External Reviewers (available on the CAPR website:

<https://committees.uni.edu/academic-program-review>) will provide details on accessibility options.

## 5.5 Concluding the External Reviewers' Visit

- External reviewers will provide the Dean of the College with the [7. External Reviewers' Report](#).
  - Generally, reviewers should submit this report within thirty days of the External Reviewers' visit to UNI.
  - Reviewers should submit the final report by email only to the Dean of the College.
  - Reviewers will receive payment and reimbursement after the College Dean receives the final report.
- The College Dean will provide copies of the External Reviewers' Report to the Provost and Executive Vice President, Associate Provost for Academic Affairs, the Dean of GROE (for graduate and online programs), and the Department/Unit Head (but not the CAPR Chair).
  - Department/Unit Heads will ensure that program faculty have had ample time and opportunity to read the External Reviewers' Report.
  - External Reviewers' Reports may sometimes contain errors of fact, omissions, oversights, etc. During follow-up meetings, the Department/Unit Head should discuss such errors and their implications with the Dean.



## 6. Instructions to External Reviewers

Note: Items 6 & 7 have been excerpted as a stand-alone document for external reviewers that can be accessed in Supplement 2 - Instructions to External Reviewers (available on the CAPR website: <https://committees.uni.edu/academic-program-review>).

### 6.1 Introduction to the External Review Process

Key parties in the external review process are as follows:

- The Associate Provost for Academic Affairs serves as the Provost's primary representative and is responsible for managing the Academic Program Review (APR) process, reporting on APR to the Iowa Board of Regents, and maintaining an archive of all reports produced by APRs.
  - The Committee on Academic Program Review (CAPR) is the committee of the Provost and Executive Vice President responsible for structuring and overseeing APR at the university.
  - External reviewers will meet with the Associate Provost for Academic Affairs and the Chair of CAPR at a time specified on their itinerary. The Associate Provost and CAPR Chair will share information about the general university setting for program review and other considerations as may be helpful.
  - External reviewers may communicate with the Associate Provost and CAPR Chair for clarifications or additional information regarding the university, the APR process (including the Detailed Procedures), or any other outstanding issues during or after the visit.
- The Dean of the College housing the program(s) reviewed hosts the External Reviewers.
  - Reviewers should contact the Dean of the College for reimbursement, transportation, accommodations, itineraries, requests for facilities and equipment, and so forth. Reviewers may also contact the Dean for clarifications or additional information about the college or department/unit.
  - For some programs, particularly those with graduate and/or online programs, the External Reviewers may also meet with the Dean of Graduate, Research, and Online Education (GROE) to share with reviewers an overview of these programs and other considerations that may be helpful.
    - Reviewers who meet with the Dean of GROE may contact the Dean for additional information regarding graduate and online programs.
- The Department/Unit Head prepares the itinerary for the External Reviewers' visit and guides the APR process for programs within their purview.
  - Reviewers should contact the Department/Unit Head for clarifications or additional information regarding programs, faculty, and students.

## 6.1a Purpose of the External Reviewers' Report

The External Reviewers' Report is an opportunity for departments/units and programs to receive feedback and guidance on their current academic program offerings and plans for the next seven years. The Report should be forward-looking, inform strategic directions, and include proposed changes to improve academic programs and ensure student success. Following the report's completion, academic departments/units and programs will formulate the [8. Strategic Goals and Action Steps](#) to be implemented over the next seven years with the intent of continuous improvement.

## 6.1b Audiences for the External Reviewers' Report

The External Reviewers' Report has two primary audiences:

- **The Department/Unit** - The department/unit will use this report to further reflect on recent activities and prepare a plan to improve academic programs and student success.
- **The College Dean** - The Dean will use this report and the department's/unit's discussion and reflection to develop the department's/unit's plan for the future of its program(s).
  - In some cases, particularly those involving graduate and/or online programs, the External Reviewers' Report may also consider the Dean of GROE as an audience for the report.

Other parties, such as the Provost and Executive Vice President, the Associate Provost for Academic Affairs, the Director of the Office of Institutional Research & Effectiveness Planning, and the Executive Director of the Office of Undergraduate Studies, may have access to this report but are not the primary audience for this report.

## 6.1c Scope of the External Reviewers' Report

The External Reviewers' Report should primarily focus on issues related to the design and implementation of academic programs within the department/unit. The report should not address issues related to personnel (e.g., conflict, pay, etc), administration (e.g., organizational decision-making beyond the program), or other aspects of faculty performance (e.g., scholarship and service). Admittedly, drawing clean lines between these issues may not always be easy. The External Reviewers' Report, however, should strive to focus on the design and implementation of academic programs and plans for the future. The College Dean and department/unit may prioritize only recommendations within this mandate in future discussions and planning related to program review.

## 7. External Reviewers' Report - Organizational Format

Note: Items 6 & 7 have been excerpted as a stand-alone document for external reviewers that can be accessed in Supplement 2 - Instructions to External Reviewers (available on the CAPR website: <https://committees.uni.edu/academic-program-review>).

### 7.1 Overview of the External Reviewers' Report

- External reviewers will write an External Reviewers' Report addressing the department's/unit's Self-Study and the reviewers' observations and assessments during their visit.
  - The External Reviewers' Report should be one document for the department/unit under review.
    - It may be helpful to select one reviewer as the lead author for the document.
    - Reviewers should address all programs in the department/unit
    - The final report should be a consensus document.
      - At some points, the reviewers may differ in their feedback or recommendations. Reviewers should note such differences as they may offer the department/unit/program alternatives for planning.
- The format of the External Reviewers' Report is at the reviewers' discretion.
  - The College Dean(s) and the Associate Provost for Academic Affairs value a clear, objective analysis of the reviewed programs.
    - A simple, straightforward report is preferred.
      - Bullet points are acceptable.
      - [7.1a Guidelines for the External Reviewers' Report](#) are provided below. These guidelines represent university-level recommendations for the report. College Deans may have further expectations that they will communicate during the campus visit.
  - The final report should be ten pages or fewer.
- External reviewers will submit the External Reviewers' Report to the Dean of the College.
  - **When the External Reviewers complete the report draft, they should submit it to the Department/Unit Head for review for factual errors.**
    - Reviewers should offer Department/Unit Heads 3-5 days to review the document.
  - Generally, reviewers should submit the final External Reviewers' Report to the College Dean within thirty days of the External Reviewers' visit to UNI.
    - Submit the final report by email only to the Dean of the College.
    - Payment and reimbursement to External Reviewers will be arranged after the College Dean receives the final External Reviewers' Report.

## 7.1a Guidelines for the External Reviewers' Report

- The report structure is at the discretion of the External Reviewers. We recommend that the report address the following for each academic program in the department/unit:
  - **Highlights:** What aspects of each academic program stand out to you? What is the department/unit doing well? What are the strengths of each academic program currently offered within the department?
  - **Areas of Concern/Needs Improvement:** What issues related to each academic program concern you? Are there areas of each academic program that are noticeably struggling? Are there areas of each academic program that could be improved?
    - What are your specific recommendations to address areas of concern or improvement?
  - **Opportunities:** What conclusions do you draw as to the future demand for this program as presently constituted and functioning, on the part of students, employers, and/or graduate and professional programs? Are there specific steps that the department/unit/program could take to enhance demand for its curriculum?
  - **Review the department's/unit's proposed Strategic Goals and Action Steps (Section 4: Future Directions of the Self-Study):**
    - What goals/action steps are valuable? Which ones should the department/unit prioritize?
    - Are there other strategic goals and/or action steps that should be added or further developed? Please explain why these additional goals/steps would be valuable.
    - Are there any strategic goals and/or action steps recommended by the department that should not be prioritized? Please briefly explain why you are making this recommendation.
    - Please review the Specific Guidance for External Reviewers on the department/unit's APR eLearning page. Are there any issues the department/unit raised that you have not already addressed? If so, please address those issues here.
- Note: The program review and planning process should not focus on new resources (e.g., new faculty lines, additional funding, etc.). Where such resources would be valuable, it is okay to recommend them. The department/unit, however, should focus on planning within current constraints.

## 8. Guidelines for Strategic Goals and Action Steps

### 8.1 Introduction to Strategic Goals and Action Steps

The Strategic Goals and Action Steps, the plan for the department/unit for the next five to seven years, is initially drafted in the fourth section of the [4. Self-Study](#). This plan then receives feedback on the [7. External Reviewers' Report](#). After the External Reviewers' Report is received, the Department/Unit Head and faculty will meet with the Dean of the College, the Provost and Executive Vice President, and the Associate Provost for Academic Affairs, the Dean of the College, and Dean of the GROE (for graduate and online programs). At this meeting, the parties will discuss the APR reports and priorities for recommended changes. This meeting offers an opportunity to receive feedback and guidance from upper-level administrators.

The final version of the department's/unit's Strategic Goals and Action Steps is a summary of the recommendations from the Self-Study, the External Review, and administration that have been adopted and should guide the implementation of program improvements. The plan should include a discussion of metrics, strategies, barriers to implementation, and an anticipated timeline for fulfillment.

#### 8.1a Purpose of the Strategic Goals and Action Steps

The purpose of the Strategic Goals and Action Steps is for the department/unit to articulate a plan for the next five to seven years. The department/unit should also use this plan to thoughtfully engage with the results of the Self-Study, the External Reviewers' Report, and conversations with the Dean of the College and other administrators. The plan allows the department to purposefully reflect and plan how the department seeks to improve academic programs and ensure student success.

#### 8.1b Audiences for the Strategic Goals and Action Steps

As with the previous stages of APR, the primary audiences are the department/unit, the College Dean, and the Dean of GROE (for graduate and online programs). In addition, the Provost and Executive Vice President and Associate Provost for Academic Affairs will review this plan. This plan will also be submitted to the Iowa Board of Regents. As a result, the final version of this plan will be viewed by audiences beyond the department/unit and college.

#### 8.1c Scope of the Strategic Goals and Action Steps

The final version of the Strategic Goals and Action Steps should include recommendations for all programs in the department. Where there is overlap, strategic goals and action steps that apply to multiple programs may be combined (there is no need to list the same goal multiple times). In addition, the plan may also include department/unit-level strategic goals and action steps.

## 9. Strategic Goals and Action Steps - Organizational Format

### Section 1: Introduction

Introduce the department's/unit's Strategic Goals and Action Steps. Discuss any vital background or context for the department's/unit's plan. Describe how feedback from the External Reviewers, College Dean, and other administrators helped shape the final plan. If aspects of the plan are still to be determined, discuss how the department will decide on a direction.

### Section 2: Strategic Goals and Action Steps

List the program-related strategic goals the department/unit is considering.

- List the strategic goals in order of priority, from highest or most urgent to lowest or least urgent.
  - As relevant, distinguish department/unit-level and program-level goals
  - For each goal
    - Discuss the action steps expected to achieve the goal
    - Identify any metrics, strategies, and barriers
    - Offer a timeline for each goal (e.g., Year 1 after APR, Years 1-3 after APR, etc.)
- Note: The planning process should not focus on new resources (e.g., new faculty lines, additional funding, etc.). Where such resources would be valuable, it is okay to acknowledge them. The department/unit, however, should focus on planning within current constraints.

### Section 3: Centrality

**4.2 Centrality:** In this section, discuss the department's/unit's place within the appropriate department, college, and university missions, visions, and strategic plans.

The purpose here is to highlight alignment between the department/unit's plan for the future and the missions, visions, and strategic plans at the department/unit, college, and university levels. It is not necessary to align every strategic goal with a mission/vision/strategic plan. Nor is it necessary to address every item in the various mission/vision/strategic plans. Instead, the purpose here is to show that the department/unit is intentionally situating itself within the university.

## 10. Iowa Board of Regents' Annual Listing of Academic Programs (Form B)

The Iowa Board of Regents [Policy 3.7: Academic Program Review](#) states

- The institutions shall conduct a review of all academic programs on a seven-year cycle and shall provide the Board Office with an annual list of programs reviewed. Newly initiated programs will need to demonstrate that the program has met the goals and objectives for the program at the time that it was initially proposed. A report on each program reviewed shall be provided to the Board Office in a format developed by the Board Office (Form B).
- The Board Office shall prepare an annual report to the Board with emphasis on exemplary or particularly noteworthy features of the academic program review.
- The Board Office may periodically and selectively identify programs from the reports submitted by the institutions to be audited on-site. The following are examples of programs that might be audited: (a) newly initiated programs, (b) programs with negative review recommendations and (c) those with significant enrollment declines. The Board Office shall determine if any matters resulting from the audits need Board action and place them on the agenda of the Board of Regents' Academic Affairs Committee.

Per the [2.5 Planning Phase schedule](#), all departments/units that have completed the APR process or accreditation reviews must submit the Annual Listing of Academic Programs (Form B) to the College Dean by **October 15** of the year the review is completed. The Dean will then review the form and suggest any needed changes. The Dean will approve the form by **November 1** and submit the form to the Associate Provost for Academic Affairs. The Associate Provost will review the form and suggest any needed changes. Upon approval, the Associate Provost will submit the form to the Iowa Board of Regents at the next scheduled board meeting.

Form B is available as a Word Doc and a Google Doc on the CAPR website:

- <https://committees.uni.edu/academic-program-review>

# 11. Accredited Programs

As of Fall 2004, the Iowa Board of Regents has indicated: "Accreditation reviews should not normally substitute for academic program reviews except by prior agreement and demonstrated that the accreditation review will meet all the purposes of academic program review."

When Department/Unit Heads wish to propose that their accreditation process meets these conditions, the Department/Unit Head may submit a written request to the Dean of the College **by February 1 of the year preceding the scheduled program review**. This request must:

- Include a detailed comparison of the accreditation process with the program review process.
- Explain how the accreditation standards meet the same expectations as the academic program review (especially regarding Student Outcomes Assessment and external reviewer feedback).
- Describe any anticipated variance from the standard seven-year interval in the review process.

The College Dean will review the request in consultation with the Associate Provost for Academic Affairs. If there is agreement that the conditions are met, the recommendation is forwarded to the Provost and Executive Vice President, who makes the final decision.

Approval to replace program review with external accreditation renews automatically for subsequent program reviews. No new request is required.

## 11.1 Reporting and Documentation

Department/Unit Heads of accredited programs should submit all documents from the accreditation process, including the self-study, external reviewers' report, final plan, and any other documents, to the College Dean and the Associate Provost for Academic Affairs.

The Department/Unit Head also submits the [10. Iowa Board of Regents Annual Listing Of Academic Programs \(Form B\)](#). **These documents are due to the College Dean by October 1, following the completion of the accreditation review.** The Dean will then review the form and suggest any needed changes. The Dean will approve the form by **November 1** and submit the form to the Associate Provost for Academic Affairs. The Associate Provost will review the form and suggest any needed changes. Upon approval, the Associate Provost will submit the form to the Iowa Board of Regents at the next scheduled board meeting.

Accredited programs should follow the guidance for the [12. Implementation of APR and Accreditation Plans](#) for the next review period.



## 12. Implementation of APR and Accreditation Plans

The Department/Unit Head will manage the implementation of the [9. Strategic Goals and Action Steps](#) (for APR) or other strategic plan documents (for accredited programs) with oversight from the College Dean. The department should meet annually (at a minimum) to discuss progress and plan for the following year.

The department/unit may determine that some aspects of the Strategic Goals and Action Steps need revision or that new goals and steps are needed. Department/Unit Heads should discuss these changes to the plan with the College Dean and provide a justification for them.

The department should maintain documentation of its activities and discussions related to the Strategic Plan and Action Steps for reporting in the next APR cycle.

The Department/Unit Head will report to the College Dean annually, orally or in writing, as the Dean prefers, on progress in implementing the Strategic Goals and Action Steps.

## 13. Archiving of Final Reports for APR and Accreditation

Department/Unit Heads (or designees) are responsible for posting the final documentation of the following reports in eLearning:

- ☐ [4. Self-Study](#) - Completed by **December 15** of Year 1
- ☐ [7. External Reviewers' Report](#) - Completed by the end of Spring Semester of Year 2
- ☐ [9. Strategic Goals and Action Steps](#)\* - Completed by **November 1 of Year 2**
- ☐ [10. Iowa Board of Regents' Annual Listing of Academic Programs \(Form B\)](#)\* - Completed by **November 1 of Year 2**

\*The Strategic Goals and Action Steps and Form B will need to be submitted by email to the College Dean for review before final approval.

- After approval, Department/Unit Heads should also submit these documents by email to the College Dean and the Associate Provost for Academic Affairs.
- Only the final approved version of these documents should be posted on eLearning.

The Associate Provost for Academic Affairs, in collaboration with the CAPR Chair, will use the final documents on the department APR eLearning sites to maintain an archive of each APR, including:

- A PDF of the Self-Study
- Downloaded documents from the External Reviewers' Report, the Strategic Goals and Action Steps, and Form B
- A digital backup of the Department/Unit's APR eLearning Site

## 14. Contacts for Academic Program Review - AY 2026-27

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