

Survey Results  
& Analysis  
for  
DEO / Program Director Survey

Wednesday, April 16, 2008



# Executive Summary

This report contains a detailed statistical analysis of the results to the survey titled *DEO / Program Director Survey*. The results analysis includes answers from all respondents who took the survey in the 73 day period from Monday, October 23, 2006 to Wednesday, January 3, 2007. 56 completed responses were received to the survey during this time.

# Survey Results & Analysis

**Survey:** DEO / Program Director Survey

**Author:**

**Filter:**

**Responses Received:** 56

## 1) Name of person completing survey

1) Name of person completing survey
Michael Lovaglia
John Wienczek
Jerry Maynard
Catherine Ringen
Paul Abbas
Michel Laronde
Colin Gordon
Alan MacVey
K. B. Chandran
Jonathan Wilcox
Rebekah Kowal
John Solow
Anand M. Vijh
Jon Kuhl
Pam Creedon
John Donelson
Russell Valentino
Robert Ettema
Lauren Rabinovitz
James P. Pusack
James P. Pusack x
Dr. Lynn Pringle
Thomas Boggess, DEO
Shelley Matzen
Philip Lutgendorf
Catherine Cole
Kurt Anstreicher
John Finamore
Kathleen S. Hanson
Michael Kelly
C. T. Foster
Luke Tierney
Luke Tierney
Richard Fumerton and Evan Fales

Rebecca Scott
James Cremer
Steven Ungar
Alan Junkins
Karen Stewart
Thomas H. Charlton
Debra L. Johnson
Raymond A. Mentzer
Anthony Knight
Anne Zalenski
John Dunkhase
Weimin Han
Martha Greer
Susan Birrell
Rachel Williams
Kate Kemp
Tom Lewis
Marc Armstrong
L. D. Chen
gary sasso
Kristin Thelander
Paul Abbas

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## 2) Department / Program

2) Department / Program
Sociology
Chemical & Biochemical Engineering
Integrative Physiology
Linguistics
Speech Pathology and Audiology
French and Italian
History
Theatre Arts Department
Biomedical Engineering
English
Dance
Economics
Finance Dept in College of Business
Electrical and Computer Engineering
Journalism and Mass Communication
Biochemistry

Russian
Civil & Environmental Engineering
American Studies
Germanx
Accounting
Physics and Astronomy
Radiology/Radiation Sciences
Asian Languages and Literature
Marketing
Management Sciences/MIS
Classics
College of Nursing
College of Pharmacy
Geoscience
Statistics
Actuarial Science
Philosophy
Communication Studies
Computer Science
Cinerna & Comparative Literature
Pathology / Clinical Laboratory Sciences
Department of Political Science
Anthropology/Undergraduate Program
Psychology
Religious Studies
Radiology/Nuclear Medicine Technology
Bachelor of Applied Studies (BAS)
Teaching and Learning/Science Education
Mathematics
Int. Programs/ International Studies
Health and Sport Studies
School of Art and Art History
Social Work
Spanisha and Portuguese
Geography
Mechanical and Industrial Engineering
teaching and learning
School of Music
Speech Pathology and Audiology

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**1) Please provide a brief description of the regular advising services provided by your department or program.**

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3 faculty advisors and a hte grad assistant advise about 300 majors. This consists of brief visits by each major during preregistration and continuing support for specific problems. Each advisor handles a cohort of majors through to graduation to maintain continued of advice.

Each student is assigned a faculty member as their advisor. For graduate students, this is usually their research advisor as well. In addition, we have some faculty who offer specialized advising such as our co-op / intern advisor and our honors program advisor.

Undergraduate advising is taken care of by the departmental faculty. Each faculty member participates in advising.

All students are assigned a faculty advisor. Most faculty members in the Department serve as advisors. Students meet with advisors before registration every semester and discuss a student's progress and prepare a plan of courses mapping out which courses will be taken when so that the student will have all requirements met at the end of 4 years.

Meeting with advisor every semester.

general advising for minor and majors (DUS), individualized advising by Faculty for majors, for Study Abroad (DUS), for "American Assistants in France" teachnig program through the French Embassy (DUS) DUS in Italian with similar responsabilites

Fqculy advisers meet with majors before registration, and to oversee completion of student portfolios

All undergraduate majors have a faculty member to advise them. They are encouraged to meet with the advisor on a regular basis and always in preparation for registration. Non-majors are invited to speak with faculty mmembers at any time.

All faculty are involved in advising the undergraduate students. The faculty meet regularly with the students during the pre-registration period and also on an as needed basis

The advising office in English helps our undergraduate majors determine what requirements they need to fulfill for graduation, what courses they might enjoy taking, what tracks (for example, honors) they might be suited to take, and how to balance the academic requirements that come with studying English (for example, balancing prose and poetry courses). We also provide suggestions to students with regards to how to pursue post -graduate careers and educational opportunities, either by providing them with information we have or by sending them to see appropriate people in the university.

Students are assigned an academic advisor in Dance when they reach a threshold of 24 s.h. Once assigned an advisor, students are required to meet with that person for a minimum of one time each semester to discuss their program of study and progress toward the major.

All majors are assigned a faculty member as an academic advisor. Students are requested to see their advisors once in Fall and in Spring semesters prior to early registration. Students who choose not to see their advisors are told they can always see thir advisor at some other time if they wish. The Director of Undergraduate Studies advises new majors and transfer students until they are assigned a regular faculty advisor.

Students approach finance faculty or personnel in undergraduate program office for one-on-one consultation. Emails are used effectively to reach masses of students.

Every student is assigned an academic advisor and must meet with this advisor at least once each semester prior to the early regisration period for the next semester

We have an undergraduate coordinator, a staff member for internship and senior learning portfolio assessment, and each student has a faculty advisor.

The Biochemistry Department currently has 137 undergraduate biochemistry majors. One biochemistry faculty member (a full professor) serves as the director of the undergraduate biochemistry major program and advises all of the undergraduates majoring in biochemistry.

individual meetings with students prior to and during each semester's sign up period

CEE faculty are assigned undergrad advisees. The advisee interest areas usuall match those of the faculty adviser.

Individually assigned faculty advisors for all majors; pre-registration advising for all majors every semester.

Individual meetings scheduled with undergrad advisor each semester; additional group meetings on specific topics of interest to undergrads.

Lynn Pringle, Director of the Professional Program, is responsible for undergraduate advising. He meets with students on an individual basis. In addition, Prof. Pringle conducts a required Professional Orientation Seminar Series for all new majors. The career path sessions are advisory in nature and are intended to assist students in navigating their way through the program.

All incoming students are initially advised by our Director of Undergraduate Studies. After the first year in the program, each student is assigned to a another faculty advisor. Our faculty also advise students during the University's summer orientation program.

Undergraduate advising for degree completion and transfer student advising.

Departmental majors are assigned an advisor according to their area of focus (China, Japan, South Asia). The advisor normally meets with the student at the time of registering for the next semester to help the student plan his/her schedule of classes and to answer any other questions. The advisor may also meet with the student at other times, and may supervise an honors thesis.

Advising is done through the Undergraduate Program Office (UPO). During peak times (early registration), students are seen by advisors during walk-in hours. We usually provide 5 hours of advising per day. During non-peak times, students can make appointments or use walk-in advising hours.

Advising is done through the Tippie College's Undergraduate Program Office (UPO). During peak times (early registration), students are seen by advisors during walk-in hours. During non-peak times, students can make appointments or use walk-in advising hours.

Undergraduate majors are assigned to departmental faculty. Students meet with their advisors at least twice a year, at registration time, and may schedule meetings any time during the school year.

The College of Nursing has a dual advising program in which undergraduate students receive academic advising from the staff of the College Student Services office and professional career advising and mentoring from an assigned faculty advisor.

Our advisors work with students that claim pre-pharmacy as their major, AFTER the student has completed Principles of Chemistry II (4:12) IF they have a C or better grade in 4:12 and have a cumulative grade point average of 3.0 or higher. We advise approximately 100 undergraduates. Other students with an interest in pharmacy are advised by CLAS.

Students meet with their advisor at least once a semester to plan/modify their plan of study. Advisors are also available by appointment throughout the semester.

The statistics undergrad adviser advises majors on course selection, obtaining internships, seeking employment, and apply to graduate schools.

Actuarial Science is a selective admissions program. Students are typically admitted after 3 or 4 semesters at the University. After admission they are advised by a faculty member.

We have a three-person undergraduate studies committee, two of whom are full-time undergraduate advisors. Students are encouraged to see their advisors whenever they have questions about their academic progress, either in their major or other graduation requirements. Students must receive authorization each semester from their advisors in order to register for courses.

We provide Advising Conversations for new majors, describing our program and what classes are needed. Have Graduation Check Point meetings with students entering their final semester to register to help them make sure they have met all their requirements and will graduate. Give students scheduling assistance throughout the year as well as have students assigned to faculty advisors for career advice and counsel.

Advising for our majors is provided by the departments regular faculty and it's two (66%) lecturers. At present, on average, each CS faculty member advises approximately 13 students. (This does not account for all of our majors. CS students are very capably advised by the Academic Advising Center until they have completed the second course in the major.)

Director of Undergraduate Studies (Corey Creekmur) plus individual advising for majors, which we divide up among all CCL faculty.

Students with pre-CLS interest are advised by Academic Advising until they have 24 SH of credit, then are transferred to us. We have one faculty person serve as the adviser. He meets with each pre-CLS student at least once per semester, beyond that as needed. Once students are in the CLS Program (senior year), they meet regularly with faculty and Program Director.

Undergraduate majors assigned to faculty advisors (sophomore-senior) and freshmen are advised by UAC due to our large number of majors (over 725). Faculty advise during their regular office hours or by appointment. The department provides a pre-advising service--described below--twice per academic year. The department also has a faculty Director of Undergraduate Study who meets with our majors and transfer students, and also attends the UI advising events.

Faculty advise specific undergraduates. This is done each semester.

Students in the Psychology major have three sources of advising. 1. The Academic Coordinator serves as the academic advisor for all majors. She provides advising about classes, requirements, registration, adding/dropping classes, study abroad, transfer credits. She also provides career and graduate school guidance. 2. Faculty advisors are assigned to each major. The faculty advisor is available to provide advice concerning careers and graduate school preparation. 3. The Psychology Peer Advisors are a group of junior and senior Psychology majors who maintain an advising office in Seashore Hall. They undergo special training and can provide advice about course selection, volunteer and research opportunities and can offer a student's perspective to the questions that many undergraduates may have. Additionally, the Peer Advising Office houses career and graduate school related materials.

Undergraduates are assigned a faculty advisor upon their declaration of a Religious Studies major. Students must consult with their advisor at least twice each year at the time of preregistration. On these occasions and additionally if required faculty review with their advisees progress toward completion of degree and especially the requirements of the major.

Tony Knight advises all students attended to the nuclear medicine technology program and also all undergraduates, transfers, and incoming high school students who identify "pre-nuclear medicine technology" as a major.

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All students enrolled in the BAS program are assigned an advisor. They have access to their advisors over the phone, email or in person. Each student receives an update regarding academic degree progress three times a year. They receive newsletters, fliers and email updates that elaborate upon any changes in policy, new courses or other relevant information frequently.

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High school seniors, transfer students, and students interested in our major schedule appointments to discuss the Science Education major. After admittance to the program our students are regularly advised before registration periods and at any time during the academic year when they need assistance.

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The Director of Undergraduate Studies advises all mathematics majors when they are first assigned to the Department. Later on, about half of these students are assigned other faculty members as their advisors. An Undergraduate Handbook has been developed, useful to both the students and advisors. This Handbook is available both in hard copy and on the departmental website.

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Students pursuing a B.A. in International Studies are advised through graduation by an assigned advisor in the Academic Advising Center. Students also meet with the International Studies Coordinator to discuss the mechanics of their senior project, for course approvals of study abroad coursework, and to update their degree evaluations, which are only partially automated. Additionally, ISBA students work with a faculty mentor on an independent Senior Project in their senior year

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Email message to all majors with advising and registration information. Individual emails from faculty to their advisees. Individual advising meetings with all students in preparation for registration.

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Our advising office arranges the following events in SAAH: BFA clearance, student degree changes, transfer orientation for incoming transfer students, individual advising for all undergraduates in the studio/art history major, transfer portfolio review. The undergraduate advising office also reviews all undergraduate degree evaluations, especially for graduating seniors, codes students for classes with special permission codes, prioritizes and ranks waiting lists, tracks honors students, and helps study abroad students with transferring course credit. In addition to these services our undergraduate advising office is in the process of creating a Sharepoint site with internships, job opportunities, lectures, meetings, family care information, and other news related to the majors in art. All majors with less than 24 hours are advised in the academic advising office in art prior to registration each semester.

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The School's B.A. advising program has as its three goals to: (1) (a) provide the analytic level of advising (analytic academic advising involves a discussion by the faculty member and the advisee of academic requirements, the students' personal goals, and how to reach those goals through appropriate course selection), and (b) serve as a referral source to other resources for students who require additional academic supports or a therapeutic level of support; (2) implement strong support opportunities for students from other cultures and nations, for U.S. minority students, for students with learning problems, and for those who feel less prepared for the profession. (3) orient students to the profession and assess student's aptitude and motivation for a career in social work. They also monitor the student's progress through the curriculum and are part of the early and periodic evaluation of the student's progress. A continuum of advising services has resulted -- provided by faculty advisors, by professional and support staff, and by other support services in the University as necessary. Students are informed about the advising process at new student orientation, transfer student orientation sessions, and in the BASW Handbook. Students may meet with their advisor as often as they desire, and the demand for advising varies considerably among the students. Faculty advisors hold regularly posted office hours (at least 3 hours per week) and also make individual appointments in addition to those hours, when necessary. All majors are seen routinely at the time of registration each semester for academic advisement, to discuss potential field placements and for career guidance. For students new to the program, a group information and orientation meeting is held at the beginning of the fall semester. All new students are seen individually to plan their programs. The faculty advisor and student track the student's plan utilizing a form specific to the social work major. As students approach graduation, advising focuses upon employment, gaining references and/or planning for graduate school. The School of Social Work faculty is concerned with both the academic performance and nonacademic performance or behaviors of students that provide relevant information reflecting their likely performance as social work practitioners. To the extent possible, within existing institutional policies and procedures, the faculty strives to provide periodic review and early intervention to address problems as they emerge.

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All undergraduates are assigned by the Director of Undergraduate Studies to a tenured or tenure-track faculty member for advising, with each faculty adviser carrying an average of 22 advisees. Students should meet at least twice yearly with advisers around reregistration time. In addition, the department has two specialized undergraduate advisers for the Honors Program and Study Abroad. Students meet with these specialized advisers as needed.

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Each student is assigned an academic advisor when they declare our major. This advisor is a tenure-track faculty member. The advisor meets each student before they register for classes.

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Advising is conducted by all tenured or tenure-track program faculty. Students are required to meet with her/his faculty advisors at least once a semester.

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We have an undergraduate advising office staffed by two P and S staff (one full time, one half time). They are available at any time for students.

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Each student is assigned to a faculty advisor, usually their studio professor, or a faculty member in music therapy or music education, as applicable. In addition we have a faculty member serving as Associate Director for Undergraduate Studies who mentors faculty advisors, deals with problematic or unusual issues, and handles graduation analysis.

Students are assigned to a faculty member who will meet with student at least once per semester.

## 2) What specific positions for undergraduate advising does your department or program staff?

hte grad assistant, 3 faculty advisors

This is handled by faculty only ... no staff.

There are no "specific" advising positions due to budgetary restrictions. No funds are provided for such activities.

I don't exactly understnad the question. We have no special positions. Faculty provide all advising. So some are undergraduate advisors and one is designated as honors advisor.

Undergraduate secretary for assignments Faculty advisors for each student

None. However, DUS who has most responsibilities for advising, has 1 course release per academic year (1/4).

Director of Undergraduate Studies oversees faculty advising

All advisors are members of the faculty; advising is part of their service.

None

Five faculty advisors on committee assignment, two graduate students who advise undergraduates (2 HTE positions funded by CLAS), one associate chair for undergraduate programs overseeing the broad thrust (major faculty committee assignment), one director of advising (lecturer), one director of the honors program who answers questions germane to that track (lecturer), and one assistant advisor in the honors program (student intern). We also have a P&S support person (Lenhart) who helps us with advising matters. That is 11 people by my reckoning.

None, specifically. Our tenure-track professors serve as advisors.

None - all faculty are expected to advise undergraduates as part of their regular responsibilities.

In two institutes established by the Finance Department, we have Directors and Associate Directors. The Dept office has an office administrator and two student assistants. In addition, all faculty are available for consultation as well.

All ECE faculty members serve as academic advisors. We have no other advising staff.

Course requirement selection Internship selection Learning Portfolio Assessment Major Advising Some pre-major advising

One full professor in the Department of Biochemistry advises all of the undergraduates majoring in biochemistry.

no dedicated positions; faculty do the advising

CEE has a position "Director of Student Affairs" that is the overall adviser for CEE students. The DSA handles unusual advising cases

Honors Advisor is one of the faculty.

The undergrad advisor receives a one-course release time every three years.

Lynn Pringle, Director of the Professional Program in Accounting, is responsible for undergraduate advising.

Director of Undergraduate Studies

We have 2 people who can advise for approximately 40 students/semester.

As we are a small unit, UG advising is shared among most faculty members, according to students' interests.

We have four advisors that are also responsible for programming for the undergraduates. We have one temporary advisor who works during peak times of the semester. Our advisors handle a load of 1600 business students and, in addition, often see many of the 2000 students who are pre-business.

The UPO has four advisors that are also responsible for undergraduate programming and one temporary advisor who works during peak times of the semester.

All and only faculty serve as undergraduate advisors.

Students Services staff in the College of Nursing responsible for undergraduate advising include two program associates (BSN program and the RN-BSN Program) and one program assistant. We currently have a program assistant position that is unfilled.

I am not sure what this question is asking. We have a full time advisor for pre-pharmacy students who is also responsible for recruiting. Another advisor shares the responsibility for advising a small number of undergraduate students.

Two tenured faculty advise Geoscience B.A. & B.S. students and a third advises Geoscience Honors students. Geoscience Faculty also serve Environmental Science B.S. students as the general advisor (no track declared), the geoscience track advisor, the hydroscience track advisor, and one of the three bioscience track advisors.

Undergraduate Advisor for Statistics

Undergraduate Advosor for Actuarial Science

See above.

70% Academic Counselor on staff. 10% of undergraduates are advised by a faculty member.

None (although a small percentage of time, 15%, of one of our two departmental secretaries is allocated to general undergraduate program support, which includes answering basic student questions about program progress, advising, etc.

DUS + Creekmur

We do not have any specific positions. All pre-CLS advising is handled by one faculty person. Advising within the Program is usually handled by individual faculty as appropriate.

The department has appointed one faculty to serve as the department's pre-advisor. In fall and spring the department holds pre-advising sessions prior to and during pre-registration where the pre-advisor advises our majors.

We have one faculty member who serves as Director of Undergraduate Studies.

The Academic Coordinator

The department has a faculty member who serves as Director of Undergraduate Studies. This person regularly confers with students to provide information regarding requirements, advice about courses, and review of the students' progress toward completion of the degree.

The program director assumes all of these responsibilities.

We have 2 FTE professional academic advisors.

Academic advising for the Science Education major is provided by Clinical Associate Professor John Dunkhase, with assistance by Valia Dentino, Office Manager for Science Education. Advising is therefore provided 12 months a year, 5 days a week.

Part of duties of the Director of Undergraduate Studies is to advise the undergraduate students. Other faculty members advise up to 5 undergraduates.

The International Studies Coordinator is responsible for working closely with the Academic Advising Center and faculty mentors to coordinate student advising efforts. A portion of IP's budget is routed to AAC to help support the advising staff needed to work with ISBA students through graduation. With approximately 65% of our students pursuing a double major, the expertise of the AAC advisors in understanding curriculum across the campus is essential to our students and our program.

We have a 75% P&S person who is in charge of undergraduate advising. She advises about half our 500 undergrads. All faculty also have about 20 advisees in their area.

2/3-time P&S staff member One hourly employee for the spring and fall semester of 2006 (provisional advising assistant)  
Two hourly wage graduate assistants to arrange building tours for interested students (provisional)

I'm not sure what this question means. All 42 and 42 students are advised by faculty advisors. In addition, the BA Coordinator and the Program Administratro provide back-up and support.

Director of Undergraduate Studies, Honors Advisor, Study Abroad Advisor

None. It is a shared faculty responsibility.

Faculty Advisor.

Two P and S positions.

Associate Director for Undergraduate Studies

undergraduate secretary

### 3) How are these positions staffed?

Response	Count	Percent
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Faculty	46	82.1%
Professionals	13	23.2%
Graduate Students	4	7.1%
Other	3	5.4%

## Other Responses:

Two lecturers and one P&S support (see 2
Professional staff
Exempt Merit Staff

**4) What particular advising events does your department or program regularly schedule for undergraduates?**

none

Each semester, the undergraduates meet with their advisor to select their courses for the following semester.

Advising is handled by student appointments at their request. At admission to the major, all new majors are provided detailed written requirements for the major.

We don't schedule any special advising events.

Fall semester workshop on graduate school applications.

general advising is done by electronic mail to lists of students: majors, individualized list for third year courses. Info sent: description of programs, major and minor requirements, study abroad, info on scholarships, social and professional events

none

Each semester all students are encouraged to come to a department meeting where a great deal of information is given. Beyond this, advising takes place one-on-one.

Presentations in the seminars on curricular matters by the Undergraduate Committee

We hold informational sessions in the fall for students interested in applying to graduate schools (coordinated by the director of the Honors Program), and a session devoted to giving advice on job opportunities (hosted by the career advisor assigned to the English Department by the Career Center). We also hold between 2 and 3 additional forums that address topics we feel might be on our undergraduates' minds, including English as a major that provides a good skill set for applying to law schools and a reception for students interested in joining the Department of English.

Each semester, we schedule advising weeks prior to student registration during which students sign up for appointments. Faculty members make themselves available for extra advising time during these weeks.

As noted above, all undergraduate majors are invited to meet with their advisor prior to early registration during fall and spring semesters.

None in particular.

There is an advising week each semester prior to the start of early registration for the next semester. Students are required to schedule an advising session with their advisor during this period.

registration advising each semester senior portfolio assessment for graduating seniors

The full professor who serves as the undergraduate advisor meets with each student each semester to advise the student on coursework, opportunities for work in research labs, degree requirements, career opportunities and other issues that arise.

study abroad, once per year

Introductory seminars for Freshmen and Sophomores

Honors Thesis advising

one meeting per year on study abroad; one meeting per year on career opportunities

In addition to the Professional Orientation Seminar Series, numerous advisory emails are sent to our majors.

Each year we have a Departmental undergraduate orientation event that provides an opportunity for informal advising. Each semester we have an undergraduate group activity focused on, e.g., the Honors Program, research opportunities, general

education courses, etc.

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We advise students mid semester in spring and fall and as needed.

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Within the area majors, various kinds of events alert students to opportunities (e.g. for cultural programs, study abroad, or careers) but we have no regular "advising events" as such.

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We have walk-in hours and we schedule appointments. We have begun to offer group advising meetings early in the semester to answer routine questions

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We have a "Career night" each semester to provide career advising.

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There are no events besides the usual one-on-one advising.

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We schedule a series of events for undergraduate advising including Monday night Medleys ( a group event) as well as individual advising sessions. Advising of RN/BSN students occurs at the College for Students in Eastern Iowa and with our site coordinators at four other locations in the state.

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We hold a number of activities throughout the year to engage undergraduate students that have an interest in pharmacy through our pre-pharmacy club. These would include opportunities for undergrads to prepare a product in our pharmacy practice lab. Other activities would include study sessions for our admission test and tips on completing applications and writing an interest letter. Social events are also developed for this group.

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None on a department wide basis - all advisors meet with advisees two weeks prior to early enrollment for the fall & spring semesters

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None

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None

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We routinely participate in college sponsored fairs for prospective undergraduates, and undergraduate advisors receive visitors interested in pursuing a major in philosophy (both transfer students and, occasionally, students out of high school considering the University of Iowa).

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Advising Conversations happen 3 times a week. Graduation Check points are once a week.

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None

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no formnal events; our department's website lists FAQ for applicants and majors

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Provide information and hospital laboratory tours to interested students on an individual basis. Participate in Health Sciences Learning Community events, Hawkeye Visit Days, etc.

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Pre-advising sessions are held for our majors twice per year: prior to and during each pre-registration period. Students meet with the department's pre-advisor (see question 2).

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The Department offers several career workshops during the course of the year. The first workshop focuses on additional curricular activities that students can pursue, such as study abroad, independent study and laboratory practica, that enhance the major. Additionally the department has introduced a new peer advising program to help new majors gain inside knowledge around the time of class registration.

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Each semester the Psychology Department sponsors a series of career exploration seminars open to all majors. Topics include resume preparation, internships, and representatives of various graduate school programs and professions. Each semester students meet with the Academic Coordinator in small group sessions to get advising and clearance for the next semester's registration.

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The departmen does not hold regularly scheduled advising events. When appropriate, the DUS holds an "open advising day" for all undergraduate majors.

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At least 1 one-on-one advising sessions before the early registration period for each semester. As students approach the application deadline for the NMT clinical year (typically junior year), a number of "job-shadow" opportunities are set up where students are introduced to a staff technologist and observe as the techs perform their clinical duties. Additional advising sessions may be set up at the student's request. Advising via email and/or phone is done on a as-needed basis.

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Because our students are distance learners, we do not schedule regular events on campus. We do however, keep current students informed via newsletters, emails and calls. We recruit students by holding informational fairs on community college campuses, and other likely venues.

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None

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Each semester, during the early registration period, all the undergraduates are urged to meet with their advisors to discuss about any aspects related to their studies.

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Because our students are advised at AAC, they are required to see their advisors at least twice each semester before registering. This is not the case if the IS major is listed as their second major on SRIS, as registration control rests with the

first major department. Additionally, our department has launched a 4 -part series of programming for ISBA students, in partnership with AAC, the purpose of which is to help our students approach their interdisciplinary major intentionally and early in their academic careers. The programming is voluntary and in addition to their required advising, and to date has been well attended and well received. there is no comments section for the Undergraduate Curriculum percentages so I am inserting y comments here. I entered "NA" for each area because students are not required to take any courses numbered 187 (International Studies) with the exception of 187:199 Senior project. Courses are drawn from across the university curriculum and as such I cannot give an accurate accounting.

Group advising meetings did not work for us so we do individual meetings. Health Promotion (about 100 students) meets in the Fall as a group for general orientation to the year.

See question #1

All majors are seen routinely at the time of registration each semester for academic advisement, to discuss potential field placements and for career guidance For students new to the program, a group information and orientation meeting is held at the beginning of the fall semester. All new students are seen individually to plan their programs. The faculty advisor and student track the student's plan utilizing a form specific to the social work major. As students approach graduation, advising focuses upon employment, gaining references and/or planning for graduate school.

Study Abroad info sessions; one open meeting for potential majors each spring.

Individual meetings each semester.

Every semester, the Department follows the advising week schedule provided by the College of Engineering.

No real events; staff are always available for students

Orientation at the beginning of the 1st year; otherwise advising is done individually by faculty members. Studio professors have a one-on-one relationship with the student throughout baccalaureate study.

Workshop on applying to graduate schools

**1) What percentage of courses for the major is taught by regular faculty?**

<b>1) What percentage of courses for the major is taught by regular faculty?</b>
90
83
80
100
100
80
80
90%
100%
80
95
66.2
62
92.5
60
80%
40
100
100%
90
68

100
0
60
72
50%
50
88%
90%
100
100
94%
30
85
80
60
100%
81%
52
95
75
65%
90
96
NA
45%
29.8
76
54
85
82
45
90
100

**2) What percentage of courses for the major is taught by adjunct faculty?**

<b>2) What percentage of courses for the major is taught by adjunct faculty?</b>
0
0
5
0
0

10
5
0
9
7.4
18
7.5
20
0%
15
0
0%
10
12
0
0
0
27
10%
4
0%
10%
0
0
2%
0
0
0
10
9%
27
3
25
25%
0
na
29%
22.2
18
18
5
18

0
5
0

**3) What percentage of courses for the major is taught by lecturers?**

<b>3) What percentage of courses for the major is taught by lecturers?</b>
5
17
10
0
0
15
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2
5
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9
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10
20%
35
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0%
0
20
0
100
20
0
40%
11
11%
0%
0
0
0%
27
15
0
30
0



0
0
0
3
na
16%
4.7
0
16
5
0
24
5
0

**4) What percentage of courses for the major is taught by graduate students?**

<b>4) What percentage of courses for the major is taught by graduate students?</b>
5
0
5
0
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10
0
10%
0
9
26.4
11
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10
0%
10
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10%
0
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20
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35
1%
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4%
43
0
20
0
10%
21
2
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10%
10
1
na
10%
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12
5
0
31
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0

**5) What formal mentoring is provided for new faculty and TAs on how to teach and/or how to advise?**

New grad students complete a seminar on teaching during their orientation. Each TA is mentored by the supervising professor. Grad students take a 3 sh Teaching Practicum to prepare to teach their first class as an independent instructor. Their classes are then assigned a professor to supervise.

We have an advising handbook that addresses most issues and otherwise, rely on informal mentoring relationships and feedback from students to address shortcomings.

New faculty are not assigned advising roles for two years. In the third year they receive mentoring from the DEO in regard to commencing their advising role. TAs receive mentoring from the faculty in the specific area related to their teaching role.

There is no formal mentoring. Usually new faculty do not advise for several years until they become familiar with the departmental offerings. New faculty are advised on teaching by the senior staff who have taught the courses they are assigned to teach. Materials are shared.

TA workshop for graduate TAs New faculty advise with mentor Please note: questions 1-4 was answered above for undergraduate required courses in major.

our 2 larger programs, first- and second-year language programs, have one Faculty each as director, doing TA training and supervizing the course in general. Approximately half of all (+- 10 total) TAs in first two years have not taught before. New faculty training for teaching and advising is done informally

Regular pre-semester workshops

We normally have one meeting a year, in the fall, to help new faculty learn about the advising system.

Peer classroom review and mid semester evaluation of new faculty and teaching assistants

Developed operation for NWP TAs who teach 08N classes, overseen by faculty director of undergraduate nonfiction writing (Sunstein). Other TAs teaching majors do so in S&E program and must be highly experienced, having received training in Rhetoric and Gen.Ed.Lit. New faculty are guided by chair + assoc. chair for faculty. Informal mentoring + formal review mechanisms.

We hold advising workshops for new faculty. We attend presentations by the UI advising staff on the CLAS liberal arts education requirements.

The Director of Undergraduate Studies meets with new faculty to explain advising procedures, departmental and collegiate requirements for the major, how to read a degree evaluation and so on. The Director of Undergraduate Studies meets with new TAs to give an overview of teaching responsibilities and methods. Individual faculty members who supervise teaching assistants also instruct them on teaching.

They serve as TAs for those courses before teaching them. They also attend English proficiency and teaching methods classes offered by the University.

New faculty are mentored by the Department Chair on how to advise students and are also give written material to assist them with advising. There is no formal process for mentoring new faculty w.r.t. teaching. However, they undergo peer observation of teaching every year and this process provides formative feedback.

NOTE: The percentages above change each semester based upon leaves, etc. Each untenured faculty member and adjunct has a mentor.

New faculty members in the Biochemistry Department do not have a formal teaching assignment during their first year, but are told the course(s) that they will teach during their second year as a faculty member. So, they sit in on the course their first year and have the opportunity to have first-hand mentoring from that year's instructor of the course. In addition, many of the courses in the Biochemistry Department are team-taught with 2-4 instructors/course, so the new faculty member can receive considerable guidance from the other instructors in the course in cases where necessary. TAs in courses seldom give lectures in the course, but do sometimes run discussion sections and receive instructions, guidance and oversight by the faculty members lecturing in the course.

all mentoring in dept. is informal; CLAS provides college level

New faculty are assigned, or select, a senior colleague as faculty adviser.

Orientation training for TAs; most TAs receive formal continuing training through Gen Ed Lit or Rhetoric.

Extensive mentoring for TAs. No special training for new faculty.

Beyond the scope of services provided by the university, we offer a full-day orientation for new TAs. Master of Accountancy TAs go through a formal interview process, during which they simulate a classroom experience. Classrooms for all TAs (doctoral and masters students) are visited by faculty on three occasions. All new faculty are experienced teachers. Senior faculty provide them with copies of sample syllabi, etc.

TAs attend two days of orientation in the Fall semester and one day in the Spring. TAs with lab assignments are required to attend weekly lab training sessions. New faculty are assigned a faculty mentor who counsils them on teaching/advising, research, and service responsibilities. In addition, as part to their annual review, each untenured faculty member is counsiled by the DEO.

One on one mentoring.

An orientation and training workshop is held each Aug. for new and returning TAs, and they are regularly monitored by the Language Coordinators. TAs do not advise in our unit. New faculty are mentored by senior colleagues and by the Chair.

Every semester we visit untenured faculty classes and new TA classes. We incorporate evaluation into annual review letters. In addition, the DEO meets with new faculty to help them design syllabi and exams and to establish grading curves.

New faculty are assigned a senior faculty mentor. New TAs attend a session at the start of the semester and are mentored by a head TA.

Tere is a two-day orientation each Fall for new and returning TAs. New faculty attend as well. The DEO acts as mentor to new faculty.

The College of Nursing provides an orientation to the teaching role at the beginning of the academic year. Througout the year Program Directors work clisely with new faculty. Area chairs may also work with new faculty assigned to their area. Faculty are also encouraged to participate in University wide opportunities to increase their teaching skills.

We do not teach courses for undergraduate students. We can supply information for this item if requested.

New faculty are made aware of center for teaching resources and mentored by a committee of several faculty. TAs Center for teaching staff conduct several sessions in graduate student orientation course all new graduate students are required to take.

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No formal mentoring

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No formal mentoring.

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At the beginning of each academic year, new T.A.'s attend 3 days of advising and teaching workshops. New T.A.'s practice teach an assigned lesson and receive feedback from faculty (and other graduate students present). Follow-up classroom visits are conducted during the semester and T.A.'s receive written evaluations of their performance (usually with a follow-up conference). If there is a perceived need, a follow-up classroom visit is conducted. The mentoring of new faculty is more informal. Their primary advisors are usually established faculty closest to their area. Classroom visits are conducted in connection with their annual reviews.

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Have yearly 2 -day TA orientation sessions and 1st semester at Iowa all TA's are required to take a 2 s.h. course for new TA's.

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For new faculty: none For new TAs: we hold a formal TA training orientation/workshop before the beginning of each semester. The training includes presentations by faculty, staff, senior graduate students/TA, and (usually) a staff member from the Center for Teaching.

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we have orientations for TAs every August; these are run by faculty and by experienced TAs

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Nothing formal.

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Faculty: Training for advising is provided by departmental pre-advisor. TAs: Required training workshop is provided prior to the beginning of fall session (our TAs are appointed for the academic year) and mentoring is provided by faculty who teach the course they are assigned to. TAs do not advise.

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TAs are entered into a formal program, meeting three times in the Fall semester, involving mentors and both beginning and experienced TAs. They are introduced to basic pedagogical practices and develop teaching materials together as part of their "mini-course".

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All graduate students receive formal training about teaching and how to be an effective TA. Junior level faculty receive peer review and mentoring of teaching from senior faculty.

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We hold orientation for all TAs twice each year - immediately prior to the beginning of fall and spring semester. We also require all graduate students to take our department's graduate course in Teaching Religious Studies. Mentoring for new faculty is less structured. We typically have a new faculty member every couple of years and accordingly have adopted an ad hoc approach. A senior member of the faculty and the department chair work with the new faculty member to provide whatever guidance and encouragement seems warranted.

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The addition of new faculty is a rare event for our program. Inservice education provided to the clinical staff by the Program Director as needed.

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Our instructors come from all over the University, from different colleges and departments. Whatever mentoring and training is provided by those units is what our instructors receive.

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This major draws on coursework in four science content areas (biology, earth science, chemistry, and physics) in which there may be formal mentoring processes. We have no formal mentoring processes in Science Education since the teaching of our courses and the advising of students has been done by long-time faculty up to this point.

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New faculty go through an orientation session on teaching and student advising before they actually teach. Additional mentoring for new faculty is provided by the departmental Effective Teaching Evaluation Committee. The most visible aspect of our TA training is a 10-hour TA orientation before the start of each Fall semester that is required of all TAs teaching for the first time. It includes discussions of what to do the first day of class, survival tips, sexual harassment and consensual relationships, and disabilities awareness. During the orientation, the Departmental TA Handbook and the Center for Teaching's Handbook for Teaching Assistants are distributed and discussed. Then TAs meet with their course supervisor for a detailed orientation. New TAs must attend weekly meetings the Director of Mathematics Tutorial Laboratory to discuss teaching. Further, all TAs for courses 22M:032 and below must tutor in the Lab as part of their office hours and this tutoring is supervised by the Lab Director and his assistant. If the TA is a discussion section leader, then the instructor of the course is their supervisor. As a TA's skill level increases, she/he is given increasingly more challenging assignments. TAs responsible for their own sections of a course have a faculty supervisor. In each case, training/mentoring continues throughout the semester with weekly meetings with the course supervisor for an hour and some class visits. Our TAs have won numerous University teaching awards. The department has also established its own TA teaching award.

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I will speak to how we work with our 0% faculty, who have home departments elsewhere on campus. In the future and as are now appointing more adjuncts in IP we are discussing regularizing support/training for them. The International Studies Coordinator and Associate Dean are available to help faculty working with our students on their senior research projects. At the beginning of each semester we send to faculty information on our senior project, recommendations for working with their ISBA students, and contact information for additional support if needed.

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New faculty are mentored for teaching by a designated senior faculty member and mentored for advising by our coordinator. TAs have orientation for teaching in the PE Skills program and apprentice experiences as TA to faculty member before taking on own academic courses. TAs for faculty meet once a week during the semester.

New Faculty New Faculty are assigned a mentor within the department. They are also invited to attend workshops hosted by the College of Liberal Arts and Science related to tenure. Teaching Assistants TA training duties differ between studio art and art history. The studio TAs have greater independence with studio division instructor/supervisor oversight, and teach their own courses, generally using a syllabus generated with guidelines from the area and school. The art history TAs are guided in a more structured program. This difference is necessitated by the pedagogical requirements of the two disciplines. In both instances, however, TAs are selected based on academic standing and potential for successful teaching. Performance is thoroughly monitored, whether the appointment is in studio or art history. Responsibility for TA training is shared between the Head of Art History and the faculty instructors in charge of each course where TAs are assigned. The Graduate Adviser in Studio is responsible, together with the individual Area Heads in each studio medium, for overseeing TA training and evaluation. In some studio areas technical coordinators (P&S Staff) provide some technical training to the TAs, but always with the oversight of the Area Head. Art history TAs are required to attend seminars at the Center for Teaching, Studio TAs are strongly encouraged to attend and utilize The Center for Teaching, but are not required to do so. TAs teaching in GE courses are instructed on a weekly basis at meetings with the supervisor in charge. The professor will usually visit each TA's class at least two times per semester and then provide the TA with a verbal critique. All TAs in studio art and art history are evaluated at least once each semester. Supervising faculty are required to observe TAs, provide in-depth written feedback, and set aside time to discuss the observation and overall written evaluation with each TA. All TAs receive a copy of Handbook for Teaching Assistants published by the Office of the Provost at the University of Iowa. There are orientation sessions for TAs, one for art history and one for studio art at the beginning of the academic year. In the meeting this past August, Dr. Mooney, the Head of Art History and Bunny McBride, the Supervising Graduate Advisor for studio art reviewed the duties of the TAs, emphasized the importance of the FERPA rules, and outlined teaching strategies for effectively conveying information and encouraging discussion in discussion sections. Undergraduate and Graduate Advisors, Evelyn Acosta -Weirich and Laura Jorgensen, supply necessary information pertinent to the standard operating procedures for all TAs covering particular important parts of the Teaching Assistant Manual that effect grading, teacher student behavior, attendance, and assignments. The supervising graduate advisor for studio spends the first few weeks of each semester attending to the needs of TAs individually and answering questions not covered by their supervising instructors. Emphasis is placed on the importance of communication and documentation with their students and especially the supervising instructor. Throughout the academic year, some of the required Art History Colloquium sessions are devoted to teaching instruction. Last year, Jean Florman came to talk about the importance of a lesson plan. This year she came to talk about encouraging undergraduates to discuss in discussion sections. This spring, for colloquium everyone will be reading a chapter and then discussing ideas drawn from Ken Bain's What the Best College Teachers Do. Most of the TAs in art history are in charge of discussion sections that are associated with a large lecture class (Masterpieces, Western Art and Culture Before 1400, etc). The professor in charge of the course gives TAs specific instructions as to content and pedagogy. For instance, Dr. Mooney, the Head of Art History, always asks a TA to create a lesson plan for the week's discussion section that everyone else uses so that there is consistency from section to section. In art education TAs meet each month with the supervising professor, collaborate on lesson plans to ensure consistency, and exchange ideas related to teaching and assessment. This is necessary due to the pedagogical content and nature of classes in this area. They also spend time every other week planning demonstrations and assessing material needs. Each TA is responsible for purchasing lab materials for all sections once each semester. All of the TAs in Art Education are closely monitored and mentored by faculty. Most have had at least two years of public school or community teaching experience.

TAs attend a mandatory orientation prior to teaching and are closely supervised by their supervising faculty. Except for doctoral students who have completed the Pedagogy course, or Teaching Practicum, TAs do not have primary responsibility for instruction in our courses. Their function is to assist the course instructor, provide review sessions, discussion sessions, computer or interpersonal skill labs.

New TAs attend pre-semester workshops for the course to which they are assigned and meeting weekly or bi-weekly with faculty course supervisor. new faculty are paired with seasoned tenured or tenure-track faculty teaching same course if possible.

We hold new TA orientation sessions each August. Then for our multiple section courses the TAs attend weekly meetings with the faculty.

There is no formal mentoring program for TA

Each program is responsible for mentoring their TAs and lecturers. They meet with them, often require that they sit in on the class in the semester prior to teaching the course, and are evaluated each semester following teaching.

TAs do not advise. Associate Director for Undergraduate Studies meets with new faculty members regarding advising.

Workshop for TAs

## **6) What research opportunities, if any, are available for majors? What are the criteria for student participation?**

Majors can take independent study or internship semester hours to work with professors on research. Majors can also design their own research projects and get course credit for pursuing them, as well as counting as an honors thesis. Interest and enthusiasm are the primary criteria for student researchers. We especially look for diverse and/or disadvantaged students whose gpa's may be marginal but whose insight and curiosity is strong to recruit into undergraduate research activities. These students often catch fire and their GPAs can improve dramatically.

Ample ... all faculty are research active and accomodate undergraduate students in their labs.

Graduation with honors involves a research requirement. Since nearly 100% of the majors are in the honors program, this involves nearly all majors. They make arrangements with specific laboratories for their research experience.

Faculty often have undergraduates involved in their research through the USA or other programs on campus to support undergraduates who assist faculty in their research. Faculty nominate students who have done well in their classes.

honors research (only open to honors students) research practicum (open to all)

work as a research assistant with Faculty

none

Students in Theatre participate in productions on a regular basis. This is the primary "research" conducted by the faculty.

Working in faculty research labs on a voluntary or paid basis. Students have to express an interest and meet the requirements of the lab supervisor

Research papers are a regular part of most courses. Not sure of further "research opportunities".

Students are expected to conduct scholarly and creative research in courses. Additional opportunities are available through honors course work, research assistantships with faculty, and other special UI sponsored programs (IREU).

The department runs an Honors program in which interested students can take part in their own research. To take part, students must satisfy the University eligibility requirements for Honors. Individual faculty members also take on students in independent study in which non-Honors students can be involved in research. Selection is up to the supervising faculty member.

They sometimes do an Honors project with a faculty. Other times they serve as research assistants. Many courses involve projects that further enhance research skills.

Many undergraduate students participate in faculty research projects. There are no formal criteria for this. It is up to the individual faculty member.

Students work on honors projects with faculty. Honors status required. Students work with faculty on research projects. Faculty members select students for these opportunities.

All undergraduates majoring in biochemistry who have a 3.00 grade point at the start of their junior year are strongly encouraged to work in the research laboratory of a biochemistry faculty member. Most do.

USA program, through Pomerantz Career Center: we routinely use this resource.

There are various informal opportunities. The Honors program offers opportunities too.

Undergrad research assistantships through the USA program.

No departmental programs. We occasionally make use of university-wide programs. Typical undergrads are not yet able to handle research in German.

Accounting faculty on occasion work with students on research projects as part of the College's Honors Program.

The Department has substantial external funding. While most of this is allocated to graduate students, postdocs, and professional research staff, significant funds are available for and used for supporting undergraduate research. Most of our undergraduates have a research experience prior to graduation and most of these students are paid from external grants and contracts. Faculty also compete for and win internal funds (IREU, etc.) for undergraduate research support. The Department also has Foundation funds specifically targeted at undergraduate summer research opportunities. Essentially any student in good academic standing in our Department has the opportunity to participate in a research project.

None

Apart from Independent Study projects (e.g., for an Honors thesis), none.

Students may take Directed Readings (6M:101) with a faculty member, they may complete an honors project with a faculty member or they may work as a research assistant for a faculty member.

Faculty are encouraged to supervise research projects of undergraduate honors students.

Majors in their junior and senior years have the opportunity to work with faculty, usually through the Honors Program.

Undergraduate students idividually seek out research participation opportunities that are posted within the College. The

University of Iowa College of Nursing Young Scientist Program provides year-long mentored research experiences for undergraduate nursing students. This innovative program is made possible through the support of the John A. Hartford Center of Geriatric Nursing Excellence, the Nancy Stence Creason Nursing Young Scientist Scholarship, and the Lazarra Family Foundation Young Scientist Award.

Most faculty are eager to have undergraduates participate in research projects & senior/honors theses

None

None

Majors have the opportunity of working on honors projects. Those working on such projects typically take one or two individual research courses with their faculty advisor in preparation for their honors thesis. Such courses are also available to other undergraduates when there is an interest on the part of the student that is not served by existing course offerings. There are occasionally undergraduate research assistantships for which interested students may apply.

Have Honor's workshop & thesis. Internship Program. Independent Study credit available to work on research with faculty.

There are a good number of research opportunities for undergraduates. Most faculty are engaged in research projects (most of them externally funded) that provide at least some opportunity for involvement of undergraduates (some of the faculty also obtain additional funding for undergraduates through the IREU program). The department does not currently do any formal organized advertising of these opportunities. But the department does provide faculty help recruiting by posting announcements (via email to all CS majors and on paper/bulletin boards). Often, though, connections are made by students directly approaching faculty in their area of interest and asking about opportunities. Individual faculty members determine participation criteria.

None, at present

Essentially no research opportunities are available while students are in the Program itself. pre-CLS students often have jobs in research labs.

The department offers three courses in which undergraduates may enroll for a research experience: 30:185, 30:193 and 30:194.

Archaeological field schools; Laboratory Methods in archaeology; Grants are available to faculty for funds to reimburse undergraduates.

All Psychology faculty maintain active research programs. All Psychology majors are eligible to participate in faculty research. Each lab sets its own criteria for students- some labs have few if any restrictions while others require a specific GPA. Students may register for course credit for research involvement through one of several research practica offered by the department.

The senior majors seminar is the obvious opportunity for undergraduates to undertake original research. In addition, we encourage our students to apply to programs such as the Iowa Undergraduate Research Experience. Depending upon the need, we offer a special honors seminar for seniors in the honors program.

Students have the opportunity to participate in faculty research or to come up with their own with faculty oversight. Students must be enrolled in the NMT clinical year to be involved.

Students may sign up for Independent Study courses with willing faculty. Whatever criteria those faculty apply is what our students must uphold.

Undergraduate Directed Study in Science Content. Student must present short proposal to participate. Student must complete a synopsis of the research project early in the semester and submit a report showing the results of the research project upon completion of the project.

We have an exemplary program of Undergraduate Research Assistantships. Undergraduate RAs work ten hours per week with a faculty member and are paid \$1,250 for a semester. The Undergraduate RAs work in diverse research areas present in the department. Thanks to a prestigious, large scale NSF award to the department, EMSW21-VIGRE: The Iowa Mathematics Initiative, some of the best math majors are working as VIGRE Undergraduate RAs and are paid \$1,500 for a semester. Faculty members have also supported undergraduate researchers on their grants. In Fall 2006, there are 14 Undergraduate RAs. Sophomores and beyond with a GPA 3.0 or more are eligible to apply for Undergraduate RA positions.

All ISBA students are required to complete a senior research project as a condition of graduation. To support this requirement, our students have the option of taking a 1 s.h. research methods course (187:095). Additionally, many students take advantage of our 187:105 Independent Study option and engage in research abroad under the direction of IP affiliated faculty. Often these students write research grant proposals for the Stanley undergraduate research grants, with assistance from the IP Grants office.

Our huge undergraduate enrollments restrict our abilities to do much here but we do encourage Honors projects.

(USIA) - Undergraduate Scholar Assistant program through the Pomerantz Career center Student assistants are selected by faculty to work in areas such as research, lab work, teaching, manuscript editing, data collection, etc. Faculty advertise these

positions through the Career Center. In order to qualify students must be undergraduates, have sophomore status, a Cumulative GPA of 3.0 or higher, and be enrolled as a full-time student. The Dewey Stuit Fund Students, faculty members, and academic units can request funding for projects that will advance the extracurricular research, scholarship, and creative work of undergraduate students working with faculty and promote the development of mentor-protégé relationships between undergraduate students and faculty members. \* Undergraduate student travel to disciplinary conferences, workshops, archives, or other sites, either to present their work or to advance their research or creative projects \* Equipment or supplies needed for an undergraduate research or creative project \* Departmental prizes for undergraduate research or creative efforts \* Mentoring activities such as faculty lunches or dinners with undergraduate students Iowa Research Experiences for Undergraduates (IREU) The intention of the IREU funding program is to encourage the direct involvement of undergraduate students in the scholarly efforts of faculty/research staff by providing the opportunity to obtain funds to support student involvement in their research. Eligible students are those who have not earned an undergraduate degree in any discipline. Honors program Honors in research Undergraduate Teaching internship 143:101 honors teaching practicum Peer mentoring 610:099 Information on these programs is available at: <http://www.uiowa.edu/~honors/research.html>

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Research Courses, Honors projects, Individual Study

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Independent studies, internships, honors program, SROP, undergraduate RA. Student interest, available faculty, GPA in major and sufficient background, as determined by faculty mentor.

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We hire undergraduate students to work on some faculty research projects (hourly basis). Academic performance is used as a criterion for evaluation.

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Student interests and faculty availability

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Undergraduate honors program out of Belin Center.

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Music is primarily a creative field, particularly at the undergraduate level. Students have constant performance opportunities. Faculty members in music therapy involve undergraduates in research.

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Honors thesis Research Practicum registration

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**7) In the interest of fostering an extra-curricular climate for majors, does your department or program provide or coordinate efforts with student lounges, student publications, and/or student organizations, and what special events, if any, does your department or program sponsor for undergraduate students?**

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We have activities for AKD the undergrad sociology honors society

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Several student organizations run thru our dept ... American Institute of Chemical Engineers, Omega Chi Epsilon Chem Eng Honors Society, Multi-Ethnic Society of Engineers to name a few. These organizations organize and run several outreach events such as our Spooky Spring 5K to raise money for the Iowa City Homeless. We also host annual picnics (Fall and Spring) and a Winter Holiday pot luck (in early Dec).

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NA

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We have a lounge which has a refrigerator, microwave and work space that undergraduates are encouraged to use. WE have recently put a computer in this lounge that students may use. The computer is hooked to a pay-per -print printer and has internet access. There is an undergraduate Linguistics Club.

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National student organization in speech and hearing chapter (NSSHLA)

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a weekly meeting off campus in an informal setting designed to foster conversation and run by one Faculty.

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We are trying to get an undergrad journal started

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Theatre Arts produces about 25 productions a year, all of them extra-curricular, and all of them open not only to theatre majors but to anyone in the University community. We also sponsor No Shame Theatre, a student organization that performs once a week in the Theatre Building. We were instrumental in founding the performing arts dorm for first year CLAS students, and we continue to be engaged in that. We send faculty and students around the state on outreach events.

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Department supports the student biomedical engineering society in organizing the fall picnic and the annual banquet in the spring semester.

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English Department honors student have access to a lounge, their own advisor, and an occasional literary magazine (see <http://www.uiowa.edu/~smack/>). Extra-curricular attention to the majority of majors is regrettably limited -- we have a listserv and are working on a bit more identity opportunities. Note also the writing concentration in the residence halls.

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We are involved with the performing arts dorm on campus and participate in some of its events. We have an Undergraduate Student Organization (UDO) in the dance department in which 9 students participate each year as class representatives. We run a touring student dance company each spring in which approximately 20 students participate. They receive course credit for this, but the tours occur outside of the regular course schedule. The department sponsors numerous dance concerts in which students perform and show their work. We also have begun to collaborate with Hancher Auditorium on including



student writing in their performance programs.

The department has an undergraduate economics organization, the Economics Forum, which sponsors the occasional speaker and faculty panel discussion. The Department sponsors a team that takes part in the Fed Challenge, a competition for college and university economics majors sponsored by the Federal Reserve. Economics students also take part in various student organizations within the College of Business (Delta Sigma Pi, etc) and University.

Student organizations: Financial Management Association.

Yes, our department maintains a student chapter of the Institute for Electrical and Electronic Engineers (IEEE) which is the professional organization for the ECE profession. We also hold departmental picnics, pizza parties, etc. on a regular basis.

We have five co-curricular student organizations advised by faculty; students produce our alumni magazine; our internship and assessment coordinator sponsors events and teaches workshops. We have an atrium that serves as a student lounge.

The Department sponsors a Biochemistry Undergraduate Majors (BUMS) club that undertakes a number of activities and events during the academic year to bring the undergraduate majors together. In addition, undergraduates working in research laboratories present the results of their research at a biochemistry conference on campus each spring semester. Undergraduates whose research has reached the level of publication often have the opportunity to attend a scientific conference and their way is paid from either a research grant of the faculty member with whom they are working or by the Department.

We sponsor a weekly Russian conversation group; frequent evening film screenings; we also coordinate with the Slavic Student Cultural Organization, which is run by Russian/Slavic students

CEE has two active student groups with whom CEE closely interacts.

None

We have a German club, a soccer game every semester, a weekly coffee hour (in German), and work closely with the International Crossroads Community (which we helped found) at the Mayflower.

There are numerous student lounge areas in the John Pappajohn Business Building. We publish every fall an accounting newsletter entitled "The Iowa Ledger." Beta Alpha Psi (BAP) is an honorary student organization. BAP sponsors weekly meetings with professional accounting organizations (both in the public and private accounting arena), sponsors Meet the Firms Night in the fall, sponsors an awards banquet in the spring, and sponsors field trips. Our students participate in the Deloitte & Touche Tax Challenge and PricewaterhouseCoopers Extreme Accounting Competition. The department also sponsors along with RSM McGladrey a national speaker series in the fall.

Dedicated undergraduate lounge Undergraduate photos with names posted outside lounge to help students get acquainted with one another Active Society of Physics Students chapter; activities include field trips, movie night, dinner with faculty "Quantum Pizza Party" Orientation event All of our students, as a group, attend relatively small introductory physics classes intended specifically for our majors. This helps them to identify with each other and the Department.

None

As noted above, within the area majors there are various cultural and language-skill events that are well publicized, sometimes through relevant student organizations. Individual faculty also keep students informed of relevant events (such as foreign language film screenings or other cultural programs).

We have an extensive set of activities that we sponsor. We have 14 active student organizations who are guided by an advisor in UPO; these organizations run events that are too numerous to list. The big events are Business Week in September and March, and Family Weekend in November. We send students to several national conferences each year. We have a speaker series directed to the undergraduates, the Pearson Leadership Lecture Series. We have a Leadership Council that provides input for the undergraduate program, a Learning/Living community in Currier Residence Hall, and a President's Council that provides for coordination among the student organizations.

The department sponsors the Business Technology Association, the undergraduate MIS student group. Supported BTA activities include non-credit certification classes, corporate site visits and trips to national meetings.

The undergraduate Honors Club in Classics (Eta Sigma Phi) meets regularly and organizes events for Classics students.

The College of Nursing provides student lounge areas in several places within the Nursing Building. These lounges provide an opportunity for student to meet informally and are often the site for organized social and professional activities. The Student Services office provides a series of Monday night interactions particularly geared to undergraduate students called Monday Night Medleys. The University of Iowa Association of Nursing Students (UIANS) is the undergraduate student professional organization of the College. UIMSNA (UIowa Minority Student Nurse Association) works to recruit, support, and mentor minority student nurses from racial/ethnic groups and cultural backgrounds historically under-represented within the nursing community, including but not limited to men, persons of color. Gamma Chapter of Sigma Theta Tau sponsors several events throughout the year that encourages interactions between undergraduate and graduate students as well as faculty.

See response to #4 under advising

Student lounge, Fall and Spring picnics, undergraduate student organization (SGE)

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The department has occasionally sponsored sessions on careers in statistics, in which statisticians from local industry have talked about their work.

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We requested a student lounge when SH was remodeled but the request was denied. There is an Actuarial Science club that the students actively support and run.

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We encourage interested undergraduates to submit papers to undergraduate philosophy conferences and help them revise their papers before submission. We also strongly encourage our undergraduates to attend our series of lectures throughout the academic year. From time to time we have had undergraduate philosophy clubs but their persistence has been largely at the mercy of students interested enough to help organize them.

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Lambda Pi Eta society. Student lounge. We invite professionals and alumni to speak to classes and give lectures.

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Our department provides substantial support for two important student groups that include a good number of undergraduates (but also include some graduate students). These are the student chapter of the Association for Computing Machinery (ACM, the premier computer science professional society) and Women in Computer Science (WICS). These groups each have a faculty advisor who works with them to plan activities, budgets, etc. Activities are wide-ranging, but include academic and/or technical presentation/talks by guest speakers, career planning, attending conferences, visiting corporations, and social activities. The department has been successful in raising funds to support these groups. For example, gifts from one corporate sponsor have provided each of the groups funds allowing several years of annual budgets of a few thousand dollars (certainly enough to enable good activities and ambitious plans).

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we have annual pizza parties for all grad and undergrad students

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Occasionally host Health Sciences Learning Community students in a hands-on laboratory workshop. Host UIHC Job Shadow programs a few times a year and Opportunity at Iowa students for tours and/or laboratory workshop.

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The department provides sponsorship for Pi Sigma Alpha, a national political science group who meets several times a year. The department also sponsors workshops during the academic year on topics of interest to our majors (i.e., careers...).

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The Department offers a student lounge open to both graduate and undergraduate students. Undergraduates often get to know this lounge because of its use as a reserve reading room for their courses and then will make additional use of it for studying, gathering for meetings, or simply eating brown bag lunches. It is a social cross roads among dedicated students at both the graduate and undergraduate level. The department also has an active Anthropology Student Organization. The core constituency is typically small, ranging from 5-12 active members, yet they participate in a wide range of activities including peer counselling, flint knapping (production of stone tools), coordinating brown bag lunch/speakers, joining in the atlal club and other departmental events.

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There are two student organizations: ISPA and Psi Chi. Both hold regular meetings, do service projects and organize special events.

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The department has a computer lab that is open to all students and, in many ways, serves as a common meeting place. We also have a lounge where students can come and go at their leisure. It provides a space to encounter in less formal fashion graduate TAs and members of the faculty.

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Nothing specific at this time.

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n/a

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Our curriculum and computer lab are open to all of our majors and fosters discussion and collaboration among our students. The Science Education major provides a gateway for students interested in teaching science at the secondary school level. A majority (though not all) students choose this path. These students are active in student science teacher associations.

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The department has an active Math Club for undergraduates. The Club has been meeting regularly throughout the semester. Usually pizza is served, fun activities (e.g., T-shirts, games) are arranged. The GAUSS seminar, run jointly by graduate students and undergraduate students, frequently has talks attracting many undergraduates. The latest example is a talk on November 6, 2006, by Sara Burden from the Pomerantz Career Center about searching for a job and preparing a resume. The Muhly Lounge of MLH is an ideal place for interactions between undergraduates and other groups of people in the department: graduate students, postdocs, and faculty. Many activities involving undergraduates take place in the Muhly Lounge. As part of activities related to the departmental NSF EMSW21 -VIGRE, a VIGRE Undergraduate Seminar in Linear Algebra is being created to offer undergraduate students an enrichment opportunity. The goals of the seminar are to expose students to extra topics related to class material, to develop good mathematical practice (emphasizing reasoning and communication), to acquire some of the skills necessary for beginning mathematical research and to occasionally share ideas on especially challenging homework problems.

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We have established a student group (PRISM) specifically for International Studies majors. This group sponsors monthly guest speakers on international careers, has a student mentoring program in the works, is looking at service-learning projects, and is planning collaboration with some international student groups. It also sponsors, through our Outreach department, the International Crossroads Community, a learning community, in the residence halls. It sponsors a variety of events and all ISBA students receive a newsletter for our majors that highlights relevant events on campus. We are also

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developing a Student Ambassadors program this year, in which ISBA students speak with groups in their home communities about their experience at Iowa, studying abroad, and internationalization in general--both to make the general public more aware of what International programs and the University of Iowa is doing across the state, but also to help our students develop professional contacts and skills.

We sponsor an end of year Scholarship and Graduation Reception in May. We recently turned the department library into a very popular and attractive student lounge with the purchase of sofas and chairs.

USID--Undergraduate Students in Design Ceramics Society Art History Club Student Chapter of the National Art Education Association The Undergraduate Students in Design meet regularly to exchange information about Graphic Design. They also hold a large show at the end of the academic year for senior BA and BFA students. The Ceramics Society raises money to visit Ceramic Studios in other cities and states. The students also have attended conferences in the past. The Art History Club is the undergraduate art history club. The Club works with the Art History Society (graduate students) to organize symposia, field trips and speakers. The Student Chapter is Art Education works to design experiences for students to develop professional leadership skills, experience growth, and enjoy opportunities for professional development. The Art Education Department also participates in a smaller graduation ceremony where TEP candidates are recognized.

Wild Bill's Coffeeshop is the student lounge in North Hall which the School supports. We encourage the Student Social Work Association (SWSA) to continue each year and the BA Coordinator serves as a faculty liaison. We hold an annual ice cream social to welcome new students in the spring after they've been notified of admission, annual fall picnic for all incoming students and social work graduation ceremony. We also include student representatives in many of the major committees of the school.

No special events. Undergraduate majors receive email announcements of all public departmental functions.

We have an undergraduate student organization that meets and elects a representative to attend faculty meetings. This student member is placed on the agenda automatically, though they sometimes decline the opportunity to speak.

Student lounges are located in the building that houses the College of Engineering. The department supports the student chapters of professional societies, for example, the American Society of Mechanical Engineers, Institute of Industrial Engineers, Society of Automotive Engineers, Human Factors Society, etc. Our Department does support undergraduate students to participate in student organization activities.

1. Student lounge on third floor 2. various student organizations in math ed., special ed., english ed., social studies, music, art, etc.

We have several student organizations: Music Therapy Association, Music Teachers National Association (MTNA) student chapter, Music Educators National Conference (MENC) student chapter, two service organizations for music students, etc. We have a comfortable student lounge (but no faculty lounge). The School of Music presents hundreds of concerts and special events every year, nearly all involving students.

National Student speech and hearing organization has a local chapter; Student Lounge in building

## 8) What programs are in place to attract a diverse student body to your major?

Our faculty looks for diverse students taking our courses (which attract diverse students) and invite them to participate in research and more advanced study.

Ethnic Inclusion Effort for Iowa Engineering (eI squared) ... visit our website at <http://www.engineering.uiowa.edu/ethnic-inclusion/index.html>

Integrative Physiology is primarily a pre-health profession major. Due to faculty resources and space restrictions enrollment must be limited. A formal application is required. Attracting majors has never been a problem.

We have several large GE courses that address issues such as African American English, dialects of English, and English only laws that are of interest to a diverse student body. We also offer Swahili which is an attractive language offering for African American students.

none

none qat the undergraduate level

We actively recruit a diverse student body and plan to increase these efforts.

Work with the College recruitment coordinator to attract female and minority students into the program.

Outstanding courses in a diverse cultural range of literary materials.

We have none in place at the present time; but would very much like support from the University on this matter. We have had success recruiting several minority graduate students through the Dean's Fellowship.

None - the department does not take any measures to recruit students, diverse or otherwise, to the major.

The Dean has appointed a new Diversity Committee. Other than that, the responsibility falls more on recruiting people.

Student recruiting efforts for the College of Engineering are centralized at the college level. The college places special effort on recruiting underrepresented student populations. For specifics, contact the Engineering Student Development Center.

We run the Iowa High School Press Association and it has a program to target minorities. We sponsor a chapter of the National Association of Black Journalists.

The Department fully supports all the the diversity programs of the University. In addition, the Department participates in programs that allow minority students to work in research laboratories during the summer.

no specific programs

The same programs that generally exist in the Engineering College; e.g., AGEP

None

Nothing at dept. level.

We take advantage of all opportunities offered through the College.

We participate in Upward Bound, Student Science Training Program, and we have an active outreach program that extends to high schools in Cedar Rapids, Davenport, and as far away as the Chicago area.

None

There are no formal programs. Since AL&L includes a large number of "heritage" learners, it has a somewhat "diverse" student body (depending on one's definition of this term), but relatively few African-American, Latino/a, or Native American students enroll in Asian languages (this is true nationally, as well at at UI). One recent hire has taken a particular interest in minority student needs and has a number of minority students in her classes, and we regard this as a healthy development.

The Iowa Diversity in Business initiative is aimed at creating a welcoming community in the Tippie College for all students. The Iowa Edge, run in conjunction with several offices on campus, brought 40 underrepresented and first-generation college students to the University of Iowa for a week of orientation activities. Ten of those students were pre-business.

We have been actively promoting the major to female undergraduates in an effort to reverse the decline in the number of women going into CS/MIS. A new articulation agreement with Kirkwood Community College will also attract a more diverse group than the traditional UI undergraduates.

Two years ago the department received a gift, which the faculty voted to use as tuition aid for a qualified undergraduate major. The department is hopeful that enough interest will have accrued to the account by next year to begin offering the aid.

the Minority Student Nurse Association is a newer organization in the College of Nursing and the result of student efforts to provide a more nurturing and supportive environment for students. The College also has a newly appointed Director of the Office of Diveristy.

We actively participate in all of the recruiting efforts with the University advising center and have made visits to several communities that have concentrations of underserved minorities. We have hosted several group tours/activities in the College to support Opportunity at Iowa.

Nothing formal

None

None

We have participated occasionally in summer intern programs designed to attract undergraduate majors considering a graduate career in philosophy.

We have no substantial formal programs in place, but we like to, and have been discussing, ways in which we could make a major effort to recruit more women in computing. Unlike most CS departments, which are in an engineering or science college, our position within CLAS should provide a very good context for being more successful than most at broadening computing education and attracting more women to the field.

no formal programs

We have no specific programs aimed at diversity. Have done guest lectures at outside institutions with different student populations to raise student interest in the profession.

none

Department faculty have historically served on the steering committees of inter disciplinary programs such as American Indian and Native Studies Program and African American World Studies. In these capacities they have met with under-represented students to create curriculum options, both within the program and the department and have come to serve as advisors.

The Psychology Department has a pilot project designed to attract and promote achievement among ethnic minority students. The PEPD (Promoting Excellence in Psychology through Diversity) program includes mentoring of undergraduate students by graduate students from the same ethnic background, monthly social meetings and placement of students in research laboratories.

Several members of our faculty have joint appointments in, for example, African-American Studies and American Indian and Native Studies. Their courses are almost always crosslisted in both departments (programs). We also strive to offer courses on a wide variety of religious traditions. This means courses on various western religions (Judaism, Christianity and Islam) and the variants within each tradition. It also means that we offer a broad range of courses on Asian religious traditions.

Use of mass media recruitment, such as our program website. Inclusion in University of Iowa catalogs.

n/a

None

In addition to Program A for traditional math majors and Program B for secondary school teaching, we have introduced the interdisciplinary Program C major. This program is designed for students who want a degree in Mathematics with a clear specialization in some areas of application or some allied field. Specialization include: Optimal Business Decision Making, Economics, Physics, Statistics and Actuarial Science, Computer Science, Biomathematics, and Biostatistics. We permit certain courses from outside our Department, that have a strong math content, to count toward the Program C major.

Each ISBA student receives a \$1000 scholarship to study abroad. This is one way in which we support and encourage UI students to broaden their perspectives. We are pleased to see the ISBA student population consistently mirror the UI student population and continue to watch those numbers. IP recently participated in a recruiting event attended by graduates of Iowa and their college-bound children--specifically underrepresented alum. Ip is also currently planning increased study abroad support for underrepresented students and underrepresented majors (math, engineering) to study abroad.

Our sport studies curriculum is specifically focused on issues of diversity in sport. That and the subject matter in general attract some students from diverse backgrounds

The School of Art and Art History has participated in visits with the admissions office at UI to high schools in Iowa and Illinois to recruit diverse students. We also have a small scholarship competition for high school seniors, this is not necessarily targeted toward diverse students.

The School coordinates with OI. We sponsor an annual Latino Youth Leadership Conference (juniors and seniors in high school) with which we attract students to the UI, and hopefully to Social Work eventually. School's Diversity Committee sponsors an annual recruitment and retention reception and we provide scholarships for students of color. For two years now, we have had a formal faculty mentoring program for diverse students.

Specialized graduate recruitment.

No programs are in place.

We work with the University and College programs to attract a diverse student body to our majors, e.g., eI<sup>2</sup>, GAANN, AGEF, Graduate College's Opportunity at Iowa, etc.

College wide recruitment events specifically designed to attract a more diverse student population

Studio faculty members are responsible for recruiting students. They make strong efforts to recruit a diverse student body; talent is the primary criterion.

### 1) What mechanisms does the department use to define goals and assess outcomes?

We have a portfolio system coordinated with our capstone course that includes a final research paper, website, or powerpoint presentation created by the study to showcase her or his talents to prospective employers and/or grad programs.

Our accreditation board requires this activity. See our dept website for more details. I have a video there that explains it from the bird's eye view.... [http://www.cbe.engineering.uiowa.edu/undergrad-program/Small\\_ABET\\_Video.swf](http://www.cbe.engineering.uiowa.edu/undergrad-program/Small_ABET_Video.swf)

These are addressed in regular faculty meetings.

We are currently in the process of designing our outcomes assessment documents.

graduate schools applications outcomes

portfolio on a voluntary basis, capstone courses We are in the process of revising the procedure for outcomes assessment student portfolios

We are working on this now. Our goals are very clear but as a liberal arts department we find that they are not easy to measure. We have a senior seminar which will center our assessment efforts.

Develop and refine outcomes based on input from our constituents such as the students, faculty, industry, and the advisory council.

None at present, but we are working on this.

We meet on a regular basis for such discussions. However, at the present time, we are conducting a self-study in preparation for an application for accreditation through NASD (National Association for Schools of Dance).

The Department is currently in the process of defining outcome goals and developing a process to assess outcomes.

We have pioneered an Outcomes Assessment plan. But all our courses involve rigorous testing through exams, quizzes, assignments, projects, cases, and class participation and presentations.

The Department has a comprehensive process to quantitatively assess student learning outcomes. This process is part of our ABET accreditation process. We have 11 specific learning outcomes, each of which is quantitatively assessed on a continuing basis. Faculty retreats are held at the completion of every semester to close the loop on the assessment process.

We specify our learning objectives on each course syllabus, which are part of what we call "The Iowa Dozen." These are twelve learning objectives and they must be part of the Senior Learning Portfolio.

All courses in the Department are peer-evaluated by faculty members who sit in on at least one session of the course and provide a report on the course to the Department chair. In addition, all students are asked to fill out an evaluation questionnaire of all courses taught in the Department.

no specific mechanisms, though we do keep in touch with our graduates, often for many years after they have finished

Faculty meetings and committees define goals and outcomes

Survey of alums every 7 years.

That's what we're working on now.

The department has developed a computer-based exit survey that assesses the outcomes of our various programs. Students also meet with our Professional Accounting Council, an advisory board, each semester to discuss program issues.

Exit interviews with graduating seniors Track Honors Program participation, undergraduates paid from external grants/contracts, admission to graduate school, employment.

Advisory committees and incremental self studies for modality specific accreditation.

The Dept. is in the process of drafting an Outcomes Assessment plan at the request of the Provost's office. It will incorporate and expand on existing measures, such as proficiency testing for language courses (in Chinese and Japanese), and programmatic goals set for each track, through consultation among relevant faculty

Tests, Papers, Presentations, Case discussions. We meet as a department to define goals. Each semester faculty report on how their course contributes to the department goals.

The Department is currently formulating a new outcomes assessment plan.

Portfolio of papers and translations done by the students; portfolio is submitted in the senior year.

The College of Nursing has established program goals for each of its programs. These goals direct the College program evaluation. Each program is reviewed systematically on a scheduled basis. Student outcomes include graduation rates, licensure examination pass rates, alumni surveys and employer surveys. Undergraduate student preparedness for licensure examination is fostered and evaluated through a series of examinations contracted through a professional testing company

We have mechanisms in place for our professional program if you would like those.

We use surveys, performance in a capstone course, and post-graduation alumni meetings

Survey of alumni

Survey of alumni, results on professional exams.

We are currently working on a new statement describing the education we expect our undergraduate majors to achieve, detailing specific and general educational goals. Our new outcomes assessment plan includes faculty meetings at the end of each semester to assess the work of seniors in light of our expectations. These meetings will be followed by a brief summary of our discussion. We also send questionnaires to all graduating seniors asking them to evaluate various aspects of their undergraduate education, their prospective plans, and the way in which their major prepared them for those plans.

Pre/post test currently in place. Other mechanisms are under development.

The department has no formal mechanism for this at present. In the past we have done such things when required by administrative requests from above (e.g. recently we filed an outcomes assessment report based on the first five years of existence of our Master of Computer Science program). We have just begun to organize a more formal process as part of the University's HLC reaccreditation this year.

none that I am aware of

Regular meetings with clinical instructors and hospital laboratory personnel to discuss desired outcomes. Adherence to accreditation standards and content guidelines published by accrediting and certification agency. Surveys of graduates and employers to assess graduates' preparedness for the workplace. Analysis of certification examination results.

A survey designed to assess our program is distributed to all graduating senior majors three weeks to the end of fall, spring and summer sessions.

The Department has no independent outcome assessment beyond advising responsibilities that ensure students complete the major requirements.

We have used senior surveys to track the long and short term plans of our graduates. In part, this helps us to identify the percentage of students who are able to gain acceptance in graduate programs and who successfully gain employment in their chosen field. Additionally, we will begin assessing outcomes in our courses by utilizing exam questions to track competency levels of students.

The department has a senior majors seminar that serves as a capstone experience for its majors. It provides an opportunity to assess students' reading skills, writing ability, oral communications skills, and understanding of and capacity to reflect critically on major interpretative issues in religious studies.

Pass rates on national certification exams, job placements rates, attrition rates, student grade reports, student clinical evaluations, graduate outcome surveys, student evaluation of courses and instructors, national professional standards, accreditation standards.

This is a very new program, but we will use student progress toward academic goals and efficient graduation rates to measure success.

None

Any issues related to the undergraduate program are first discussed by the Undergraduate Committee, which recommends to the departmental faculty for approval. An Outcomes Survey is conducted annually to get feedback from students who have recently completed or are completing a math degree.

As a new program we are just to the point of working on assessment issues. To date we have worked to be responsive to the needs of the students, faculty and staff interacting with a new interdisciplinary major. We are now working towards the assessment goals of the Provost Office and to that end have convened the ISBA Curriculum Committee to define our learning outcome objectives and discuss ways in which we will assess those goals.

We are in the process of addressing outcome assessments. We hope eventually to institute a capstone course to help in this process as well.

Currently there is an outcomes assessment committee composed of faculty from each major. The School of Art and Art History is in the process of revising outcomes from 1991. All the area heads have met to discuss the new standards and a final version will be generated in December, 2006. There is also a curriculum committee that oversees the curriculum of the School of Art and Art History, this committee also helps to shape the school's goals and philosophy of education.

The School is governed by a committee structure that includes Executive Committee (composed of all program chairs as advisory to DEO), Curriculum and Diversity Committees. In addition, the BA faculty meet monthly to review program goals (and strategic plan goals that impact the program). The BA coordinator reports to the faculty of the whole monthly.

We are finalizing these now--I asked you to wait, because we are trying for reasonable uniformity among all FLL departments. But I guess you don't want to wait for something real. So here's the draft: DRAFT: November 11, 2006 Outcomes Assessment for B.A. in Spanish Outcome statement Knowledge/skill Type How assessed Feedback to dept 1. Students can engage in conversations in Spanish on a range of topics, recount events and personal experiences, and produce explanations and descriptions. (Advanced on the ACTFL scale) Interpersonal speaking Direct OPI-like one-on-one interview with one of a small number of faculty who are either OPI trained or have undergone local preparation for this task. Results will inform discussions and proposals of departmental curriculum committee regarding courses at all levels where speaking and listening in Spanish is a course goal. 2. Students produce extended interpretive and analytical essays in Spanish on Hispanic literary texts, using scholarly sources to support their arguments. Literary interpretation and analysis Direct Assessment embedded in a 170+ course. OA committee examines student papers according to rubric for literary interpretation and analysis developed by the OA committee. Results will inform discussions and proposals of departmental curriculum committee regarding courses at all levels where analysis, interpretation, and/or written expression in Spanish is a course goal. 3. Students produce extended interpretive and analytical essays in Spanish on Hispanic cultural phenomena, using scholarly sources to support their arguments. Cultural interpretation and analysis Direct Assessment embedded in a 170+ course. OA committee examines student papers according to rubric for cultural interpretation and analysis developed by the OA committee. Results will inform discussions and proposals of departmental curriculum committee regarding courses at all levels where analysis, interpretation, and/or written expression in Spanish is a course goal. 4. Students summarize and evaluate analyses of linguistic phenomena, demonstrate the ability to construct a linguistic argument, and report research results in a discipline-appropriate format. Linguistic analysis and argumentation Direct Assessment embedded in a 170+ course. OA committee examines student papers according to rubric for linguistic analysis and argumentation developed by

the OA committee. Results will inform discussions and proposals of departmental curriculum committee regarding courses at all levels where linguistic analysis in Spanish is a course goal. 5. Students demonstrate growth in their understanding of alternative cultural perspectives during study abroad. OR (alternate phrasing) Students demonstrate growth in intercultural competence by reflecting on and analyzing their experiences while studying abroad. Cultural understanding Indirect Students write a reflection upon their return from study abroad in response to a question about cultural awareness/understanding constructed by the OA committee. In writing their reflections, students will have access to the short essay on their reasons for wanting to study abroad that they wrote on their study abroad application. The reflection will be assessed by the OA committee according to a rubric developed by the committee. Use essays to provide feedback to the study abroad program. Results will inform discussions and proposals of departmental curriculum committee regarding courses at all levels where cultural competence is a course goal 6. Students make conscious use of material learned in one course to inform their work in a subsequent course. Knowledge building Indirect Students write a reflection about one of their three course papers in response to a question constructed by the OA committee about building on previously learned material. The reflection will be assessed by the OA committee according to a rubric developed by the committee. 7. Students demonstrate awareness of their growth in academic/intellectual ability and knowledge and in Spanish language skills as a result of their coursework for the Spanish major. Knowledge building Indirect Students write a reflection based on a reading of the three papers in their portfolio in response to a question constructed by the OA committee about their overall growth as a consequence of their Spanish major. The reflection will be assessed by the OA committee according to a rubric developed by the committee. Procedures 1. Students construct a portfolio that consists of 3 papers written for their advanced courses (170-199), which students usually take near the end of their major program. The portfolio will also contain 2 reflections. One reflection will respond to outcome #5 (cultural understanding acquired during study abroad) and the other to outcome #6 (knowledge building). Students who have not studied abroad would write their two reflections in response to outcomes #6 and #7. 2. The portfolios would be electronic. Technical details are forthcoming? one possibility is to create a course on ICON called ? Portfolio? in which students would have space to upload their papers and reflections. We will have to decide whether completing the portfolio would carry 1 semester hour of credit, or whether it would be a requirement for the major but with no credit. 3. A plan of study, filed with Graduation Analysis, would prompt students who have not completed their portfolios to do so, under penalty of withholding the degree (i.e., make the portfolio a degree requirement). 4. Credit for study abroad would be contingent on submitting the reflection on study abroad (i.e., outcome statement #5). 5. Students would be made aware when they declare the major of their responsibility to produce their portfolios by the end of their last semester of study. Instructors of courses at the 170+ level would be asked to insert a statement about the portfolio in their course descriptions/syllabi, and advisors would be asked to mention the portfolio to their students during advising sessions each semester. 6. The Department will create an Assessment Committee, whose work will take place in the spring semester. The committee will create rubrics (scales) to assess how well the contents of each portfolio achieve each outcomes statement. 7. All majors would produce a portfolio, but not all portfolios would be assessed. The Outcomes Assessment Committee of the department would develop a procedure for assessing a sample of the portfolios and conducting oral interviews with a sample of graduating majors on a schedule (yearly? yearly at first and then every 3 years?) to be determined by the department.

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We are actively engaged in the process of determining a strategy to assess outcomes.

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Faculty retreats, faculty meetings, Mechanical and Industrial Engineering Advisory Board meetings, feedback and input from current students and alumni.

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Based on INTASC standards and state licensure requirements

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Each program has definite goals and objectives, and the curricular structure follows National Association of Schools of Music standards (which are set in place by the 550 members representing institutions) Assessment is a daily activity: private lessons and studio classes, performance juries at the end of each semester, proficiency exams conducted by faculty areas, and final recitals for performance majors; portfolios and capstone student teaching experience for music education majors; internship experience for music therapy majors; assessment of compositions and final performances of compositions for composition majors.

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Feedback from students at graduation

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## **2) What professional exams, if any, exist that are relevant for assessing outcomes in the department's major? Is information available on the pass rates for these professional exams?**

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none

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We use a variety of linkages to specific tests and projects in our curriculum to assess outcomes. Again, see the video.

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Nearly 100% of the students take the appropriate examination for admission to the professional program of their choice. These primarily involve the MCAT, GRE, Dental Admissions, or Optometry Admissions examinations.

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None.

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none at undergraduate level

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National exam from the "French Chamber of Commerce" (for business French/advanced language course)

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n/a

There are none.

There is no professional exam for Biomedical Engineering

N/A.

N.A.

None exist.

None apply.

The Professional Engineering (PE) exams exist as a basis for professional licensure. However, few ECE graduates, either nationwide or in our program, take these exams so there is no valid data available w.r.t. pass rates for our students.

None.

In the biochemistry courses taught for professional students such as the medical and dental students, the students take the professional Board exams, which have a biochemistry component to them. Our students typically do quite well on these exams.

none to my knowledge

CEE uses the Fundamentals in Engineering (FE) Exam to track how its students perform.

n/w

None.

Certified Public Accountant examination. Pass rates are published by the National Association of State Boards of Accountancy.

GRE Subject Exam Results are for comparative purposes - there is no pass or fail threshold.

Professional exams are administered by the American Registry of Radiologic Technology, American Registry of Diagnostic Medical Sonographers, and Nuclear Medicine Technology Certification Board. Pass rates are available.

Apart from Language Proficiency testing (loosely monitored through ACTFL), I know of no professional exams relevant to our major.

None

Some MIS students sit for Microsoft MCSA/MCSE certification, and a small number sit for CISCO certification. Exact figures are not available but we believe that the majority of students who sit for certification exams pass them.

There are none.

Entry into nursing practice is regulated by successful completion of the nursing licensure exam (NCLEX). All graduates of a nursing program who desire to practice nursing must successfully complete this exam. School pass rates are available.

We have a licensure examination that all students must pass to practice. We would be happy to supply our pass rates.

None

None

Professional exams given by the SOA and CAS. We keep track of pass rates.

We have no professional exams, specifically for philosophy. There are, of course, GRE's, LSAT's, MCAT's and assorted other post graduate tests, but it is difficult to compare the performance of philosophy majors on these tests to that of other majors.

N/A

None (that we know of - but probably none of us has looked recently)

none

Graduates can take two national certification exams - MT exam offered by American Society of Clinical Pathology and the CLS exam offered by the National Credentialing Agency for Clinical Laboratory Personnel. Scores and pass rate information is available. UI CLS Program has had 100% pass rate for at least the last five years (national average about 85%) and scores well above the national mean.

NA

There are no professional exams at the undergraduate level for assessing outcomes.

NA

There are no professional examinations in the discipline of religious studies.

NMT graduates are eligible to sit for two different national certification examinations. Either met State licensing requirements. Our graduate typically take both. One is called the NMTCB (Nuclear Medicine Technologist Certification Board) and the other is

n/a

None

N/A

NA

Health promotion majors who take them are very successful in the Certified Health Education Specialist (CHES) and American College of Sport Medicine (ACSM) Health and Fitness Instructor certification exams.

There are no professional exams for assessing studio majors or art history majors. There are two tests the Praxis I and II that some art education students must take in order to complete their licensure process in neighboring states. The Praxis exams are, according to ETS, ?? a series of professional examinations for beginning teachers consisting of the Academic Skills Assessments, Subject Assessments, and Classroom Performance Assessments.? Art education students generally do well on the Praxis I. They are not allowed to enter the Teacher Education Program unless they score above a 170 (190 is the highest possible score in each category) in all areas. The Praxis II covers content knowledge in art. The College of Education has not collected data related to student test scores on the Praxis II.

Iowa does not require licensure of BA level students, so we have not used that exam as an indicator of outcomes at the BA level.

ACTFL for linguistic proficiency in all four skills. Graduate Record exam for literature and culture. We do not administer these departmentally. This would cost money and we have been told to forget it.

None.

Fundamentals of Engineering (FE) exam is the professional exam for engineering majors. The College of Engineering maintains record of the outcomes of the FE exams.

Praxis. Information available on pass rates

none in music, but certification (with examinations) are required in music education and music therapy. I believe the pass rate is extremely high (perhaps 100%) due to the strong assessment methods used prior to the exam.

none

### **3) What sources, if any, exist to provide information on how your undergraduate programs are ranked among their peers at other institutions?**

don't know

US News and World Report NRC Rankings of Graduate Programs

NA

none

dont' know

n/a

The Gorman Report is the only ranking of undergraduate programs I know of that includes Theatre. Our department is always in the top 7.

U. S. News and World Report assessment and ranking of programs

Our strength got mentioned in a recent Chicago Tribune account of the UI, but I don't know formal rankings (unlike grad programs).

None, to my knowledge.

While Economics departments are often ranked (mainly on the basis of faculty research), no sources exist to rank departments on the basis of their undergraduate programs.

There is a Business Week ranking for undergraduate programs. Other ad-hoc surveys of departments within the college rank us very high.

The only significant source of such a ranking is U.S. News and World Report.

None, really. Our status in national competitions, such as the Hearst Journalism Awards, are our best measures.

We don't have a real direct way of comparing our undergrad program with equivalent programs at other Universities. However, many of our undergraduates go on to either professional schools, such as medical or dental school, or on to graduate schools, where they report back that their biochemistry undergraduate training is highly beneficial.

American Association for the Advancement of Slavic Studies (AAASS) sometimes does surveys. I doubt we rank very high. We did rank near the top in the early 1990s.

The only mechanism is via the US News & World Report, which generally combines all engineering students in its performance/ranking evaluation

none

None.

According to U.S. News & World Report's America's Best Colleges 2007, Undergraduate business specialties, accounting, we are tied for 21st in the nation for all colleges and universities and tied for 15th among public schools.

There are no formal rankings of undergraduate physics or astronomy programs. We do, however, get a sense of how well we are doing through information obtained at the Annual Meeting of the Midwest Physics Chairs and publications of the American Institute of Physics.

None exist.

None.

We are ranked by US News & World Report and by Business Week.

The most important ranking for undergraduate MIS programs is by US News and World Report. Unfortunately this ranking only covers the "top 20" programs, and we are not in that group.

There are no formal statistics.

There is no standardized process for ranking undergraduate programs in nursing.

I don't think there are formal rankings but information about department characteristics are available through the American Geological Institute.

Reputation, departmental reviews and commercial rankings such as US News.

Reputation, departmental reviews, and commercial rankings such as US News.

The American Philosophical Association has formed a committee (The APA Committee on Teaching Philosophy) charged with a general discussion of how to assess undergraduate teaching. It does not specifically compare undergraduate programs (at this time).

N/A

None specific to computer science that we know of.

none

Essentially no outside sources. US News and World Reports doesn't rank CLS Programs. Certification exam scores and pass rates are not publicized.

NA

There are no appropriate sources for providing ranking information about anthropology departments for undergraduates.

NA

For the most part, religious studies programs are ranked at the graduate level. On the other hand, the American Academy of Religion has taken an increasing interest in evaluation of undergraduate programs.

Program outcomes are made available to the College of Medicine (DAMS) and the JRCNMT (the accreditation body for NMT). Applicants are provided a listing of the graduation, placement, certification pass rates once their application folders are complete.

We are trying to ascertain at present how many other such programs there out there like ours and how we might benefit from a comparison study.

None

There is no ranking of undergraduate math programs. Our undergraduate program is robustly healthy. The NSF VIGRE program review panel and the NSF VIGRE site visit team think we have a strong undergraduate program. The prestigious

NSF VIGRE award has a very positive impact for the future of our undergraduate program.

NA

No data are collected for our field so it is difficult to assess rankings formally.

U.S. News and World Report, The National Research Council, and the Princeton Review are the only sources for rankings related to art and/or art history according to the National Association of Schools of Art and Design. SAAH printmaking program is ranked 2nd and the painting program is ranked 18th according to US News and World Report.

Social Work BA programs are not ranked.

None of which we are aware.

None.

The American Society for Engineering Education publishes data on program characteristics.

U. S. News and World Report

There have been no such rankings since the Gourman report of 1998, which ranked the University of Iowa undergraduate music program as 20th in the nation.

### **1) What plans are underway or in discussion regarding planning for the future with regard to undergraduate majors?**

Our undergraduate committee constantly reassesses and revitalizes the undergrad program, bringing innovations to the faculty for implementation (or rejection).

We are thinking of teaching courses that would have general appeal to students outside of engineering as part of the general education offered on campus. For example, maybe a course on the history of chemical technology and engineering or the future of energy.

Because the major was changed from Exercise Science to Integrative Physiology in 2006, there are some curriculum changes being considered.

We are discussing our outcomes assessment.

other methods of outcomes assessment

Increase the number of majors in the department (currently same as 10 year ago) Increase information on educational and career opportunities for majors in French, both at home and abroad

planning for implementation of new student learning outcomes and assessment

We just completed a revision of the undergraduate curriculum and requirements; we recently added production opportunities for undergraduates. Last year the department was re-accredited and the National Association of Schools of Theatre noted that the undergraduate program was exceptional. We are now working on assessment plans -- that is our focus for the immediate future.

On going assessment process through which the faculty and advisory council review the curriculum and student achievements annually. Continuous program improvement is effected by the review to maintain a contemporary curriculum.

--Gateway Course for majors (will start Fall 2007) --Outcomes Assessment under discussion --More attention to community building

We are currently reassessing our B.A. program to make sure that it is meeting the needs of the majority of our students. We are considering making admission to our major selective.

As noted above, the Department is in the process of developing an outcomes assessment process. The Department is also considering a plan to institute a track system in the major.

We keep making small initiatives and improvements on an ongoing basis. The extra-ordinary success of our program in attracting students speaks to our effectiveness.

As part of our assessment process, described above, we continually assess the effectiveness of our curriculum and make incremental changes to improve learning outcomes. Right now, our primary focus is on more effectively incorporating coverage of professional ethics and global awareness throughout our curriculum.

We concluded a discussion of our undergraduate major when we implemented our assessment plan two years ago. However, the Learning Portfolio and student course assessments provide us with ongoing input.

We do not anticipate any major changes to our undergraduate biochemistry majors program in the near future.

We are constantly working on new and revised course offerings and distance courses with UNI and ISU.

There is always on-going active discussion. CEE presently is preparing for its ABET accreditation review set for September '08.

we are always discussing future plans for undergrad majors

We are working on revamping outcomes assessment, including an oral competency exam and an online portfolio of essays in German and English.

We have just formed a Student Advisory Council whose mission is to contribute to improving the accounting program by serving as a liaison between students and administrators.

We plan to do more extensive tracking of undergraduate data, including research experiences, publications, honors, presentations at scientific meetings, employment and internships, We are exploring the development of a new track within our Applied Physics Program targeted at Physics Education. The intent is to develop, in collaboration with the College of Education, a BS/MTA program that will create much needed high school physics teachers. We are also exploring with CLAS the creation of a Learning Community.

We're considering the option of offering some online courses and an online degree.

Our language programs continue to grow and faculty regularly consult on their structure and goals. Training in literature and culture is similarly re-visited regularly, but is hampered (especially for Chinese) by the lack of faculty (faculty have left and haven't been replaced). New initiatives (e.g., new study abroad programs, such as a new summer Chinese program in China, begun in 06) are regularly taken by Dept. faculty.

Increasing the number of field studies courses (projects that are done for companies with business problems)

We continually evaluate the required and elective courses in an effort to insure that our courses give students what they need to succeed in the workplace. A current effort involves the creation of a capstone project course that would have groups of seniors work on actual projects provided by companies who regularly hire our graduates.

The department is planning an extension of its Classical Civilization major, and hopes to present the idea to the EPC this year.

The College of Nursing will continue to evaluate the quality of our undergraduate programs and the ability of our programs to meet the nursing leadership needs in the state of Iowa and the nation.

N/A

Minor curriculum changes, better outcome assessment tools

We continually review our curriculum and courses. We are currently considering establishing a combined BS/MS degree in Statistics.

We continually review and revise courses to keep current with professional actuarial exams and actuarial practice.

Every year the undergraduate studies committee reassesses its course offerings and major requirements. The new outcome assessment plan will be continually evolving in light of the data we receive.

Efforts are underway concentrating on reducing the number of majors in order to enhance quality of experience for undergraduates.

We are in the process of putting together a very substantial proposal for a new undergraduate major, which we expect to have significant impact on computing education at UI. We also expect this program to help in our goal of substantially broadening and diversifying the students reached by computing education. (Clearly, this is vague, but for a couple of sensitive reasons, I cannot provide more detail about this proposal for a month or so.)

we are discussing outcome assessments and ways to recruit additional majors for Comparative Literature

As of June 2007 we will no longer have an accredited CLS Program on this campus. We will continue to offer CLS education through a partnership with the accredited program at the University of Nebraska Medical Center. This change will be largely transparent to students, with exceptions of a summer term in Omaha and fewer positions available in the class. A new coordinator will be hired in early 2007 - it will be this person's responsibility to assess needs and to plan necessary actions, changes, etc.

The department will be reviewing its undergraduate major requirements during spring session.

The Department of Anthropology recently added a second degree program, the BS in Anthropology. We are still integrating this change within undergraduate studies and seeking to broaden its enrollment. Additionally, the new composition of the faculty has led to new courses in medical and applied anthropology that build on our recent efforts to expand the career workshops. The Department is in a position to build on these changes to offer a more visible program in applied anthropology.

The department is currently reviewing our curriculum and discussing a restructuring of the major, including the addition of

cognate requirements for the BA degree program.

At this very moment, the department is engaged in a reassessment of the senior majors seminar. Is this an appropriate capstone experience? If so, how do we make it more successful? If not, what would be an appropriate alternative?

Due to the development and increases use of image fusion technologies, we're working with radiologic science degree program and radiologic technology program to come up ways to incorporation additional imaging modalities (specifically MRI and CT) into the nuclear medicine curriculum.

This will be easier to answer in a few years. At present, with only one year into the program, we are focused on increasing enrollments and measuring student success.

Science education faculty are currently discussing updating the Science Education major.

We strive to increase even further the number of math majors; at the present level, it is about 200. We are planning to expand our Program C to include subtracks in more fields, such as Risk Management/Insurance, Chemistry, Geology, etc. We are working harder to increase the number of math majors going on to the graduate school in the mathematical science. We plan to offer a research experience course for our undergraduate students once a year, starting next Spring. Directed by a faculty member, students first read papers or texts on an elementary topic of current active research, and then learn through discovery by working together in groups. The topic varies from semester to semester. Examples include chaos, cryptography, fractals, image processing, knot theory, mathematical biology, mathematical physics, and wavelets.

Developing more opportunities for honors students. Developing a service-learning opportunity for the senior project. Expanding curriculum offerings, by providing curriculum development support, in key emphasis areas within the major. Developing an online exit survey to better understand what our students do when they leave the UI. Develop more information/advising resources for international internship opportunities.

We have applied for selective admission status for our sport studies major to control overwhelming enrollments. We hope to begin a capstone course for each major (HP and SS). We are thinking about service learning options for sport studies.

Currently SAAH is revising a set of competencies for undergraduate majors. As a result of this discussion we are hoping to implement an outcomes assessment plan that includes a digital portfolio. This will not only help students to reflect on their experience and seek employment or further education, but also allow us to gather data related to our undergraduate program aimed at improving undergraduate teaching, advising, and learning. With this data we hope to refine the undergraduate experience in SAAH. We have also been working towards implementing a more interdisciplinary model of visual arts education.

It is unclear whether this question is directed to helping undergraduates plan for their futures, or whether you mean our School planning for the future of our BA program? With regard to our students, we providing career and academic advising both formally and informally. For potential students, we participate in transfer days, Hawkeye days, visit other departments (related majors such as Psychology), provide in-depth advising, and offer general information sessions. In terms of departmental planning, we have a detailed outcome evaluation plan and review it annually as part of our strategic planning and accreditation process. We monitor the progress of our current students and the functioning of our program monthly.

Outcomes assessment. more systematic internship program. Service learning components to select courses.

We have recently initiated a new departmental focus (geographic information science) that is designed to attract and serve the interests of undergraduate majors. We are revising the curriculum in this area. We have begun a process of streamlining degree requirements. As mentioned above, we are investigating outcomes assessment practices.

Assessments from the Mechanical and Assessments from the Mechanical and Industrial Engineering Advisory Board on the course learning and program objectives, and feedback from the Board on the Program objectives are in progress.

We have just revised the curriculum for the BA program in music after 2 years of discussion. Our NASM accreditation review is scheduled for 2007-2008, so all majors/programs will be analyzed and assessed at that time (both internal assessment and assessment by a team of visitors).

better assessment mechanisms