

APPENDIX I-B: FEDERAL COMPLIANCE

The University of Iowa adheres to the Federal Compliance Program of the Higher Learning Commission of the North Central Association of Colleges and Schools.

1. Credits, Program Length, and Tuition (policy 3.7)

Commission policy states:

The Commission shall expect an affiliated institution to be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives. Affiliated institutions shall notify the Commission of any significant changes in the relationships among credits, program length, and tuition.

The University of Iowa operates on a traditional semester system and offers academic credit in terms of semester credit hours, which are based on the Student Hour derived from the Carnegie Unit. A Student Hour is approximately 12 hours of class or contact time, or 50 minutes of lecture time per week over the course of a 14- to 16-week semester.

Students must earn a minimum of 120 semester hours of credit for a bachelor's degree from the College of Liberal Arts and Sciences (CLAS) or from the Tippie College of Business. The Bachelor of Science in Engineering (B.S.E.) and Bachelor of Science in Nursing (B.S.N.) each require a minimum of 128 semester hours of credit. Some undergraduate programs, such as the Bachelor of Music program, may require more than 120 semester hours to complete the degree requirements. See the CLAS *Student Academic Handbook* and the University's *General Catalog* for more information about undergraduate degree requirements.

Minimum semester credit hour requirements for graduate and professional degrees vary by program, as described in the *General Catalog*. Several programs set minimum credit hour requirements in accordance with standards set by specialized accrediting agencies.

Requirements for all degrees are appropriate to the discipline and comparable to the requirements for similar programs at peer institutions. All new degree programs are approved by the Board of Regents, State of Iowa.

Tuition rates and mandatory fees are set by the Board of Regents, State of Iowa. The Board has approved differential tuition rates for UI students according to residency status, level of study, and academic program. The Office of the Registrar publishes each academic year's tuition and fee schedules on its [web page](#).

The Board considers proposals for differential tuition rates based on program demand, benefits, and cost, and takes into account the tuition rates for similar programs at peer institutions. The University must verify that proposals have been discussed with faculty, staff, and student leadership, as well as with the presidents of the other Regent universities (Iowa State University and the University of Northern Iowa).

For example, in [December 2005](#) the Board approved the University's proposal for a \$500 per academic year supplemental tuition increase for upper division engineering students (a multi-year plan renewed by the Board in [December 2006](#) and [December 2007](#)). The proposal demonstrated that, compared to other public universities, The University of Iowa was investing considerably less tuition revenue per student in engineering education. It also demonstrated that it is more expensive to teach engineering students than to teach many other undergraduates—because of space and equipment needs, for example. And the proposal cited the demand for trained engineers, which leads to high average starting salaries that offset higher tuition rates. The supplemental funding approved by the Regents is being used to enhance the quality and breadth of academic engineering programs by lowering student-to-faculty ratios, renovating laboratories, updating equipment, and providing more research opportunities for undergraduate students. The College of Engineering is developing distinctive programs in areas such as writing,

health sciences, and international studies, in order to enrich the educational experience for undergraduate engineering students beyond the realm of technology.

2. Institutional Compliance with the Higher Education Reauthorization Act (policy 1.6)

Commission policy states:

The Commission will expect that its affiliated institutions comply if required with the Title IV requirements of the Higher Education Reauthorization Act as most recently amended. Therefore, institutions will provide evaluation teams, for review and consideration, the most recent default rates (and any default reduction plans approved by the U.S. Department of Education) and any other documents concerning the institution's program responsibilities under Title IV of the Act, including any results of financial or compliance audits and program reviews.

The teams will weigh the information and its relationship to the Criteria for Accreditation, and/or the requirements of Candidacy program. If a team determines that an institution's failure to meet Title IV default rate thresholds raises significant issues concerning the quality of education provided by the institution or the institution's ability to meet all other Commission requirements, it may recommend further monitoring, sanction, or withdrawal of affiliation.

The Commission reserves the right to review an institution's status when the U.S. Department of Education findings have proven significant noncompliance with the Act.

Documents demonstrating the University's fulfillment of the requirements for institutions participating in federal financial aid programs (as defined by Title IV of the Higher Education Authorization Act as amended in 1998) will be available to the HLC consultant-evaluators in the University's resource room. One of them is the [State of Iowa Single Audit Report](#), which validates the University's Title IV compliance annually.

This section addresses The University of Iowa's compliance with selected key provisions of Title IV.

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Table A(I-B).1 gives The University of Iowa's default rate for the most recent three years. Because of its low default rates, the University is not required by the U.S. Department of Education to have a default reduction plan.

Table A(I-B).1:

Cohort Default Rate History List

Fiscal Year	Program Type	Numerator	Denominator	Rate	Process Date
2005	Dual	83	4,751	1.7	07/28/2007
2004	Dual	71	4,520	1.5	07/29/2006
2003	Dual	83	4,454	1.8	07/30/2005

Dissemination of Financial Assistance Information for Students

Estimated costs of attendance at The University of Iowa are published on the Office of Student Financial Aid web page: <http://www.uiowa.edu/financial-aid/costs/index.html>. The Student Financial Aid [web site](#) also provides application forms for financial assistance programs; information about the rights and responsibilities of students receiving financial assistance; a description of the financial aid awarding process; information about the return of Title IV funds due to a student's withdrawal from the University; and other information relevant to students who receive or are interested in receiving financial aid.

Compliance with the Clery Act (Campus Crime Statistics)

Title IV of the Higher Education Act as amended in 1998 requires participating institutions to collect and publish annual campus crime statistics and security policies (the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act). The University of Iowa Department of Public Safety publishes this information at <http://student-services.uiowa.edu/students/policies/5.php#sectionA>. The most recent statistics are posted at <http://student-services.uiowa.edu/students/policies/documents/Final2006CSAstats3-D.pdf>.

Publication of Graduation Rates

Title IV of the Higher Education Act also requires participating institutions to produce (annually) and make readily available to current and prospective students information about graduation and completion rates of certificate- or degree-seeking full-time undergraduates. Each year, The University of Iowa submits to the Board of Regents, State of Iowa, a governance report on Student Retention and Graduation Rates. These reports are published on the Board of Regents web site. Graduation rates for UI student-athletes are published annually by the National Collegiate Athletic Association.

3. Federal Compliance Visits to Off-Campus Locations (policy 3.2(d)3)

Commission policy states:

Commission approval shall be required to extend accreditation to include:

1. *A new site that houses a full range of instruction as well as administrative and support services (e.g., a new campus or a new branch); Commission staff may give approval upon receipt and evaluation of documentation including a business plan, but will schedule an on-site visit to be conducted within six months of the opening of the site.*
2. *An instructional site at which the institution provides a degree program(s);*
3. *An off-campus site at which the institution offers 50% or more of the courses leading to one of its degree programs and at which the institution enrolls 100 or more students (unduplicated headcount) in an academic year;*
4. *Five or more courses a year at an out-of-state site or at an international site. Commission staff may give approval after receipt and evaluation of documentation that the institution's offerings are appropriate to the institution's mission, have all necessary approvals, and will be effectively developed and supported.*

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The University of Iowa offers instruction at off-campus sites in Cedar Rapids, Davenport, Des Moines, and Sioux City, Iowa, as well as in Beijing and Hong Kong China (the International Executive M.B.A. program).

Per the University's statement of affiliation status, "No prior Commission approval required for offering existing degree programs at new sites within the state and Rock Island, IL."

In November 2001, the University asked the Higher Learning Commission to extend its accreditation to the new site in Hong Kong, to be followed by additional sites in Greater China. The Commission approved the offering of the International Executive MBA Program in Hong Kong beginning in early 2002, and a site visit was conducted in May 2002. The Commission later granted approval for the expansion of the program to Beijing. An additional site visit was not required.

4. Institution's Advertising and Recruitment Materials (policy 12.6)

Commission policy states:

If the organization chooses to reference its accreditation status in advertising and recruitment materials, it will accompany that reference with information on how to contact the Commission. The organization shall provide the

Commission's address and telephone number or it may use the Commission's website address in lieu of this information. Electronic materials shall use the Commission's collective membership mark.

The electronic version of The University of Iowa's General Catalog includes the following statement on its front page:

The University of Iowa has been accredited by the North Central Association of Colleges and Schools (30 North LaSalle Street, Suite 2400, Chicago, IL 60602; telephone 312-263-0456) since the association's organization in 1913.

The University does not currently use the Commission's "mark of affiliation" in the *General Catalog* but plans to do so.

The University's does not typically reference its accreditation status in advertising and recruitment materials.

5. Professional Accreditation (policy 9.1)

Commission policy states:

Because the Commission accredits an institution as a whole, it will not omit from its evaluation any area or program of an institution. However, the Commission's affiliation with the institution, accreditation or candidacy, shall not be interpreted as being equivalent to specialized or professional accreditation of individual programs.

Institutional accreditation is not automatically affected by the accreditation given or withheld by any particular professional association, although the Commission does take cognizance of the standards set by professional societies. The Commission will receive reports of other accrediting agencies to identify any adverse actions taken by professional accreditation agencies. The Commission will undertake additional review of the institution in two circumstances. First, if such an agency accredits a significant portion of an institution's programs (over one-third) or accredits programs with a significant portion of the institution's enrollment (over one-third), the Commission will review the rationale for the adverse actions and determine whether further institutional monitoring is appropriate. Second, if the grounds for the adverse action are based on deficiencies related to the overall health of the institution, the Commission will implement processes to determine whether the institution's status with the Commission should be affected.

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See Appendix I-C for a list of University of Iowa academic programs that are accredited by external agencies. The latest accreditation review reports for these programs will be available to the HLC consultant-evaluators in the University's resource room.

6. Requirements of Institutions Holding Dual Institutional Accreditation (policy 9.2)

Commission policy states:

Any institution seeking or holding affiliation with the Commission and with another CHEA-or federally-recognized institutional accrediting body must describe itself in identical terms to both associations with regard to purpose, governance, programs, sites, degrees, diplomas, certificates, personnel, finances, and constituents.

The University of Iowa does not hold dual institutional accreditation.

7. Institutional Records of Student Complaints (policy 13.3)

Commission policy states:

To comply with federal regulations, the Commission shall expect an affiliated institution to make available to a comprehensive evaluation team an account of the student complaints it has received.

Student grievance procedures and how students are informed about them are described under Core Component 1e in *Fulfilling the Promise*, the University of Iowa 2007-08 self-study (see page 34). The College of Liberal Arts and Sciences policy on [Student Complaints Concerning Faculty Actions](#) provides a good overview of the procedures in place across the University, in that students are encouraged to address academic matters first with their instructors; complaints proceed to the course supervisor, departmental executive officer, associate dean, and so on (ultimately to the Office of the Provost) only if satisfactory resolution cannot be achieved at a more immediate level. The Office of the President forwards academic and non-academic complaints received there to the appropriate administrative officer. Each office keeps documentation of formal complaints received. After exhausting all appeals within the University, a student may appeal to the Board of Regents, State of Iowa, by filing a written notice of appeal.

The Office of the Ombudsperson (Ombuds Office), which offers informal dispute resolution for students, faculty, and staff, publishes its most recent two annual reports on its web site: <http://www.uiowa.edu/~oombuds/annrept.htm>. The Ombuds Office saw 280 visitors in FY 2007 and 256 in FY 2006. In each year, about a third of these visitors were students. Most student complaints involve academic issues such as grades, credit, plagiarism, or conflict with faculty, teaching assistants, or advisors. Other significant categories of complaint include non-academic conflicts with staff or others, student employment, and disciplinary concerns.

The Office of Equal Opportunity and Diversity (EOD) investigates complaints from students, faculty, or staff related to the UI policies on human rights, sexual harassment, consensual relationships, violence, and anti-harassment. EOD publishes an annual report summarizing these complaints (see the most recent report at <http://www.uiowa.edu/~eod/reports/complaint-report-07.pdf>). In FY 2007, 8 out of 34 total complaints came from students. In FY 2006, 15 out of 51 total complaints came from students. EOD also hears complaints regarding academic accommodations for students with disabilities.