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February, 2018

DETAILED PROCEDURES
FOR
ACADEMIC PROGRAM REVIEW
AND
STUDENT OUTCOMES ASSESSMENT
THE UNIVERSITY OF NORTHERN IOWA
CEDAR FALLS
IOWA
2018-2019



Approved: _____

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These Detailed Procedures have been reviewed and revised by the Office of the Provost and Executive Vice President and the Committee on Academic Program Review.

KEY DATES FOR PROGRAM REVIEW FOR 2018-2019

February 19 & 20, 2018	Informational meetings. Deans and Department Heads notified of upcoming Academic Program Review.
March 2, 2018	Request to replace program review with accreditation study due to Provost and Executive Vice President.
March 2, 2018	Final list of programs and self-study coordinators due to the Dean.
March 9, 2018	Dean forwards list of programs and self-study coordinators to Chair of Committee on Academic Program Review (CAPR). Chair of CAPR forwards list to OIRE, OCEM, and Rod Library representatives.
March 23, 2018	Role request initiated for System: Data Warehouse – OBIEE; Role: UNI Academic Program Review, to access OIRE data and requests for Rod Library information initiated.
August 20, 2018	CAPR readers assigned to self-studies. Readers contact self-study coordinators.
October 1, 2018	Electronic copy of self-study due to Dean, who forwards to Chair of CAPR (and to Graduate Dean if a graduate program). Chair of CAPR forwards to readers.
November 5, 2018	CAPR readers' comments due to Chair of CAPR, who forwards to Deans. Dean forwards to self-study coordinator.
November 5- December 3, 2018	Program faculty meet to discuss CAPR readers' comments; revisions made to self-studies. For self-studies deemed unacceptable due to deficiencies in SOA, program representatives schedule appointment with Director of Undergraduate Studies.
December 3, 2018	Revised self-studies due to Dean and Associate Provost for Academic Affairs for archiving.
December 2018	Invitations finalized for external reviewers.
February-April 2019	External reviewer visits.
March-May 2019	The external reviewers submit their External Reviews to the Dean <u>within 30 days</u> of their visit. Reports must be submitted electronically. The Dean sends copies to the Department Head, Associate Provost for Academic Affairs, and Graduate Dean (for graduate programs). The Department Head distributes copies of the external review to ALL Program faculty.
March-Sept. 2019	Program faculty and department head meet to discuss program review findings.
April-October 2019	Dean convenes meeting with Provost & Executive Vice President, Associate Provost for Academic Affairs, and Graduate Dean (if graduate program), department head, and all program faculty to discuss program review findings and potential components of Program Plan.
November 1, 2019	Program Plan due to Dean.
November 8, 2019	Dean submits Program Plan to Associate Provost for Academic Affairs, and Graduate Dean (if graduate program).
December 3, 2018	Board of Regents Summary Report due to Dean.
December 9, 2019	Dean submits Board of Regents (BOR) Summary Reports to Associate Provost for Academic Affairs.

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

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

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

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

Results: The written results of program review are:

1. A Self-Study of no more than 25 pages, exclusive of title page, table of contents, list of appendices, and appendices. The Self-Study document combines narrative and data in such a manner as to describe clearly the history, present circumstances, and strategic direction of the program. (The format for the Self-Study begins on p. 11: ORGANIZATIONAL FORMAT FOR A SELF-STUDY REPORT).

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

3. A Program Plan developed by program faculty in response to the self-study and external review (A suggested format is on Page 14: ORGANIZATIONAL FORMAT FOR PROGRAM PLAN). The Program Plan guides implementation of recommendations adopted.

4. A Summary Report of Academic Program Review provided to the office of the Provost and Executive Vice President and reported to the Board of Regents. (See Page 15: BOARD OF REGENTS SUMMARY REPORT.)

GENERAL PROCEDURES FOR ACADEMIC PROGRAM REVIEW

1. The Deans of the Colleges have overall responsibility for academic program review for programs within their colleges. A Provost and Executive Vice President's committee, the Committee on Academic Program Review (CAPR), provides campus-wide leadership for program review and represents the Provost and Executive Vice President in the program review process (See Appendix A: COMMITTEE ON ACADEMIC PROGRAM REVIEW [CAPR]).

2. Academic Program Reviews are scheduled so that each University program is evaluated at least once every seven years. A minimum of a seven-year master schedule of Departments whose programs will be reviewed is maintained at all times. Copies of the updated master schedule are distributed to the Academic Deans and the Dean of the Graduate College at the beginning of each fiscal year. The current master schedule can be found in Appendix B: SCHEDULE OF ACADEMIC PROGRAM REVIEWS. In most cases, all of a department's programs will conduct academic program reviews in the same academic year. Interdisciplinary programs are shown on the master calendar individually.

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

As of Fall, 2004 the Board of Regents, State of Iowa has indicated: "Accreditation review should not normally substitute for academic program reviews except by prior agreement and demonstration that the accreditation review will meet all the purposes of academic program review." When program representatives wish to propose that their accreditation process meets these conditions, the department head may submit a written request no later than May 1 the year preceding regularly scheduled program review to the Dean of the College (and the Graduate Dean, if a graduate program). This request must include a detailed comparison of the accreditation process with the program review process and must explain how the accreditation standards meet the same expectations as program review (especially in the area of student outcomes assessment). The request is then reviewed by the Dean(s) in consultation with the Associate Provost for Academic Affairs. If there is agreement that the conditions are met, the request for a substitution is forwarded to the Provost and Executive Vice President makes the final decision. Should the accreditation process be approved for program review, the Program's Department Head is expected to submit a program plan (See Page 14: ORGANIZATIONAL FORMAT FOR PROGRAM PLAN) and a Board of Regents Summary Report (See Page 15: BOARD OF REGENTS SUMMARY REPORT). These documents are due by the deadlines identified on Page 9 in the year in which the accreditation is completed.

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

3. Determination of Programs in a Department:

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

Most academic programs are housed within single academic departments. Some interdisciplinary programs are not. While a master calendar is maintained, scheduling departments and interdisciplinary programs for academic program review, this calendar does not indicate programs offered within each department.

Since a "program" is not a closely defined term at UNI, the Department Head, in consultation with faculty, must consider and decide what constitutes a program within the department for purposes of academic program review. The department recommends program designations for the purpose of program review to the Dean. The Dean reviews the list for completeness and forwards it to the Chair of the Committee on Academic Program Review (CAPR). The CAPR Chair compiles the Deans' lists and forwards it to the Provost and Executive Vice President for endorsement.

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

- a) A program is an intellectually coherent set of curricular offerings.
- b) A program typically is sufficiently distinct as to require specific faculty commitments to the program.
- c) A program usually represents a choice of focus for students within the department. Departments often designate each major as a separate program. Minors are not designated as separate programs for the purpose of program review.
- d) Undergraduate programs and graduate programs in the same department must be reviewed separately, though some duplication in certain sections of the self-studies is expected.
- e) The matter of the number of external reviewers is not a consideration as to what constitutes a program. Reviewers may, in some cases, visit UNI to assess more than one program within a department provided they have sufficient expertise to do so. The Board of Regents requires a minimum of two reviewers per program.
- f) Each program designated should yield a Self-Study Report. Some or all programs in a department may share some or all components of appendices when there would be nothing gained by writing wholly individual appendices for each program, though self-study coordinators should keep in mind that reviewers at all levels (internal and external) will need to be provided all sections of the self-study, including appendices, when they conduct their review.

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

4. Each program will provide data as required for the Self-Study. These data are intended to reflect the state of a program at points in time, to be reviewed for such implications as they may have for understanding and evaluating the program, and to provide a basis for conclusions drawn by the program in narrative portions of the Self-Study. Most relevant institutional data can be found at <https://ir.uni.edu/data-essentials>, which can be accessed using your CatID. Other data will be in Departmental or program files or on the APR dashboard. Note that data are compiled in real time, although some items (e.g., up-to-date second-week class-size summary reports) will be available only at specific times. Additional data are available on request from the Office of Institutional Research and Effectiveness (OIRE), and the Rod Library.
 - A. Rates of program completion and average time to complete - This table examines an entering class of new freshmen and transfers. It reports graduation rates for the entire class for comparative purposes. It also reports the number of students who declared the Departmental majors from that class, the graduation rates for those students, and the average length of time from declaration to graduation.
 - B. Enrollment statistics for the preceding seven years; numbers of majors and minors in program, broken down by class year – Copies of the OIRE enrollment information by curricula and the undergraduate enrollment by minors will be available for the fall semesters for the preceding seven years. The Department's major programs will be highlighted.
 - C. Second-week class size summary reports for the past two semesters and current fall semester. OIRE's Class Size Summary Report for the past two semesters and current fall semester can be found on the Enrollment in Classes tab on the APR dashboard.
 - D. Number of degrees granted in past seven years. This information can be found on the APR dashboard.
 - E. Aggregate statistics on gender and race of faculty will be available, along with other data from OIRE, by March 23 – it is important not to guess these from your own knowledge, but rather to rely on statistics provided by OIRE. The responsibility for accurate data rests with the program.

5. No later than **March 23**, the program head/self-study coordinator should meet with the Library liaison for their program. The purpose of this meeting is to discuss perceived strengths and weaknesses in library resources and services as they relate to the program. This is an opportunity for program faculty to communicate needs and concerns to the Library and for the Library and department/program to consider together how best to address these matters, particularly in preparing the Library report. Information about the Library Services is found in Appendix C.
6. These Detailed Procedures are a framework for program review generally and for the written Self-Study and External Report specifically. Programs may provide in the Self-Study supplementary narrative, data, or evidence if they believe such additional material will enhance understanding of their character and circumstance.
7. The program review process presents a valuable opportunity for program faculty to conduct a candid assessment and to consider directions and options that will strengthen the program. Program review is a useful forum for planning, leading to choices about foci and strategies. Since the written Self-Study and External Review Reports are followed by a Program Plan, the program review should be conducted and the Self-Study written so as to lead to choices about curriculum, program policies, goals, and objectives.
8. A program's Self Study may be prepared by the Department Head, another individual, or a faculty committee, as the Department Head, in consultation with program faculty, decides. However, the Dean and Provost and Executive Vice President expect the fullest involvement of program faculty in conducting the program review and in writing the Self-Study. The particular person(s) responsible for writing the Self-Study may in part be determined by the size of the program reviewed (as well as by other variables). For a larger program, designating a committee of three or four individuals to develop a draft Self-Study for review by the full program faculty and the Department Head is a particularly effective model. However the Self-Study develops and is written, all program faculty should have ample time and opportunity to read the Self-Study in its draft form(s) and as it will be submitted to the Dean and the CAPR. The Self-Study should represent a consensus of program faculty and Department Head, or should state the nature of differences in viewpoints as one or more minority reports attached to the Self-Study.
9. All Self-Studies **MUST** be submitted electronically. The length of the main text of the Self Study is limited to 25 pages in reasonable font size and with reasonable margins. The title page, table of contents, list of appendices, and appendices are excluded from this limit. Only lists, data summaries, copies of existing documents, and summary documents such as brief faculty vitae (no additional text) may be included in the Appendices. Original electronic files are strongly preferred to scanned pages, since the latter typically are very large files.
10. The reporting of ongoing Student Outcomes Assessment procedures, findings, and results is a central element of the Self-Study. SOA data, developed by the departments in consultation with the Director of Undergraduate Studies and according to the SOA Policy (See Appendix G) and the departments SOA plan should contribute clearly to the critical analysis of the program throughout the Self-Study. Additional resources for assessment are found in Appendices H-M.
11. External reviewers will be asked to visit UNI to evaluate programs conducting academic program review and to set forth that assessment in a written External Review Report. Procedures for selection of external reviewers, expectations for the External Reviews, and instructions to the external reviewers are in Appendix E: GUIDELINES FOR CONDUCT OF EXTERNAL REVIEWS and APPENDIX F: INSTRUCTIONS TO EXTERNAL REVIEWERS.

12. Following receipt of the External Reviewers' Report, the Dean, Provost and Executive Vice President and Associate Provost for Academic Affairs (and the Graduate Dean, for graduate programs) will meet with the program faculty and the Department Head to discuss the Self-Study and the External Review. Emphasis will be on validating observations and recommendations of external review reports and relating them to conclusions of the Self-Study. The Dean will schedule this meeting.
13. Following the meeting of the Dean, Provost and Executive Vice President, and Associate Provost for Academic Affairs with the program faculty and the Department Head, the Dean of the College, (and Dean of the Graduate College for graduate programs), and Department Head will continue to meet with Program Faculty to discuss the Self-Study and External Review and priorities for recommended changes. A program plan is then written and includes outcomes / measures for assessing whether the proposed changes will have been successfully completed.

Note: The Program Plan is a summary of those recommendations from the Self-Study and the External Review that are adopted and should guide implementation of program improvements. See Page 14: ORGANIZATIONAL FORMAT FOR PROGRAM PLAN for a recommended format. No particular length is mandated for the Program Plan.

14. All program plans MUST be submitted electronically. Department Head sends the Program Plan to the Dean of the College, who then forwards it to the Graduate Dean if it is a graduate program.
15. The Dean, after receipt and approval of the Program Plan, will take such steps as are necessary to see that recommendations adopted in the Program Plan are consistent with the College's Strategic Plan. Dean approves Program Plan and sends copies of the Program Plan to the Associate Provost for Academic Affairs, and Dean of the Graduate College (for graduate programs). Implementation begins.
16. Once a program has been reviewed and the follow-up meetings have occurred, the Department Head will report to the Dean annually, orally or in writing as the Dean wishes, on progress made in implementing the recommendations adopted as the Program Plan.
17. In the year following the program review, the Department Head will complete the "Board of Regents Summary Report on Academic Program Review". This report will be reviewed by the Dean and forwarded from the Dean's Office to the Provost and Executive Vice President to be integrated into the report to the Board of Regents on the previous year's program reviews. Generally, the Program Plan will have developed information sufficient to respond to this request. [See Page 15: BOARD OF REGENTS SUMMARY REPORT.] All Summary Reports must be submitted electronically. This report is due to the Provost and Executive Vice President's Office no later than December 9.
18. Self-Studies and External Reviews and related reports are to be regarded as confidential. Essentially, this means that they should be distributed, at the discretion of the Dean within defined communities and not made generally accessible.

PROGRAM REVIEW SCHEDULE FOR 2018-2019

PREPARATION PHASE:

February 19 & 20, 2018

The chair of CAPR hosts informational meetings Monday, February 19 at noon and Tuesday, February 20 at 3:00 pm, both in Seerley 119. Deans (or their designees), Department heads, self-study coordinators, and others who are responsible for providing leadership for the self-study must attend one of these meetings.

At this meeting, the chair of CAPR provides copies of the 2018-2019 Detailed Procedures for Academic Program Review.

March 2, 2018 Department head sends request to Provost and Executive Vice President for replacement of program review with program accreditation study (if applicable).

March 2, 2018 Department Head identifies Departmental programs (according to Academic Program Review (APR) Procedures and in consultation with the Dean) and the individual who will be responsible for coordinating the Self-Study for each identified program. This information is conveyed to the Dean and Graduate Dean (for graduate programs).

March 9, 2018 The Dean reviews the program designations and names of self-study coordinators and forwards them to the Chair of CAPR. The Chair compiles the Deans' lists and secures approval of the Associate Provost for Academic Affairs. The Chair of CAPR notifies the Dean if there are any questions, based on the Detailed Procedures, regarding program designations.

March 23, 2018 Self-Study Coordinator requests access to data from OIRE which can be accessed with CatID. Real time data will then be available at <https://ir.uni.edu/data-essentials>.

Meetings with Rod Library representatives should be initiated by this date.

The Department Head prepares, in consultation with faculty, a prioritized list of proposed external reviewers. The list is forwarded to the College Dean.

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

Note: As soon as proposed reviewers have been selected, their names, affiliations, and brief biographies are forwarded to the Associate Provost for Academic Affairs and to the Chair of CAPR.

SELF-STUDY PHASE:

March 23, 2018 The Self-study is initiated, following the organizational format and procedures provided in the Detailed Procedures.

August 20, 2018 CAPR readers assigned to each program are identified by the Chair of the CAPR to the Dean and the self-study coordinators.

- October 1, 2018 Program self-study coordinator sends one **electronic copy** of the Self-Study narrative and one electronic copy of the appendices to the Dean. PDF files are preferred, but other word processed formats are acceptable. The Dean forwards these files to the Chair of CAPR, who then forwards them to the two CAPR readers. For graduate programs, an electronic copy of the narrative and appendices is also forwarded by the Dean to the Dean of the Graduate College.
- October 1-
November 5, 2018 The CAPR readers read self-studies and prepare comments, including recommendations for changes. Those recommendations will be forwarded to the Chair of CAPR.
- November 5, 2018 The Chair of CAPR forwards readers' comments to Deans. Each Dean then forwards readers' comments to the Graduate Dean (for graduate programs) and to the self-study coordinators. If the CAPR readers recommend disapproval, they will include suggested guidelines for remediation with their comments. (The italicized paragraph near the bottom of Appendix D shows an example.) Consultations must be arranged in the time between the receipt of the readers' comments and the visit of the external reviewers.
- December 3, 2018 Revised self-studies due **electronically** to the Dean, Associate Provost for Academic Affairs, and Dean of the Graduate College (for graduate programs). The Dean notifies the Chair of CAPR which Self-Studies are complete and in accord with the Detailed Procedures.
- The Chair of CAPR provides a status report on all self-studies to the Associate Provost for Academic Affairs, the CAPR reviewers, and to the Director of Undergraduate Studies.

EXTERNAL REVIEW PHASE:

- December, 2018 The College Dean finalizes invitations to the external reviewers. A **minimum of two reviewers** is required for each program. When the invitations are finalized, the Dean is responsible for sending each external reviewer well in advance of a visit to UNI, an electronic copy of these Detailed Procedures, an electronic copy of the program Self-Study, a link to the university catalog, and any other materials which the Dean believes will assist each reviewer in preparing for review of the program. In order to preclude inundating external reviewers with communications from many parties, all materials will be sent to external reviewers by the office of the Dean.
- January-March 2019 The Dean, in consultation with the Department Head, is responsible for developing an itinerary for the external reviewers' visit, including a 1-hour block for a meeting with CAPR Chair and the Associate Provost for Academic Affairs at the beginning of the visit and reserving a room for the meeting. The meeting time and place should be coordinated with the Office of the Provost and Executive Vice President (Cheryl Nedrow, 273-2518).
- The Dean is responsible for providing to the Chair of CAPR and the Associate Provost for Academic Affairs well in advance of the external reviewer(s)' visit a copy of each reviewer's vita or biographical sketch and the complete itinerary for the reviewer(s)' visit.
- February-April, 2019 External reviewers visit campus

March-May, 2019 The external reviewers submit their External Reviews to the Dean within 30 days of their visit. **External reviews are NOT sent to the Chair of CAPR.** Reports may be submitted in paper or electronically. The Dean sends copies to:

- Associate Provost for Academic Affairs
- Graduate Dean (for graduate programs)
- Department Head

The Department Head distributes copies of the external review to **ALL** Program faculty.

March-September 2019 The Department Head and **ALL** Program faculty meet to discuss external reviewers findings.

FOLLOW-UP, PLANNING, AND IMPLEMENTATION PHASE:

April-October 2019 College Dean schedules meeting with Graduate Dean (for graduate programs), Provost and Executive Vice President, Associate Provost for Academic Affairs, **ALL** Program faculty and Department Head to discuss their reactions to the Self-Study and the External Review. Emphasis is on validating observations and recommendations of external review reports.

April-October, 2019 Following the above meeting, the Dean of the College, (Dean of the Graduate College, for graduate programs), and Department Head continue to meet with **ALL** Program faculty to discuss the Self-Study and External Review and determine an appropriate Program Plan. The plan will include and specify outcomes / measures for assessing whether the Program Plan will have been successfully completed.

November 1, 2019 Department Head and Program faculty complete the Program Plan and send to Dean.

November 8, 2019 Dean approves Program Plan and sends copies of the Program Plan to the Associate Provost for Academic Affairs and Dean of Graduate College (for graduate programs). Implementation begins.

December 2, 2019 Department Head submits to Dean, the Board of Regents Summary Report on Academic Program Review for each program reviewed during the 2018-19 APR cycle.
[Page 15: BOARD OF REGENTS SUMMARY REPORT].

December 9, 2019 Dean submits to the Associate Provost for Academic Affairs the Board of Regents Summary Report on Academic Program Review for each program reviewed during the 2018-19 APR cycle.

Summer, 2020 First annual report by Department Head to Dean and Graduate Dean for graduate programs on progress in implementing the Program Plan.

Fall, 2020 Consultation with Director of Undergraduate Studies to gauge progress with SOA plan, if SOA deficiencies were identified in the original self-study.

ORGANIZATIONAL FORMAT FOR A SELF-STUDY REPORT

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

I. Title Page

The title page must include the name of the principal author or contact person for the self-study. It is not numbered.

II. Table of Contents

A list of appendices must be included as well. These pages should be numbered (i, ii, iii....)

III. Introduction

The introduction should include the name of the campus unit responsible for delivery of the program, department, school and college administering the unit, a brief history of the program, and program goals and objectives. UNI, College, Graduate College, and/or Department Mission Statements are often included. The first page of the Introduction should be numbered as page 1.

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

- 1) Last External Reviewers Reports
- 2) Last/Current program plan. This document may have a different title, such as "Response to External Reviewer's Report."

IV. Curriculum

Analysis of data, including items listed below plus Student Outcomes Assessment results, current trends in the discipline/field and other relevant factors, constitutes the core of this section. Strengths and weaknesses of the curriculum should be discussed. Related issues may be addressed as well, including: recent or anticipated changes in courses or program requirements; impact of any non-degree and/or service curricula on other programs within the College or University; delivery of any external/distance learning courses; opportunities for student research, experiential learning and/or service learning; and/or unique features of the program's curricula. The section should conclude with recommendations for improvement of program curriculum.

The following data, at least, must be included in the text or as Self-Study Appendices:

- 1) Requirements for completing program
- 2) List of courses currently offered with catalog descriptions
- 3) Plan of Study for program
- 4) Schedule of course rotations; any deviation from this rotation, such as courses not offered when expected in the previous seven years, should be noted.
- 5) Rates of program completion (See 4.A. on page 5.)

V. Student Outcomes Assessment (SOA)

According to Board of Regents policy, Student Outcomes Assessment processes are integrated with Academic Program Review (See Appendix G - UNI SOA Policy). This section provides that linkage, as it will be reviewed by the Committee on Academic Program Review as part of the review of the entire self-study. It should briefly describe:

- 1) Program goals and objectives
- 2) All routine procedures for measuring student outcomes, as defined in the program's SOA plan
- 3) A summary of important findings from assessing student outcomes
- 4) The means for sharing those findings with program faculty, students, and other interested parties
- 5) Identification of specific changes made in the program as a result of information derived from student outcomes assessment
- 6) Recommendations for improvement in departmental SOA processes.

The Director of Undergraduate Studies is available for consultation related to this section.

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

- 1) The program's SOA Plan, including learning outcomes and assessment measures.
- 2) Yearly SOA reports since the last program review.

Note: The Student Outcomes Assessment section of the final revised Self-Study report, including appendices and a cover page indicating the name of the program, department, college, and date of the self-study report, is to be sent as an electronic file to the Office of Undergraduate Studies.

When the Dean receives the final revised Self-Study Report, s/he will send to the Director of Undergraduate Studies an electronic file containing the Student Outcomes Assessment section of the final revised Self-Study Report, relevant appendices, and a cover page indicating the name of the program, department, and college and the date of completion.

VI. Students

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

The following data, at least, must be included in the text or as Self-Study Appendices (See 4.B, 4.C, and 4.D on page 5):

- 1) Enrollment statistics
- 2) Class size data for the past two semesters and current fall semester.
- 3) Number of degrees granted in past seven years.

VII. Faculty/Staff

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

The following data, at least, must be included in the text or as Self-Study Appendices:

- 1) List of faculty indicating name, highest degree, rank, and areas of specialization.
- 2) Aggregate statistics on gender and race of faculty, gathered from the Office of Institutional Research and Effectiveness (OIRE) – it is important not to guess these from your own knowledge, but rather to rely on statistics reported by OIRE.
- 3) Summary vitae [no more than three pages for each faculty member] of all program faculty with the following content for each:
 - a) Name
 - b) Rank/Title
 - c) Degrees earned
 - d) Academic [higher education] teaching and related experience.
 - e) Primary duties and/or specialties in the Department.
 - f) Courses taught in previous three academic years
 - g) Highlights of scholarship/research/major publications in the past seven years
 - h) Summary of external grants received in the past seven years.
 - i) Summary of service activities in the past seven years.

Though there is no standard format for summary vita for program review other than what is stated in a-i above, it may be useful for a particular program to establish its own summary vita format in order to facilitate external review.

VIII. Facilities and Resources

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

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

- 1) Description of physical facilities where program resides.
- 2) Library report (See Appendix C).

IX. Budget and Finance

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

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

- 1) Average salaries for full, associate, and assistant professors
- 2) Average salaries for staff personnel
- 3) Amounts budgeted for students, equipment, supplies and services, travel, research, etc.

X. Program Highlights

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

XI. Summary

Briefly describe future directions for the program to which the program faculty aspire, and summarize major recommendations for program improvements that are conclusions of this Self-Study.

Minority Opinions:

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

Appendices:

No additional original text supplementing the 25-page narrative limit may be included in appendices. Lists, data summaries, copies of existing documents, and summary documents (such as brief faculty vitae) may be included. Some or all programs within a department may use some or all of the same appendices. Rather than attaching individual appendices or a folder containing many smaller files, appendices should be compiled into one or two large electronic files (PDFs preferred). The appendices should be clearly identified and titled or, better yet, they can be separated by single pages that are labeled with designations (e.g., Appendix A) and titles.

Attachments:

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

ORGANIZATIONAL FORMAT FOR PROGRAM PLAN

Following the year of academic program review, the Department Head and the program faculty will initiate the writing of a Program Plan, in accord with General Procedure #13, page 7. A suggested format for the Program Plan follows:

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

By November 1, 2019, the Department Head submits a copy of the Program Plan to the Dean of the College. It is important for the department to retain an archived copy of this document.

The Dean will indicate approval of the Program Plan and forward to the Provost and Executive Vice President, Associate Provost for Academic Affairs, and Graduate Dean (for graduate programs) by **November 8, 2019**.

BOARD OF REGENTS SUMMARY REPORT

Academic program review is mandated by the Board of Regents, State of Iowa. Summary reports for each program reviewed or accredited in 2018-2019 must be submitted to the College Dean by **December 2, 2019**. They are due no later than **December 9, 2019** to the Provost and Executive Vice President's office.

FORM B
Board of Regents, State of Iowa

Annual Listing of Academic Programs
(Form revised: September 2017)

THE PURPOSE OF ACADEMIC PROGRAM REVIEW: Board of Regents Policy (3.6) requires that each Regent university review each academic program once every seven years to ensure that the program being reviewed is still relevant, of the highest quality and consistent with the institution's mission and strategic plan.

1a. Institution _____

1b. College _____

2a. Name of the program reviewed: _____

2b. List degree level(s) of the program reviewed (be specific) _____

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

3a. Is this program accredited? Yes _____ No _____

3b. Date of last accreditation: _____

4. Is this the first time that this program has been reviewed since initial approval?

Yes _____ No _____

5a. If new, has the program met all the goals and objectives planned at the time it received approval by the Board of Regents? Yes _____ No _____

5b. For new programs, describe any changes to the goals and objectives since initial approval.

6a. List headcount enrollment for the past five years (total number of students at each level with a major in this program).

	Fall 20__				
Undergraduate					
Master's					
Doctoral					
Professional					

6b. If a significant change (20% or more) in enrollment occurred since the last review, please explain the reason(s).

7a. List number of graduates at each level with a major in this program during the past five years.

	20__-__	20__-__	20__-__	20__-__	20__-__
Undergraduate					
Master's					
Doctoral					
Professional					

7b. If a significant change (20% or more) in the number of graduates occurred since the last review, please explain the reason(s).

8. If available, describe placement outcomes since the last review (or since program inception for new programs).

9. Describe any major changes planned for the program during the next 2-3 years.

APPENDIX A

COMMITTEE ON ACADEMIC PROGRAM REVIEW (CAPR)

A Provost and Executive Vice President's committee, the Committee for Academic Program Review (CAPR), oversees the program review process; providing guidance to programs conducting program reviews, and functioning as liaison between the Provost and Executive Vice President and the programs, the Departments, and the Deans, as requested. CAPR is composed of seven senior faculty members (including the Chair) all appointed by the Provost and Executive Vice President, along with the Director of Undergraduate Studies, who serves as an ex-officio member of the committee. Members include faculty representation from each of the four academic Colleges and the Graduate College. Members of the committee may represent both an academic College and another constituency, for example, the Graduate College, if the appointed committee member is a member of the Graduate Faculty. The term of service is three years.

CAPR is responsible to the Provost and Executive Vice President. CAPR's primary functions are:

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

DETAILED PROCEDURES FOR ACADEMIC PROGRAM REVIEW AND STUDENT OUTCOMES ASSESSMENT
AT UNI 2017-2018

APPENDIX B

**UNIVERSITY OF NORTHERN IOWA
SCHEDULE OF ACADEMIC PROGRAM REVIEWS (2017-18 TO 2025-26)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); (P)= Program, replaced by accreditation; P*= Program, deferred; O=Other

College, Department, Program	Review Year and Type of Review										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26			
COLLEGE OF BUSINESS ADMINISTRATION											10 Years	Assoc. to Advance Collegiate Schools of Business International
Economics				A	(P)							
Accounting				A		(P)						
Marketing				A			(P)					
Finance			(P)	A								
Management				A/(P)								
Masters in Business Administration (MBA)		(P)		A					(P)			

Center for Business Growth and Innovation
Institute for Decision Making
Iowa Waste Reduction Center
Strategic Marketing Services Center

John Pappajohn Entrepreneurial Center
Management and Professional Development Center
Small Business Development Center
Center for Business Growth and Innovation

UNIVERSITY OF NORTHERN IOWA SCHEDULE OF ACADEMIC PROGRAM REVIEWS (2017-18 TO 2025-26)

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); (P)= Program, replaced by accreditation; P*= Program, deferred; O=Other

College, Department, Program	Review Year and Type of Review						Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23		
COLLEGE OF EDUCATION								
Educational Psychology & Foundations School Psychology					(P)		A	7 years National Assoc. of School Psychologists
Teaching	O					O/(P)		5 years O=Iowa Dept. of Education program approval
Educational Leadership & Postsecondary Education					O			5 years O=Iowa Dept. of Education program approval
HPELS – Athletic Training							A	7 years Commission on Accreditation of Athletic Training Education (CAATE)
HPELS – Health Promotion & Education				P				
HPELS – Leisure, Youth and Human Services	P*	P					A	7 years Natl Rec & Park Assn (NRPA) (Undergrad) (COAPRT)
HPELS – Physical Education					P			
Special Education				P				
Curriculum & Instruction I (School Library Studies; Instructional Tech)			P					
Curriculum & Instruction II (Literacy; Early Childhood; Inst. Tech from 12-13)				P				
Curriculum & Instruction III (Elementary Educ; Middle Level Educ)					P			
Ed.D. – Doctor of Education							P	

Regents Center for Early Developmental Education
Recycling and Reuse Technology Transfer Center

UNIVERSITY OF NORTHERN IOWA SCHEDULE OF ACADEMIC PROGRAM REVIEWS (2017-18 TO 2025-26)

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); (P)= Program, replaced by accreditation; P*= Program, deferred; O=Other

College, Department, Program	Review Year and Type of Review										Normal Accreditation	Accreditation Organization or Other
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	Review Cycle	External Agency	
COLLEGE OF HUMANITIES, ARTS & SCIENCES												
Technology	P [MS, DIT]		A ^{4,5}	A ^{1,2,3}	(P)					P [MS, DIT]	5 or 6 years	1. Accreditation Board of Engineering Technology (ABET), 2. Accrediting Council for Collegiate Graphic Communications (ACCGC), 3. American Council for Construction Education (ACCE), 4. Association of Technology, Management, and Applied Engineering (ATMAE), 5. Foundry Educational Foundation (FEF)
Mathematics						P						
Chemistry and Biochemistry							P					
Biology	P*	P						P				
Earth & Environmental Sciences		P							P			
Science Education			P									
Computer Science						P						
Physics		P							P			
Languages and Literature					P							
Art						P						
Communication Sciences and Disorders					A		P [BA]				7 years	Council on Academic Accreditation in Audiology & Speech-Language Pathology (CAA) (Graduate)
Music			(P)	A							10 years	National Association of Schools of Music (NASM)
Philosophy and World Religions		P*	P									
Theatre		A	(P)									National Association of Schools of Theatre (NAST)
Communication Studies				P								

Center for Energy and Environmental Education, Recycling and Reuse Technology Transfer Center

**UNIVERSITY OF NORTHERN IOWA
SCHEDULE OF ACADEMIC PROGRAM REVIEWS (2017-18 TO 2025-26)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); (P)= Program, replaced by accreditation; P*= Program, deferred; O=Other

College, Department, Program	Review Year and Type of Review									Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26		
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES											
Geography					P						
Political Science						P					
Sociology/Anthropology/Criminology	P						P				
School of Applied Human Sciences	P							P			
School of Applied Human Sciences Counseling						A			8 years	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	
School of Applied Human Sciences Interior Design	(P)				A			(P)	6 years	Council for Interior Design Accreditation (CIDA)	
Social Work		(P)				A			(P)	8 years	Council on Social Work Education
Psychology			P								
History				P							

Center for Social and Behavioral Research

**UNIVERSITY OF NORTHERN IOWA
SCHEDULE OF ACADEMIC PROGRAM REVIEWS (2017-18 TO 2025-26)**

A=Accreditation; C=College Review; D=Departmental Review; L=Licensure (State); (P)= Program, replaced by accreditation; P*= Program, deferred; O=Other

College, Department, Program	<u>Review Year and Type of Review</u>										Normal Accreditation Review Cycle	Accreditation Organization or Other External Agency
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26			
INTERDISCIPLINARY												
Women's and Gender Studies							P					
Humanities	P*	P*					P					
Liberal Studies	P							P				
General Studies	P							P				
Philanthropy & Non-Profit		P								P		
Global Studies						P						
Social Science Education				P								

APPENDIX C

ROD LIBRARY RESOURCES AND SERVICES

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

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

APPENDIX D

ACADEMIC PROGRAM REVIEWER FEEDBACK

PROGRAM:

CAPR REVIEWER:

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

DATE READ:

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

_____ Approve self-study as written.

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

_____ Approve self-study; note suggestions for improvement.

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

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

[For example: This study is disapproved due to deficiencies in the SOA plan. It is recommended that the chair of the self-study committee schedule a consultation with the Director of Undergraduate Studies. Members of the self-study committee, the chairs of the assessment committee for the department and/or college, the Department Head, and the Dean may also attend the consultation session.]

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

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

Reviewer's signature

APPENDIX E

GUIDELINES FOR CONDUCT OF EXTERNAL REVIEWS

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

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

Commonly asked questions:

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

Answer: Yes.

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

Answer: There is no standard honorarium. Many external reviewers have done their reviews for expenses only as a professional service. The actual amount of the honorarium, if it is decided to pay an honorarium, is a matter of negotiation between the program/Dean and the prospective external reviewer.

5. All arrangements for the visits of external reviewers, including invitations, letters of contract, payment, travel, lodging, meals, working space, requested equipment, and itinerary, will be made by the Dean of the College (or a designee). The Dean (or a designee) will assure collection of receipts for reimbursable expenditures associated with external review, and will ensure prompt payment for such expenditures.
6. The Dean will provide each external reviewer, well in advance of a visit to UNI, an electronic copy of these Detailed Procedures, an electronic copy of the program Self-Study, a link to the university catalog, and any other materials which the Dean believes will assist each reviewer in preparing for review of the program. In order to preclude inundating external reviewers with communications from many parties, all materials will be sent to external reviewers by the office of the Dean.

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

APPENDIX F

INSTRUCTIONS TO EXTERNAL REVIEWERS

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

1] External reviewers are responsible to the Provost and Executive Vice President and to the Dean of the College which houses the program being reviewed. External reviewer reports shall be submitted to the Dean ONLY. The Dean will distribute the External Reviews within the University as appropriate.

2] The Committee on Academic Program Review (CAPR) is the Provost and Executive Vice President's committee responsible for structuring and overseeing the process of academic program review. [See **Appendix I.**] External reviewers may communicate with the Dean of the college for clarification of any portion of the Detailed Procedures (this document). External reviewers will meet with the Associate Provost for Academic Affairs and the Chair of CAPR at a time specified on their itinerary in order to share with reviewers the general University setting for program review and such other considerations as may be helpful.

3] The Academic Dean of the College housing the program being reviewed (or a designee) is host to the external reviewers. All contacts concerning reimbursement, transportation, accommodations, itinerary, requests for facilities and equipment, and so forth will be directed to the Academic Dean (or a designee.)

4] External reviewers should review this document [Detailed Procedures] carefully prior to visiting the campus.

5] External reviewers will write an External Review (one report for each program being reviewed) addressing both the program's Self-Study and the program as assessed during their visit to UNI. Though a particular format for the External Review has not been specified, the Dean(s) and Provost & Executive Vice President will value especially in the External Review Report clear, objective analysis of the program being reviewed.

Primary emphasis in the review should be an analysis and subsequent recommendations regarding the program curriculum and its effectiveness. The external review should not focus on personnel or resources since these issues are beyond the scope of the review and are addressed through other processes.

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

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

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

6] The External Review Report will be submitted to the DEAN of the appropriate college ONLY within 30 days of the conclusion of the external reviewers' visit to UNI. If this report is sent as an electronic file, a signed written copy should follow within two weeks. [Note: Reviews of graduate programs should be sent to the Dean of the College in which the program is housed, not to the Graduate Dean.] College Deans' addresses are listed below:

Leslie Wilson, Dean
College of Business Administration
University of Northern Iowa
Cedar Falls, Iowa 50614-0123

John Fritch, Dean
College of Humanities, Arts and
Sciences
University of Northern Iowa
Cedar Falls, IA 50614-0358

Gaëtane Jean-Marie, Dean
College of Education
University of Northern Iowa
Cedar Falls, IA 50614-0610

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

APPENDIX G

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

This report details an institutional policy which will guide the assessment of student outcomes at the University of Northern Iowa. This policy has been developed as the result of action taken by the Iowa Board of Regents in December 1990, and has been prepared in accordance with principles established by the action of the Board. It was revised April 2007.

This policy statement consists of three parts:

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

I. NATURE AND PURPOSES OF OUTCOMES ASSESSMENT

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

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

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

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

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

Student outcomes assessment is a goal-directed process. Through the data collected the process permits the adjustment of activities in relation to a number of goals grouped in the following hierarchy. (See Figure 2.)

Institutional Goals

- Common to many institutions
- Specific to a particular institution

Program Goals

- Content related and program-specific
- Skill related and program-specific
- Related to general education

Course Goals

- Content related and discipline-specific
- Skill related and discipline-specific

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

II. GUIDING PRINCIPLES OF OUTCOMES ASSESSMENT

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

NASULGC PRINCIPLES

1. Institutional, program, and student outcomes assessment should focus, primarily, on the effectiveness of academic programs and on the improvement of student learning and performance. [This principle has been expanded in the process described by Figure 3.]
2. States and institutions should rely primarily on incentives rather than regulations of penalties to affect student outcomes assessment and foster improvement.
3. Institutional programs for evaluation and assessment should be developed in collaboration with the faculty.
4. Assessment requirements should permit colleges and universities to develop institutional programs and define indicators of quality appropriate to their missions and goals and consistent with state-wide objectives and standards.
5. Colleges and universities should be encouraged to use multiple methods of assessment for improving teaching and learning and demonstrating achievement. [This is especially critical given the goal hierarchy described above.]
6. Requirements for assessment should be fiscally conservative and avoid imposing costly evaluation programs on institutions or state agencies.
7. Within an institution, assessment programs should be linked to strategic planning or program review, or some comprehensive strategy intended to encourage change and improvement. [See Figures 1 and 3.]

ADDITIONAL PRINCIPLES

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

GENERAL PRINCIPLES AND ASSUMPTIONS

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

III. PROCEDURAL GUIDELINES FOR OUTCOMES ASSESSMENT

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

- Establish a university and departmental committee structure to develop assessment plans and supervise the process of collecting and analyzing outcomes data.

- Departmental and interdisciplinary program committees must establish assessment plans for each program in the University. These plans should contain five parts:
 - Assessment philosophy and program goals
 - Student outcomes and competencies
 - Frequency of assessments
 - Assessment methods
 - Methods of evaluating and interpreting results
 - Procedures for making use of information obtained from assessment processes in order to implement program and/or curricular improvements

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

ANALYSIS-INTERPRETATION AND REPORTING OF RESULTS

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

Each department will be required to devise an outcomes assessment report structure for each program it must assess. The form of these reports is up to the individual departments. However, these reports will be reviewed by Director of Undergraduate Studies, in consultation with the colleges' Student Outcomes Assessment committees. The Director and the committees reserve the right to consult with the departments to ensure the most useful presentation of results.

Assessment reports will be filed with the college Dean, the Office of the Provost and Executive Vice President, and the Director of Undergraduate Studies on an annual basis, beginning in Spring 2008.

Figure 1

ROLE OF OUTCOMES ASSESSMENT IN PLANNING

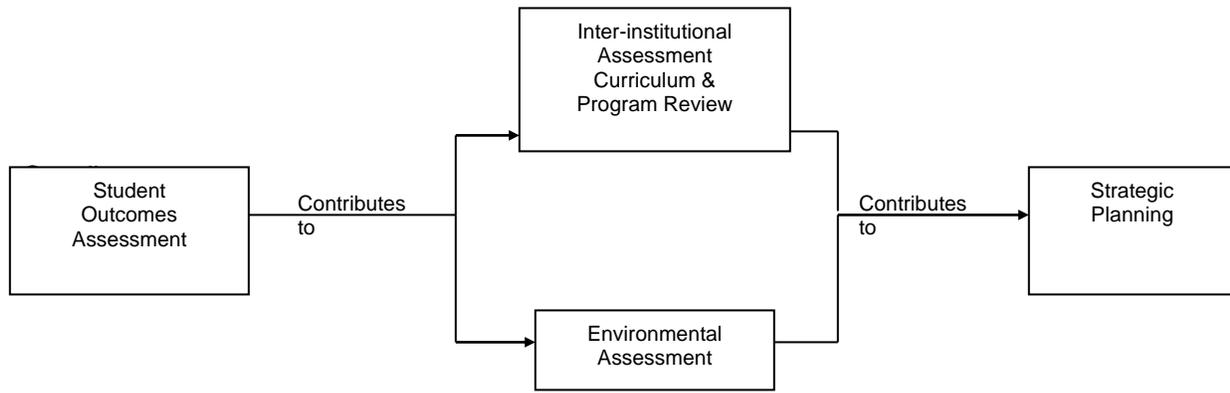
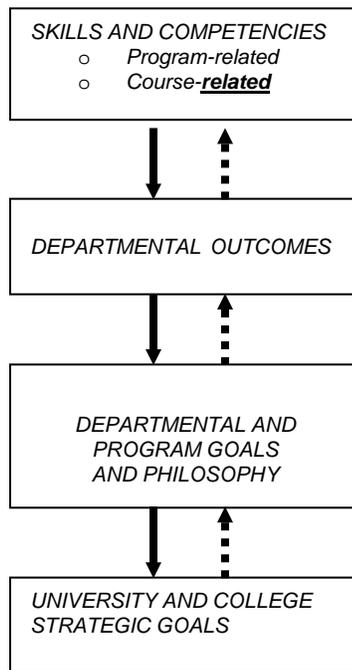


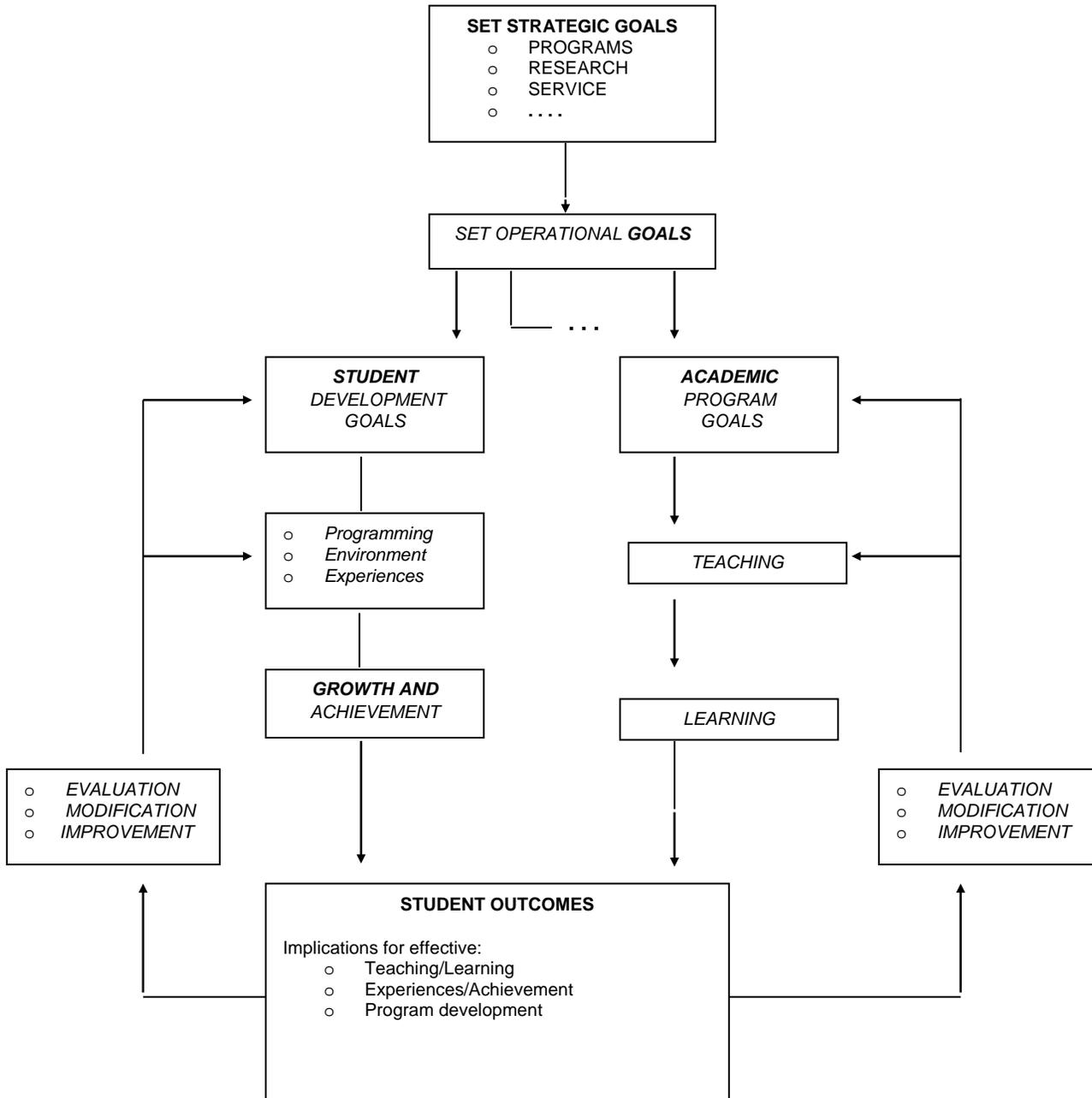
Figure 2

GOALS, OUTCOMES AND COMPETENCIES



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

Figure 3
OVERALL STRUCTURE OF OUTCOMES ASSESSMENT



APPENDIX H

HLC PATHWAYS VALUES AND CRITERIA RELATED TO ASSESSMENT OF LEARNING

From *Guiding Values*, <http://www.ncahlc.org/Information-for-Institutions/guiding-values-new-criteria-for-accreditation.html>, retrieved August 6, 2012

1. Focus on student learning

For the purpose of accreditation, the Higher Learning Commission regards the teaching mission of any institution as primary. Institutions will have other missions, such as research, healthcare, and public service, and these other missions may have a shaping and highly valuable effect on the education that the institution provides. In the accreditation process, these missions should be recognized and considered in relation to the teaching mission.

A focus on student learning encompasses every aspect of students' experience at an institution: how they are recruited and admitted; costs they are charged and how they are supported by financial aid; how well they are informed and guided before and through their work at the institution; the breadth, depth, currency, and relevance of the learning they are offered; their education through co-curricular offerings; the effectiveness of their programs; what happens to them after they leave the institution



From *The New Criteria for Accreditation*, <http://www.ncahlc.org/Information-for-Institutions/criteria-and-core-components.html>, retrieved August 6, 2012

Criterion Three. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Components

- 3.A. The institution's degree programs are appropriate to higher education.
 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
 3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).
- 3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. . . .
- 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services. . . .
- 3.D. The institution provides support for student learning and effective teaching. . . .
- 3.E. The institution fulfills the claims it makes for an enriched educational environment. . . .

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

APPENDIX I

Some SOA Resources from the Office of Academic Assessment

The information below highlights resources available from the web page of the Office of Academic Affairs. Individual consultation with the Director of the Undergraduate Studies is also available.

What goes into an assessment plan?

http://www.uni.edu/assessment/Assessment_Planning.shtml

Writing an assessment plan involves determining what you want students to learn, how your program will lead to student learning, and how you can get a clear picture of what students have learned. The following resources from the web page at the link above can help with the process of creating the plan.

- Organizing the Plan
- Writing Learning Outcomes
- Selecting Assessment Strategies

What makes a good assessment plan?

<http://www.uni.edu/assessment/ReviewingthePlan.shtml>

<http://www.uni.edu/assessment/documents/annualreportevaluationform.pdf>

Thoughtful, well-written assessment plans provide programs with invaluable information for recruiting students, faculty and staff; seeking financial resources; making budgetary, program, and curricular decisions; highlighting program strengths; and ensuring that the program continues to meet professional standards, workplace demands, and the needs of our student body. Answers to the following questions about assessment plans can be found at the link above.

- Does the plan contain all of the sections outlined for assessment plans in the UNI Student Outcomes Assessment Policy?
- Does the plan clearly describe the who-what-how-when-why of program assessment processes?
- How well does the plan reflect the six fundamental questions for assessment developed by the Higher Learning Commission?
- Has the document for the plan been labeled so that it can easily be identified among other files?
- Has the plan been completed and submitted by college, department and institutional deadlines?

What goes into an annual report of assessment activity?

<http://www.uni.edu/assessment/ClosingtheLoop.shtml>

There are multiple reasons for assessing student learning, including providing data on university programs for purposes of accreditation and accountability to external university stakeholders such as parents, legislators, and the Board of Regents. A major purpose, however, is for departments and program areas to have information that will enable them to make decisions related to the ongoing nurture and development of quality educational programs for students. Links to the following information can be found at the page linked above:

- Annual Assessment Report Template--Vertical Column Format
- Annual Assessment Report Template--Horizontal Format
- Discussion Format Template for the Annual Report
- An Evaluation Form for the Annual Report
- Assessment Associates: Peer Evaluation of Annual Reports
- Advice from Assessment Associates for Writing Annual Reports
- On Using Assessment Information and Closing the Loop

APPENDIX J

**CRITERIA FOR STUDENT OUTCOMES ASSESSMENT PLANS
FROM THE ACADEMIC PROGRAM REVIEW MANUAL**

The information below comes from the UNI *Academic Program Review Manual*. The topic areas below were first outlined in the 1991 assessment policy statement and included in previous manuals.

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

Appendix K

ANNUAL ASSESSMENT ACTIVITIES REPORT

Name of College:	<p>Is all of the information in this section completed?</p> <p>Does the information provided here allow this report to be read without the need to <i>refer</i> to other documents—e.g., the assessment plan that was being followed, the particular set of learning outcomes, the stated overall purpose/goal of the program at the time of the assessment activities, etc.</p> <p>Could a reader easily <i>locate</i> other documents related to this report—e.g., a more detailed report, the particular assessment plan and version of program learning outcomes used when the activities in this report were implemented?</p> <p>Is the date of submission for the fall following the academic year in which the activities were carried out? I.e., a report dated November 1, 2011, would report on assessment activities during the 2010-2011 academic year.</p>
Name of Department/Unit:	
Program:	
Department/Unit Mission:	
Program Learning Goals:	
Person submitting this report (name and e-mail):	
Date submitted:	

Assessment Measurements Conducted During the Current Year

Student Learning Outcomes Assessed	Assessment Procedures <i>(Include methods used, when and where implemented, number assessed, person responsible, etc.)</i>	Summary of Findings <i>(Tables, graphs, and more detailed reports are kept at the department level.)</i>	Methods Used for Sharing Assessment Information
<i>(Outcome)</i>	Are both course titles and numbers included when cited?	If there were targets for performance are those included?	<p>How was information shared with faculty?</p> <p>Was any part of the information gained shared outside of the department? If so, what was shared with whom, and through what media?</p>
<i>(Outcome)</i>	Are the instruments used clearly described and/or accurately labeled?	Are the findings clearly stated?	
<i>(Outcome)</i>	Is the process described clearly enough to be understood by an external reader or over time?	Are the findings evaluated/ analyzed?	
<i>(Outcome)</i>		I.e., is information provided to indicate the context/ impact of the findings?	

Next Steps: Are changes indicated, along with timelines for action? If no changes are needed, is this space used to indicate that? To see a list of potential action steps, see <http://www.uni.edu/assessment/documents/closingtheloop.pdf>, "On Using Assessment Information and Closing the Loop."

Follow-Up Report on Changes Recommended in the Previous Year

Focus for Follow-Up	Actions Taken	Comments/Further Action Steps
Recommended Program Changes	<p>Are action steps clearly described, with timelines for action and the group and/or persons involved in the actions indicated?</p> <p>If the action is not yet complete, is additional information provided in the next column?</p>	<p>This space can be useful for indicating information such as what worked or didn't work with the change processes used, what steps might be taken next, how the effectiveness of the changes might be evaluated, etc.</p>
Revisions to Student Learning Outcomes		
SOA Plan Revisions		

Additional Comments: *(E.g., lessons learned; thoughts for future assessment planning, budgeting, or strategic planning; resources to explore, etc.)* Anything not already captured which could be useful to a future reader of this report and/or guide future thought or action related to the program or its assessment.