

Assurance Argument

Iowa State University of Science and Technology

Submitted for Year 4 Assurance Review - February 2020

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1. *Updates since 2015: New ISU Strategic Plan and new Board Strategic Plan, updated enrollment data -- decrease in enrollment, increase in diversity of student population.*

The clearly stated [mission](#) of Iowa State University of Science and Technology, "Create, share, and apply knowledge to make Iowa and the world a better place," guides the institution's operations.

ISU offers a creative and welcoming environment where students choose a custom-made "adventure" that combines academics and student experience. Students (including Fall 2019 enrollment of 33,391 students from 50 states and more than 100 countries) pursue education in hundreds of undergraduate, professional, and graduate programs; study with world-class scholars; conduct significant research; and enhance leadership skills in 800+ student organizations.

Since its founding in 1858, ISU's mission has supported the land-grant ideal that higher education should be accessible to all through the teaching of liberal and practical subjects. This ideal is integral to land-grant institutions, created by the 1862 Morrill Act. Iowa was the first state to accept the provisions of the Act, and subsequently pioneered the concept of Extension – extending knowledge to people throughout the state. ISU Extension and Outreach benefits Iowans in all 99 counties with research-based learning opportunities and relevant, needs driven resources creating statewide and international economic impact. As evidenced in the [strategic plan](#), ISU embraces the teaching, research, and outreach missions of a land-grant institution.

The [Iowa Administrative Code](#) 681 13.1 (262) affirms the role and mission of the institution.

This land-grant mandate permeates our institutional culture and mission, with a clear focus on educating students and improving the lives of citizens in Iowa and beyond. The [annual faculty conference in 2018](#) focused on envisioning the new land-grant mission for ISU.

ISU is a member of the American Association of Universities (AAU), the Association of Public and Land-Grant Universities (APLU), and Universities Research Association (URA). The Carnegie Foundation for the Advancement of Teaching classifies ISU a Research University with Very High Research Activity (RU/VH). The Foundation describes ISU's graduate program as comprehensive doctoral and medical/veterinary; the undergraduate profile as full-time four-year, more selective; and the size and setting as large four-year and primarily residential. In 2010 and 2015, the Foundation also awarded ISU with the [Community Engagement Classification](#) designation.

ISU uses the Board of Regents mission and strategic plan to inform institutional priorities. The Board's [mission and strategic plan](#) reflect a deep commitment to creating the best public education enterprise in the United States to serve the needs of Iowa, its citizens, and the world.

Since the HLC comprehensive review in 2015, Iowa State has developed a new [2017-2022 Strategic Plan](#). Similar to the [previous plan \(2010-2015\)](#), the new strategic plan was developed through a public process. In October 2015, then-President Leath [charged a six-person steering committee](#) of senior administrators and faculty to lead the plan's development. The mission and vision statements were to remain unchanged, but new goals, sub-goals, and metrics were to be established. [Six subcommittees, comprised of 101 individuals](#) (faculty, staff, students, and external stakeholders), were assigned to solicit input and draft goals, strategies and potential metrics for the new plan. Public input was sought on draft documents through open forums and surveys, resulting in a strategic plan that has four main goals:

Goal 1: Ensure access to the ISU Experience – including an exceptional education offering practical, global, and leadership experiences that shape the well-rounded citizens and informed critical thinkers needed in the 21st century.

Goal 2: Enhance the University's research profile by conducting high impact research that addresses the grand challenges of the 21st century.

Goal 3: Improve the quality of life for all Iowans through services and programs dedicated to economic development and the promotion of healthy communities, people, and environments.

Goal 4: Continue to enhance and cultivate the ISU Experience where faculty, staff, students, and visitors are safe and feel welcomed, supported, included, and valued by the University and each other.

Iowa State's 2017-2022 Strategic Plan was approved at the [July 2016 Board of Regents meeting](#). President Leath charged senior leaders with [implementing the strategic plan and providing annual updates](#) on strategic plan progress.

1.A.2. Updates since 2015: updated degree program and enrollment numbers

Academic Programs

Consistent with Iowa State's mission, seven academic colleges (Agriculture and Life Sciences, Business, Design, Engineering, Human Sciences, Liberal Arts and Sciences, Veterinary Medicine)

and the Graduate College offer a broad and rich range of degree programs, including 119 Bachelor degree programs, 9 undergraduate certificates, 1 professional program (Doctor of Veterinary Medicine), 115 Masters programs, 81 Ph.D. programs, and 56 graduate certificates. (See [catalog for undergraduate programs](#) and [graduate college website for graduate programs](#) listings) Several academic programs are jointly administered by multiple colleges and represent interdisciplinary or cross-disciplinary fields of study. Academic programs maintain their currency and rigor through regular program and accreditation reviews.

New programs are developed to meet changing curricular needs. Recent additions include Business Analytics, Cybersecurity Engineering, Data Science, RN to BSN, and an Ed.D.

ISU offers a growing number of undergraduate and graduate online courses and degree programs, available to both on- and off-campus students. As documented in the Board of Regents report on Distance Education, in the 2017-18 academic year, ISU had 28,457 enrollments in distance education credit courses ([page 2](#)). While we continue to see strong demand for graduate courses, the growth since the last HLC visit has been in online courses for undergraduate courses with nearly 100 courses being added in that time period. The growth is influenced by the desire of on-campus students to take some of their courses online ([page 11](#)).

Student Support Services

The institution's [organizational structure](#) (including divisions, colleges, units, and departments) supports an extensive array of student support services. These services support goals to improve and promote recruitment, retention, time for degree completion, financial literacy/affordability, information literacy, formal and informal advising and tutoring, diversity and multicultural experiences, leadership, and personal enrichment/success/growth. They provide campus career services, student housing options, healthy and sustainable dining experiences, wellness services, recreational centers, bus services and parking facilities. Important service partners include Student Government, Graduate and Professional Student Senate, the City of Ames, and the State of Iowa.

Enrollment Profile

Changes since Last HLC Review

After several years of record enrollment growth, ISU has recently seen a leveling off in overall enrollment. In the past two years, ISU has seen record-sized graduating classes and a return to more normal-sized incoming classes. ISU has experienced a decline in international student enrollment (following national trends) and increased competition from surrounding states that are focused on keeping their students in-state. ISU is in the process of implementing a [strategic enrollment management framework](#) aimed to minimize the large swings in enrollment and 'right size' both institutional and program enrollments.

Fall Semester	Total Enrollment
2019	33,391
2018	34,992
2017	36,321
2016	36,660

2015	36,001
2014	34,732
2013	33,241
2012	31,040
2011	29,887

Fall 2019 Overall Enrollment Profile

The University mission defines ISU as a comprehensive research institution that supports students from Iowa and beyond. Fall 2019 enrollment included students from all 99 Iowa counties, every U.S. state, and 116 foreign countries. Though ISU is a comprehensive research university, the majority of students (85%) are undergraduates. Graduate students are 14% of student population, and DVM students account for the remainder.

ISU is [primarily a residential campus/community](#), with 28% of the total student population living in university housing, 54.8% living in off-campus housing in Ames (including university-owned apartments), and 2% living in fraternities or sororities. Only 15.2% do not live in Ames (either as commuters or online students), with 1290 enrolled as distance-only students. ISU is also a traditional-aged campus, with [95.6% of undergraduate students being under 25 years old](#). Ninety-four percent of undergraduates are enrolled as [full-time students](#) (12 or more credits), as well as 55% of graduate students (9 or more credits).

For the 2018-19 academic year, 21% of undergraduates qualified for a Pell Grant and 83% of undergraduates received some level of financial aid.

Provided below are additional enrollment characteristics for various student populations.

Fall 2019 Undergraduate Student Profile:

- 28,294 total undergraduate students
- 16,865 Iowa residents (59.6%)
- 2,202 international students (5.3%)
- 12,098 female (42.8%)
- 4,318 U.S. ethnic/racial multicultural students (15.3%)
- 18.8% transfer students
- 23.2% first-generation college students
- Of the new incoming students Fall 2019:
 - Average ACT score of 24.9 direct-from high school, incoming class
 - 28.3% were in top 10% of high school graduating class

Fall 2019 Graduate Student Profile:

- 4,498 total graduate students
- 1,251 Iowa residents (27.8%)
- 1,775 international students (37.6%)
- 1,955 female (43.5%)
- 497 U.S. ethnic/racial minority students (11.0%)

Fall 2019 DVM Student Profile:

- 599 total students
- 490 female (81.8%)
- 225 Iowa residents (37.6%)
- 55 U.S. ethnic/racial minority students (9.2%)

1.A.3. ISU systematically aligns planning and budget priorities with the mission and strategic plan priorities of the Board and University. Over the past decade, there has been an increased effort to align operational, budget, and capital planning with the University's Strategic Plan. Details of the processes used to ensure alignment are provided in 5.C.1.

*** The text below has been merged from Core Component 1.B ***

Updates since 2015: new strategic plans, progress report, and installation address

1.B.1. ISU's mission, vision, and strategic goals are available in the [2017-2022 Strategic Plan](#) on the University's website (under "M" and "S" on the index). ISU's mission is, "to create, share, and apply knowledge to make Iowa and the world a better place." The corresponding vision states Iowa State will "lead the world in advancing the land-grant ideals of putting science, technology, and human creativity to work." The mission and vision embrace the land-grant philosophy, and inform and guide the strategic plan. The Strategic Plan is the primary document used to guide the activities and priorities of the institution. Colleges and other University units use the Strategic Plan as a context for developing their own plans. President Wintersteen reinforced the mission, vision, and strategic goals throughout her [installation address in 2018](#).

The strategic plan along with [annual strategic plan progress reports](#) are available on the Office of the President's website. The [Board of Regents' Strategic plan](#) and ISU's strategic plan are also available from the [Board's website](#). As documented in [board minutes \(see page 8\)](#), Strategic Plan progress is reported annually to the Board.

1.B.2. The mission, vision, and goals contained within the [2017-2022 Strategic Plan](#) encompass the broad range of ISU's land-grant responsibilities, including undergraduate and graduate education, research and scholarship, the application of research to solve global problems, public service, and economic development. The first three goals of the strategic plan (see 1.A.2 above) align with the tripartite mission of a land-grant institution: Teaching - Goal 1: educating students with a focus on graduating practical, global leaders, Research - Goal 2: conducting high impact research, and Outreach/Extension - Goal 3: improving life for all Iowans through economic development and promotion of healthy communities. The fourth goal of the strategic plan supports the land-grant mission philosophy of providing education for all and our commitment to diversity and inclusion, by creating an institution where all individuals can thrive.

Phrases and sub-goals which demonstrate that the Strategic Plan encompasses the full scope of the institution include:

- ISU students take advantage of many opportunities to engage in real-world class experiences and cutting-edge research, to study in other countries, and to test their leadership skills in 800-plus campus organizations.
- Iowa State is dedicated to conducting research and scholarship with local, national, and international impact.
- ISU faculty, staff, and students are dedicated to improving lives around the nation and the world.
- Major investments in new research and educational facilities and an outstanding tradition of cross-disciplinary research bring all of ISU's colleges and departments together with global partners.
- Iowa State is dedicated to the belief that with hard work and innovation, future generations will have ample food and fuel, good health, and a safe, bountiful planet.
- Increase the number of Iowa public, private, and non-profit sectors that receive direct assistance or benefit from engaging with the University's programs, services, and initiatives.

The strategic plan and broad institutional goals, along with corresponding operational and annual planning documentation, are current and meet Board oversight expectations. The strategic goals are also used in annual budget priority discussions.

1.B.3. The purpose of the institution and the constituencies it serves are codified in the legal description of the University contained in the [State of Iowa Administrative Code \(681-13-1 \(262\)\)](#). In brief, the code describes Iowa State as “a public land-grant institution serving the people of Iowa, the nation and the world through instruction, research, extension and professional service.” The strategic plan, with its articulation of the broad ISU mission, is realized through the many strategic and operational plans of divisions, colleges, departments and other units.

Sources

- 2015 Community Engagement Reclassification Letter
- 2018 ISU Faculty Conference on Land-grant mission
- Board of Regents - Strategic Plan - 2010-2016 - Universities Updates - FY15
- Board of Regents Distance Education Report 2018
- Board of Regents Minutes - July 2016
- Board of Regents Minutes - November 2018
- Board of Regents Minutes - September 2010
- Board of Regents Strategic Plan - 2010-2016
- Board of Regents Strategic Plan 2016-21
- Catalog - Undergraduate majors
- Enrollment_by_Age 2019
- Enrollment_by_Housing_Type 2019
- FY2018 Strategic Plan Progress Report
- Graduate Program Listing from Website
- Iowa Administrative Code 681.13

- Iowa Administrative Code 681-13-1
- Iowa State University Strategic Plan 2010-2015
- Iowa State University Strategic Plan 2017-2022
- President Wintersteen Installation Speech
- SEM Organizational Framework - Final
- Strategic Plan Implementation Memo
- Strategic Plan Steering Committee memo
- Strategic Plan Subcommittee Rosters
- Strategic Plans on BOR Website
- Students_Enrollment_Full-andPart-Time_2019
- University Org Chart

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.D.1. As a land-grant institution, ISU has a strong commitment and history of serving the public good. [Strategic plan Goal 3](#) (*Improve the quality of life for all Iowans through services and programs dedicated to economic development and the promotion of healthy communities, people, and environments.*) articulates ISU's commitment to serving the public, and is visible in a broad array of activities and programs:

Extension and Outreach

ISU Extension and Outreach is a cornerstone of the University's land-grant mission. As outlined in its [strategic plan](#), Extension and Outreach strives to engage all Iowans with access to research-based education and information, serving more than [1 million constituents](#) each year through 100 county based Extension offices and central office staff:

- Connects Iowans with University research and resources, creating more than \$897 million of economic impact;
- Reached more than 115,000 direct contacts with information on agricultural best practices in 2018;
- Enrolled nearly 900 early childhood providers, teachers and directors each month in our pre-service online series, to learn more about improving care for young children;
- Connects with almost 1 in 5 Iowa K-12 students through 4-H, building skills in young people so they are ready for college and careers; and
- Provides skills training for more than 50,000 community leaders, local government officials, business owners, entrepreneurs, and volunteers.
- In 2017-18 provided continuing and professional development training for [525,236 registrants](#).

As documented in the annual report to the Board, ISU served over [541K participants in non-credit courses](#) in 2017-2018.

Research

ISU leverages its research to improve business, industry, and the lives of Iowans. The translation of research into solutions that address local and global problems is fundamental to land-grant universities. Evidence of this commitment is demonstrated in the fact that ISU annually

executes [over 50 license agreements](#) for ISU research to be used outside of the University.

Economic Development

ISU supports economic development within the state and beyond. The Office of Economic Development and Industry Relations serves as the hub for a broad range of economic development efforts, such as the Center for Industrial Research and Service, the Center for Industrial Research and Service, the Small Business Development Centers, and the Office of Intellectual Property and Technology Transfer.

An integral component of ISU's economic development efforts is the ISU Research Park (ISURP), founded in 1987 as a private, not-for-profit entity affiliated with ISU. ISURP has grown to over 400+ acres, 96 tenant companies, and more than 800,000 square feet of developed building space. The statewide impact from companies with strong ties to ISURP cannot be overstated; five companies that started at ISURP have gone public and multiple others have enjoyed successful liquidity events. The current tenant roster boasts world headquarters locations for two publicly traded companies and major research and development facilities for 10 others. Since the last visit the ISU Research Park has seen significant growth in core facilities, meetings space, including the addition of a medical clinic, child care facility, and a fitness center.

Beyond its economic development efforts, ISU has a broad economic impact on the state. A recently completed study commissioned by the Board of Regents [documented that in 2017-2018](#), ISU had an economic impact of \$3.4B on Iowa.

Public Engagement on Campus

The public engages with ISU through cultural, athletic, and professional/continuing education events. Being centrally located within the state of Iowa, ISU hosts a wide variety of organizations and events, such as the Special Olympics Iowa, the Iowa Games, state First Lego League Competition, state science fair, and statewide high school musical events. ISU athletics events have nearly 890K attendees annually. In addition, the [ISU Center hosts over 200,000 attendees](#) annually at events in Cy Stephens Auditorium, Fisher Theater, and the Scheman Continuing Education Building. The University Museums, Reiman Gardens, the Lectures Program and Music Department performances also provide opportunities for the general public.

1.D.2. While ISU is a major, internationally known public academic and research institution, it balances core programmatic responsibilities for extension, outreach, and economic development. As a non-profit public state institution, ISU has no fiduciary responsibility to generate financial returns for investors. It does have financial responsibilities to the Board of Regents (which ensures accountability for use of state and other financial resources) and the citizens of Iowa. As documented in 5.A.1. ISU's budget and expenditures align with primary responsibilities of the University.

1.D.3. Community engagement is the third part of ISU's land-grant mission. The Strategic Plan includes an explicit priority to involve citizens of Iowa and the world in collaborative interactions through extension, outreach, engagement, and economic development. Faculty and staff conduct these interactions through partnerships that recognize the value and expertise of all partners, while

adhering to University policies and procedures.

Carnegie Engaged Institution

ISU's commitment to engage external constituencies and communities is documented through its [Carnegie Community Engagement Classification](#). This elective classification requires the institution to provide data and documentation to determine whether the institution qualifies for recognition as a community engaged institution. Per the Carnegie Foundation, "*Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.*" The [documentation prepared for the classification review](#) provides data and information on ISU's community engagement through leadership, fit with identity and culture, financial commitment, assessment, curricular engagement, outreach, and partnerships.

Extension and Outreach

ISU Extension and Outreach monitors engagement through self-directed work teams, continuous needs assessment, and ongoing work with public and private partners. At the state level, staff work closely with key statewide constituencies. Needs assessments are conducted at local and state levels to inform programming. County extension councils (composed of nine elected officials in each of 100 county extension districts) and local stakeholder groups annually review, and prioritize needs for statewide work teams. In 2018, the VP for Extension and Outreach held [listening sessions](#) across the state of Iowa, engaging with 1,200 constituents to understand their needs.

Sources

- 2015 Carnegie Community Engagement Submission
- 2015 Community Engagement Reclassification Letter
- 2017-2022-ExtensionOutreachStrategicPlan
- ADV.19.09.VPListeningSessionsSummary
- Board of Regents Distance Education Report 2018
- Economic Impact ISU_ExecSum_1718_Final
- Extension_Continuing_Education_Courses_FY18
- Iowa State Center - Summary Data - BOR and Provost Information Summary 6-25-19 Final
- Iowa State University Strategic Plan 2017-2022
- Outreach and Extension 2018 annualreport
- Patents_and_Licenses_2018

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1. *Updates since 2015: new strategic plan, new VP for Diversity and Inclusion, new campus climate survey, increase in student and faculty diversity*

Strategic Plan and Initiatives

The [2017-2022 Strategic Plan](#) places increased emphasis on diversity and inclusion. Goal Four of the plan is focused on diversity and inclusion: *Continue to enhance and cultivate the ISU Experience where faculty, staff, students, and visitors are safe and feel welcomed, supported, included, and valued by the University and each other.*

In addition, subgoals of Goal 1 emphasize diversity:

- SUBGOAL 1.1 Improve the ISU Experience for underrepresented students by enhancing a transparent diversity and inclusion environment
- SUBGOAL 1.2 Continuously increase retention and graduation rates for all students while closing the gaps in student success (as measured by retention and graduation rates) between student sub-populations (e.g., race/ethnicity, income, first generation, nationality, ability, gender, and veterans)
- SUBGOAL 1.3 Provide learning opportunities to prepare students for lives and careers in a dynamic, global community

In support of Goal 4, in 2017, ISU used an external consultant to conduct a campus climate survey. The [results of the survey](#) were shared with the campus community and are available on the University website. The president charged senior leaders with convening subcommittees and creating [action plans](#) to address issues raised by the survey. While the 2017 Campus Climate Survey (Subgoal 4.1) was the largest and most time-intensive strategic plan implementation endeavor, subcommittees were concurrently assigned to either a subgoal or an action item to work diligently towards deliverable results. Two examples of recent efforts:

- Subgoal 4.3: [ISU leadership has recommitted](#) to our core Principles of Community (POC). ISU is focusing on promoting the types of interactions we want our campus and community partners to engage in, as opposed to attempting to enforcing a code of conduct. Numerous campus partners have created initiatives to promote the Principles, including Parks Library, the

Division of Student Affairs, the Emerging Leaders Academy, and various programs and departments embedded in ISU's colleges. The Principles are highlighted in new employee orientation and new student onboarding, along with new marketing campaigns such as posters and t-shirts. A diversity and inclusion statement including a link to the Principles of Community are now included [in all employment ads](#).

- Subgoal 4.4.: In 2018, the Dean of the Ivy College of Business, Vice President for Diversity and Inclusion, and Provost partnered on the creation of a Faculty Fellow for Diversity and Inclusion to focus on a broad spectrum of diversity initiatives related to faculty success. Dr. José Antonio Rosa currently serves as the inaugural Faculty Fellow. In his three-year administrative term, Dr. Rosa works to advance University efforts toward greater diversity, equity, and inclusion through innovative projects, including an initiative focused on Diversity and Inclusion Activities in performance assessments.

The [2017 Campus Climate Survey](#) results underscored the need to work more deliberately with the community to stimulate conversation surrounding serving and supporting diverse consumers, workforce members, and both current and future residents. Actions that have been completed include:

1: City Manager's Advisory Board

ISU, in conjunction with the local chapter of the NAACP, led the development of an advisory board to assist the Ames City Manager in working towards a city where all residents receive the type of exemplary service the city is known for, based on customer satisfaction surveys. The City Manager's Office, in partnership with corporate, faith-based, school district, university, and philanthropic volunteers, embarked upon an eight-month project of dialogues, workshops and seminars focused on multiple facets of city governance and administration, resulting in the creation of the Ames Citizen's Institute. The board continues to advise the City Manager on topics including the Ames Police Department "Stop Study" and the Ames Plan 2040.

2: Ames Community Institute

This program brings together a cross-section of Ames residents to explore creating, managing, and optimizing diversity and inclusion within the City's programs and services. Participants are selected based on recommendations from member of the City Manager's Advisory Board. Their purpose is to improve the living, learning, and work conditions of the community for both current and future residents. Participants attend a month-long series of seminars on city offices and services. Cohort one (October-November 2018) had 23 participants. Cohort two occurred October 1-November 1, 2019.

3: Symposium on Building Inclusive Organizations

A fundamental part of a living experience within a community is the interaction between consumers and small and large business. The climate survey results underscored the need to work more deliberately with local businesses to stimulate the conversation about serving and supporting diverse consumers and potential workforce members. The [Symposium on Building Inclusive Organizations](#) is designed for leaders and influencers in Ames and Story County, particularly those who impact workplace hiring, decision-making, and organizational culture and environment. The second annual symposium occurred October 29, 2019.

In response to student concerns over racial incidents that occurred fall semester 2019, the president [released a document November 7, 2019](#) that made a commitment of required

diversity/inclusion training for faculty and staff and other actions to support creating an inclusive campus environment.

The Board of Regents also considers diversity to be an important oversight responsibility and requires an [annual diversity report](#).

Vice President for Diversity and Inclusion

In 2015, ISU hired its first VP for Diversity and Inclusion (VPDI). The position is part of the president's cabinet and provides institutional leadership on diversity and inclusion issues. The VPDI serves as Iowa State University's executive level diversity and inclusion strategist. Reporting directly to the President, the VPDI supports all university functions by utilizing the matrix leadership model. [President Wintersteen has communicated the goal for Iowa State to be recognized as the most welcoming and inclusive land-grant university in the nation](#), and the VPDI leads many of the projects and initiatives that help the University operationalize this goal.

Diversity of the ISU Population

ISU actively recruits faculty, staff and students that contribute to the diversity of the institution. Data below provide a snapshot of diversity within these populations for Fall 2019.

Fall 2019 Student Enrollment

ISU has seen an increase in the number and percentage of U.S. multicultural students since the last HLC review, while the number and percentage of international students has declined. The percentage of students who identify as female has remained fairly constant.

	Fall 2019	Fall 2014
U.S. Multicultural Students	4,870 (14.6%)	4,065 (11.8%)
International Students	3,198 (9.6%)	3,980 (11.6%)
Female	14,543 (43.6%)	15,144 (44.0%)

Fall 2018 Faculty and Staff

There were [766 female faculty members](#) accounting for 39.6% of the faculty population. Across staff (professional and scientific [P&S], contract and merit) there were [2,551 female staff members](#) accounting for 56.1% of the population. Unlike student records, employee records do not disaggregate individuals with international backgrounds; therefore, the race/ethnicity categories include international faculty/staff. Of the [faculty members 469 \(24.2%\)](#) were non-white (compared to 21.7% last review), while [522 staff members \(11.5%\)](#) were non-white (compared to 9.2% last review).

Commitment to Diversity through Curriculum and Pedagogy

ISU's commitment to diversity is integrated into the curriculum for undergraduate students through the [U.S. Diversity and International Perspectives requirements \(pg 2-3\)](#). In preparing graduates to be responsible citizens and professionally effective in a culturally diverse global community, all undergraduate students must complete three credits of course work related to aspects of diversity within the U.S., and three credits of course work related to global diversity. Additional details of this requirement are available in 3.B.

Faculty Training on Inclusive Classrooms: At the direction of Senior Vice President and Provost, the Center for Excellence in Learning and Teaching (CELT) lead an Inclusive Classroom Task Force from December 2015 to May 2016, to address issues of diversity and inclusion in ISU classrooms. The task force was charged with designing a faculty development program that includes online learning modules and a face-to-face workshop focused on creating inclusive classroom environments.

The centerpiece of this workshop is a series of four online modules that participants complete prior to a three-hour face-to-face workshop. Each module includes a short reading, a brief video(s), and a set of critical reflection questions. The modules (listed below) also prepare faculty to actively engage in conversation during the face-to-face workshop.

- Module 1: University policies that are relevant to inclusion
- Module 2: Exploring your inclusive teaching person
- Module 3: Developing a mindful syllabus and course design
- Module 4: What are micro-aggressions and how do they impact learning?

During the face-to-face workshop, participants engage in individual, small group, and large group activities to explore the inclusive classroom, the importance of inclusion to the University, barriers to effective inclusion, strategies to overcome these barriers, and classroom scenarios. Participants complete a guided exercise to generate an individual action plan for implementing inclusion in their classrooms. Since 2016, over 675 individuals have participated in the [CELT Inclusive Classroom Workshop](#).

1.C.2. Updates: evidence updated and office name changes.

ISU has numerous offices, programs, and initiatives that demonstrate an institutional commitment for creating and supporting an inclusive university community. Below are a few examples of programs and activities.

Community

ISU has several committees and activities that bring together individuals to address issues of, and celebrate, diversity and inclusion. Examples of committees include the University Committee on Diversity (established in 2007) and the University Committee for the Advancement of Women and Gender Equity (established in 1971, renamed in 2019). Community programs promoting diversity include:

- Iowa State Conference on Race and Ethnicity (ISCORE). Since 2000, ISU has engaged the campus community in diversity issues through the [annual ISCORE Conference](#), a comprehensive forum on issues of race and ethnicity at ISU. In 2017, ISU institutionalized the

- conference by [establishing an ISCORE office](#) with staffing, to support what had been a long history of volunteer leadership. In 2019, over 1200 individuals participated in the conference.
- Martin Luther King, Jr. Awards. Annually since 2006, the University has organized the Advancing One Community Awards, which recognize individuals and groups who have followed the principles of Dr. Martin Luther King, Jr., and whose efforts help to create an inclusive university community that embraces justice and equity.

Students

The [Division of Student Affairs Diversity Report](#) and the [Dean of Students Annual Report](#) highlight the wide variety of programs and services available to support a diverse student population. Examples include:

- George Washington Carver Scholars and Multicultural Vision Programs (scholarship learning communities for multicultural students)
- Hixson Scholars program for students from across Iowa who have faced unique challenges, and/or financial hardships
- Student Support Services Program, a TRIO program for low-income, first generation students
- The Center for LGBTQIA+ Student Success
- Multicultural Student Affairs
- Office of International Students and Scholars
- Student Accessibility Resources
- [93 multicultural student organizations](#) (an increase from 52 during last HLC review)

Faculty and Staff

Faculty and staff governance groups recognize the importance of diversity and inclusion. The Faculty Senate has an Equity, Diversity and Inclusion Committee. The P&S Council recently created a Vice President for Equity and Inclusion position on the Council. Numerous additional programs, groups and committees support diversity and inclusion of faculty and staff at the University, college and department levels. A few examples:

- [NSF ISU ADVANCE](#). This is the University's flagship program promoting faculty equity and diversity issues. ADVANCE developed resources to help departments recruit a diverse faculty. College-based equity advisors provide support and training for search committees and department chairs on effective methods of increasing diversity in faculty hiring and retention.
- [Emerging Leaders Academy](#). The SVPP coordinates this leadership development program, to develop deeper leadership skills among faculty and staff, and diversify the pool of ISU leadership candidates. Underrepresented and/or women faculty and staff are especially encouraged to apply. Since the program inception, [246 faculty and senior staff](#) have been trained in leadership, teamwork, communication, fiscal responsibility, diversity, management, and public accountability. The 2019-20 program includes 32 participants.
- [Faculty and Staff Affinity Groups](#). ISU has [several affinity groups](#) designed to cultivate and connect Iowa State's diverse faculty and staff populations with the greater university community, and to support recruitment and retention by addressing social and professional components essential to an enhanced quality of life for faculty and staff.
- [Diversifying the Faculty](#). The SVPP financially supports the recruitment and retention of excellent faculty by specifically funding requests from colleges and departments for dual-career partner support and supporting hires that diversify the faculty. From 2007 to 2017, [349 dual career couples](#) were supported by the program.

Highlights of diversity initiatives in the Division of Academic Affairs are presented each year in an [annual report](#).

K-12 Outreach Initiatives

ISU's commitment to diversity extends beyond the campus, with a broad range of activities and programs to engage diverse populations of K-12 students. Programs range from one-day conferences, to summer camps, to multi-year programs with scholarship commitments. They include programs that bring K-12 students to campus, and programs where University faculty and staff visit communities. Extension and Outreach has a broad range of programs that reach one in five Iowa school-age youth. ISU offers several programs that support diverse student populations. Examples of three multi-year programs:

- [Science Bound](#): A pre-collegiate program designed to increase the number of ethnically diverse Iowa students who pursue ASTEM (agricultural, scientific, technical, engineering and mathematics) degrees. The program draws students from middle and high schools in three high-minority-population school districts (Des Moines, Denison, and Marshalltown).
- [ISU 4U Promise](#): This initiative is a broad-based partnership between ISU's School of Education, Extension and Outreach, and financial aid units, and the Des Moines Public Schools, King Elementary, Moulton Extended Learning Center, and neighborhood-based and community organizations serving King and Moulton youth and families. King and Moulton are in highly diverse communities with historically under-served populations.
- [College Bound](#): The goal of this pre-collegiate program is to increase interest among Iowa multicultural and first generation college students to continue their education beyond high school. The program develops relationships with students throughout their middle and high school years, through customized group visits to campus and targeted programming, including week-long summer camps during high school.

Sources

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- Sample Employment Ad - Diversity Statement
- Science Bound Annual Report 2018
- Student Affairs DI-Report-2018-2019

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Iowa State University continues to serve Iowa and the world through its land grant mission of education, research, and extension and outreach. ISU is a member of both the American Association of Universities (AAU) and Association of Public and Land-grant Universities (APLU), and is classified as a Carnegie Research University with Very High Research Activity.

Since the HLC comprehensive visit in 2015, the most significant Criterion 1 updates include:

- A new, mission-oriented strategic plan
- Changes in enrollment, including a leveling off after 8 years of record enrollments, and increases in student diversity
- Creation of the Office of the Vice President for Diversity and Inclusion, as well as additional staffing in the Office of Equal Opportunity
- Campus Climate survey to better understand the experiences of ISU students, faculty, and staff
- Growth in the ISU Research Park, including the opening of a state-funded core facility

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

Updates since 2015: Changes in NCAA processes, added information on ISU Foundation, updated data, increased staffing and efforts related to EO and Title IX.

Faithful pursuit of the institutional mission, compliance with local, state, and federal laws and regulations, and responsiveness to the needs of students, faculty, staff, and other constituents are top priorities for administration, faculty, and staff. The policy manuals of the University and its governing board contain numerous policies that support institutional integrity and ethics. To make University policies for all constituents more accessible, in 2005 ISU developed an online policy library (policy.iastate.edu).

Ethical Conduct by Individuals

The expectation of ethical conduct is present within the policies of the Board of Regents in the Iowa Administrative Code [Uniform Rules of Personal Conduct](#), Faculty Conduct Policies contained in [chapter 7 of the Faculty Handbook](#), the Professional and Scientific Staff Statement of Ethics, and the [Student Disciplinary Regulations \(Code of Conduct\)](#).

Harassment/Discrimination

The University's [Discrimination and Harassment Policy](#) states that *"Iowa State University prohibits discrimination, which can include disparate treatment directed toward an individual or group of individuals based on race, ethnicity, sex, pregnancy, color, religion, national origin, physical or mental disability, age (40 and over), marital status, sexual orientation, gender identity, genetic information, status as a U.S veteran (disabled, Vietnam, or other), or other protected class, that adversely affects their employment or education. For religion or disability, the law allows employees and students to request reasonable accommodations to continue their work or studies."*

The Office of Equal Opportunity (OEO) proactively addresses fair and equal treatment of current and potential students, staff, and faculty by monitoring compliance with federal, state, and University guidelines. The Assistant VP for Diversity and Inclusion serves as the University's Title IX /ADA Coordinator and Affirmative Action Officer. Since the last HLC review, OEO was reassigned to the

Office of the Vice President for Diversity and Inclusion to ensure the office was equipped to support Strategic Plan Goal 4. Shortly after the reassignment, the Vice President for Diversity and Inclusion established a priority for the expansion of the Office of Equal Opportunity from 2.5 professionals to 9 professionals over a three year period 2016-2019. This effort gained national attention in an [October, 2018 Chronicle of Higher Education article](#) which profiled Harvard, Tulane and ISU.

In 2018-19, ISU joined the other Iowa public universities in a contract with EVERFI and [implemented new online training courses](#) on Sexual Assault Prevention, and Harassment and Discrimination Prevention (EO-Training). As of March 1, 2018, 4,268 staff and 1,428 faculty had completed the Harassment and Discrimination Prevention, 2,198 student employees completed the student employee training, and 5,755 students completed the appropriate Sexual Assault Prevention course. ISU has also participated in the AAU campus climate (sexual assault) survey in [2015](#) and [2019](#), to benchmark progress.

To address the issue of sexual misconduct on campus, ISU has launched several proactive awareness campaigns in the past two years (using posters etc.) These include Know the Code (*Office of Student Conduct*), Consent is BAE (Before Anything Else) (*Office of EEO - Title IX*), and [Green Dot](#) bystander programming/awareness (*Student Wellness*).

Conflict of Interest

The [Board](#) and [University](#) both have policies and processes in place to minimize conflicts of interest. Board of Regents Policy requires Board and University employees “*to comply with Iowa Code § 68B.2A: Conflicts of Interest.*” It also requires “*that all Regents and institutional officials promote at all times the best interests of the Board and its institutions consistent with policies, rules, regulations, and laws governing the Board, academic institutions, and academic freedom.*” To support this policy each Regent must sign an [annual disclosure statement](#) identifying any potential or perceived conflicts of interest. Management plans are developed to address any issues.

University policy requires the disclosure, review/approval, and management of external activities or financial interests that have the potential to interfere with an individual’s performance of duties, objectivity, or appropriate use of state resources. All employees are expected to complete a Conflict of Interest or Commitment [survey](#) each year. In 2018, [1873 individuals](#) answered yes to one of the questions that might indicate a potential conflict of interest or commitment. After review by the Office of Research Integrity, management plans were established and monitored for [71 individuals](#) with potential or perceived conflicts of interest.

Business and Financial Operations

ISU’s creation of and adherence to its Code of Business Ethics and Conduct (Code), its [Business Ethics Awareness and Compliance Program](#) (Program), and its accompanying internal control systems help foster an organizational culture that encourages ethical conduct and a commitment to compliance with the law. The [Code of Business and Fiduciary Conduct](#) is a Board policy that guides the business and fiduciary responsibilities of the Board, the University, and all employees. The policy states that “All employees of the Board of Regents and its institutions play a role in ensuring that the resources entrusted are protected, preserved, and enhanced. This Code sets forth the fundamental expectations relating to all business and fiduciary conduct.” The policy outlines expectations in three areas: 1) Fairness, integrity and respect, 2) Accountability, and 3) Compliance with law. ISU's Code

of Business and Fiduciary Conduct Policy references the guiding Board policy and provides links to policies on additional topics (such as undue influence) that support ethical financial operations. The president [sends regular communications](#) to the campus about the policy.

Personnel

University Human Resources (UHR) has multiple approaches to promote and ensure an environment of fair employment practices, which contribute to an environment of integrity and ethical behavior by leadership, faculty and staff.

UHR maintains accessibility to employment related information on its website and also provides management with a secure web page for additional resources via the “Link to HR” portal. These web based resources promote transparency and accessibility to policies, procedures and announcements that enable employees to understand their rights and responsibilities as members of the ISU community. UHR ensures compliance with various policies through information systems that support these processes.

The policies on recruitment of faculty are contained in the Faculty Handbook, while [University policy guides](#) for an open search process for the recruitment of staff. EO administers the policy while the UHR applicant tracking system retains the data for each search.

The [Performance Management Policy for Professional & Scientific staff](#) sets the standard that supervisors conduct annual performance appraisals for P&S staff. The certification of satisfactory or unsatisfactory performance that are part of the review feeds into the process the University has established for awarding annual merit-based salary increases. Due to the link between pay decisions and the completion of performance appraisals, the University has nearly 100% compliance.

The [Faculty Handbook](#) contains numerous chapters that address ethical and responsible conduct (Chapter 3: appointment, termination, Chapter 4: salary, chapter 5: evaluation and review, chapter 7: faculty conduct, and chapter 9: grievance). All faculty (tenured, tenure-track, non-tenure-eligible, whether fulltime or part-time) are evaluated annually (January 1 to December 31) for performance appraisal and development, based on their position responsibility statement (PRS). This evaluation is based on scholarship and contributions in teaching, research/creative activities, extension/professional practice, and institutional service as indicated in each individual’s PRS. The annual evaluation serves as a basis for determining annual merit salary increases.

In 2011, ISU adopted a [Salary Adjustments](#) policy that provides for transparency, consistency, and accountability in the administration of annual salary increases for employees. Each year, the University establishes [publicly available salary adjustment parameters](#), to guide decisions on annual merit salary increases for faculty, post-docs, professional and scientific staff and contract employees. Since ISU is a public institution, the salaries of all employees are a matter of public record.

The Ombuds Office serves as a confidential resource for individuals who think they have been treated unfairly, or that others have acted in an unethical manner. To meet employee usage, in 2017 the ombuds position was increased from a part-time to a full-time, 12-month position. In FY19, the office served [528](#) individuals, up from 121 in FY14

Academic policies

The Faculty Handbook, Catalog, Graduate Handbook, College of Veterinary Medicine website, and

ISU Policy Library contain policies that relate to ethics in academics such as academic misconduct and academic dishonesty. Details of these policies are contained in the response for criteria 2.E. ISU faculty, in collaboration with student government, have developed [standard syllabus statements](#) around academic dishonesty, accommodations for disabilities/religious purposes, etc.

Reporting of violations

The [Reporting of Violations Policy](#) specifies that all students and University employees have the responsibility to bring to the attention of the appropriate office suspected violations of policies, laws, regulations or contractual requirements. Failure to report known or suspected violations and crimes as indicated is itself a breach of University ethical standards and can lead to discipline of employees and students, up to and including separation from the University. The University has a [Non-Retaliation Against Persons Reporting Misconduct](#) policy to protect individuals making good faith reports.

The ISU Compliance and Ethics Hotline (www.policy.iastate.edu/ethics-hotline) provides the opportunity for employees, students, and constituents to report issues, in good faith, regarding compliance with laws, regulations, and policies. Individuals can report anonymously. The hotline includes reporting options both by telephone and via an online form.

Auxiliaries

ISU has several organizations that functions as auxiliaries or separate legal organizations that work closely with the University (e.g. Athletics, Department of Residence, Student Organizations, ISU Foundation, ISU Alumni Association, and ISU Media Group –student newspaper, etc.). Two of the higher profile organizations are highlighted below.

Intercollegiate Athletics

The Department of Intercollegiate Athletics operates with integrity and establishes and follows policies and processes for fair and ethical behavior. The Athletics Department has a direct reporting line to the president. The Director of Athletics is also a member of the President’s Cabinet, allowing for open and frequent access to ISU’s leadership team. The Faculty Athletics Representative is highly involved in all eligibility, academic, and NCAA issues.

Since the last review, the NCAA has eliminated its Certification program. ISU provides annual information for the NCAA’s Institutional Performance Program (IPP), and uses an NCAA dashboard to “assess our performance in academic, fiscal, and demographic dimensions with a focus on student-athlete welfare and the student-athlete experience.” The committee structure of the [Athletics Council](#) reflects the areas of the IPP and those committee reports are included in the annual report.

The Athletics Council is actively engaged in oversight activities to help the Department comply with policies and standards pertaining to intercollegiate athletics established by the NCAA, Big 12, and Iowa State. The Council submits an [annual report](#) to the University President on the state of the Department on issues related to academic integrity, inclusion, and the student-athlete experience. Other Athletics Council liaisons to staff/University committees in the areas of fiscal, legislative, and rules compliance provide oral status reports at each bi-monthly meeting. The Department of Intercollegiate Athletics is governed by the NCAA and the Big 12 Conference and undergoes regular compliance and fiscal audits.

Iowa State University Foundation

The ISU Foundation is a separate 501(C)3 organization that supports the ISU's mission through philanthropic gift solicitation and management of endowed gifts. The Foundation is governed by a board of directors, with the university president serving as a director. The Foundation works closely with ISU administrators, deans and unit leaders to determine fundraising priorities. The Foundation website includes its annual financial reports and [Form 990](#) filings with the IRS.

Each endowed fund is managed and tracked separately within the foundation's financial system. All individual endowed funds are invested as a combined pool, with each fund owning a pro-rata share of the total value and receiving a pro-rata share of the pool's overall investment return. The purpose of this model is to grow the principal of each endowed fund and provide protection against inflation while supporting the purpose designated by the donor. The Foundation's [financial statements](#) are audited annually by the independent, international audit firm of KPMG LLP in accordance with auditing standards generally accepted in the U.S., and are reported directly to the audit committee of the Foundation board.

The Foundation has adopted a formal [public information policy](#) regarding the disclosure of information held by it and the procedures for requesting information. The Foundation believes that information should be as open to public inspection as possible, while still respecting the privacy rights of donors, prospective donors, and foundation employees, and without compromising the Foundation's ability to secure and steward funds for the continued success of ISU.

Structures that Support Integrity

ISU has a strong culture of shared governance, transparency, and accountability. Together these create an environment that supports ethics and integrity.

Shared governance ensures that, as policies are developed, stakeholders are engaged in the process to build in checks and balances. Policies contained in the ISU Policy Library are vetted through a [development process](#) that includes review by a [Policy Library Advisory Committee](#) (which includes representation from administration, faculty, staff, and students) and an open comment period for the University community.

ISU is subject to audits from both the State Auditor's Office and an Internal Audit unit that reports to the Board. Both of these offices provide [regular reports](#) and [updates](#) to the Board. In addition, the [Single Audit Report of the State of Iowa](#) addresses the disbursement of federal funds by state agencies and includes a review of internal controls and compliance with federal laws and regulations.

Sources

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- Athletics Council Constitution and Bylaws - January 2019
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- Policy Library Advisory Committee Membership
- Policy-Discrimination and Harassment 2019-10-15
- Policy-Performance Management P-S 2018-03-29
- Policy-Statement on Ethics P-S 2018-03-02
- President Letter_Code of Business and Fiduciary Conduct 2019-05-10
- President Memo on Sexual Misconduct and Title IX Discrimination Prevention(1)
- Recruitment and Selection 2019-07-01
- Reporting Responsibility 2018-02-28
- S11-22- Recommendations Syllabus Inclusion
- Salary Adjustments Policy
- State_Audit_Reports Sept 2018
- Student Disciplinary Regulations October 2018
- Uniform Rules of Personal Conduct, IAC 681.9.1

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

Updates since 2015: no major updates in methods of sharing information, update to undergraduate admissions index.

Through its website, ISU makes a vast array of resources and information publicly available to prospective students and families, current students, alumni, employees, and other constituents. The University's homepage (www.iastate.edu) includes a student/staff directory, search engine, A-Z index, and direct links to:

- "Admissions"
- "Academics"
- "Information for "Students"
- "Info for" various audiences such as faculty & staff, parents & families, Alumni, visitors, etc.
- "About" various topics including an ISU profile, Extension & Outreach, IT, Employment, Diversity, and Consumer Information.
- "Athletics"

The ISU Fact Book (available under the *ISU profile* tab under the "About" tab on the ISU homepage) provides easy access to both current and historical data about the university, including enrollment data, retention/graduation rates, faculty and staff data, and post-graduate success.

In addition to the directory available on the homepage, unit and departmental websites contain detailed information about faculty and staff. A [faculty listing](#) with credentials is available from top navigation bar of the Catalog.

Programs offered and degree requirements

Degree program offerings and requirements for undergraduate, graduate, and veterinary medicine are available via tabs on the [catalog home page](#).

The [Catalog](#) (catalog.iastate.edu), provides curriculum requirements for all undergraduate and D.V.M. programs and academic policies. It also contains templates that show how course requirements might be completed in four years.

The Graduate College Handbook (<https://www.grad-college.iastate.edu/handbook/>) provides general degree requirement information for graduate programs. Specific graduate program websites (linked

from the Graduate College website) provide detailed curriculum information for graduate degree programs.

Information on courses and programs available via distance education is available from the Online and Distance Learning website (www.distance.iastate.edu/programs). Program curriculum and degree requirements are the same whether a student is meeting those requirements on-campus or at a distance.

Admissions requirements

The [Catalog](#) and the Admissions website (www.admissions.iastate.edu) contain admissions requirements for undergraduate students, including both direct-from-high-school and transfer students. Admission criteria for high school students are very transparent and based on a Regent Admission Index (RAI) that is common across Iowa's three public universities. The RAI is computed based on ACT composite score, high school GPA, high school rank, and the number of high school courses completed in core subject areas. The RAI formula is available on the Admissions website; students can enter their information into an on-line calculator to determine an unofficial RAI score. An alternative RAI is available for students attending high schools that do not provide class rank. All resident students who have completed the required core courses and have an RAI of 245 are automatically admitted to ISU. Beginning summer 2020, the [alternative RAI will become the only RAI](#) (as more high school are discontinuing class rank).

Graduate Student Admission requirements are available in the [Catalog](#) and from the Graduate College website. Admissions information is available for each graduate program at: <http://www.grad-college.iastate.edu/academics/programs/apprograms.php>. D.V.M. admissions requirements are available from the College of Veterinary Medicine website at: <http://vetmed.iastate.edu/academics/prospective-students/apply-college-entering-fall-2016>.

Costs to students

Information on Tuition and Fees is available under "T" in the ISU Index. This site includes information for undergraduate, graduate and professional students, and outlines differential tuition information based on student major or year in school. Room and Board rates for the various housing options provided by the Department of Residence are available from the "Facts Figures and Forms" tab under Student Housing.

For an individual course, any [special course fees](#) (e.g. fees for field trips) are included as a part of the course description in the online schedule of classes. The schedule of classes also includes information on any [special course fees associated with distance education](#) offerings. In partnership with the Iowa State University Book Store, the [costs for textbooks are included as a link](#) from the course in the Schedule of Classes. The Book Store provides links to price comparisons for other sources and rental options directly from their website.

The Office of Financial Aid website provides resources to assist students in understanding their cost of attendance, including room and board, personal expenses, travel, books, etc. The office provides an online calculator for newly entering freshman to estimate their net cost of attendance. Students receive an [individualized letter](#) that outlines their financial aid and costs.

Title IV required disclosures

As required by Title IV, ISU makes information available publicly on a broad range of topics of interest to consumers (from graduation rate to information on campus crime). ISU provides links to the required information from “Consumer Information” under the “About” button on the University’s homepage.

Control and Accreditations

The [Catalog's “Accreditation”](#) tab provides information about ISU’s accreditation with the Higher Learning Commission and the University’s governance by the Board. It also provides the list of Officers of the Institution. The University has the following major representative organizations: Faculty Senate, Graduate Council, Professional and Scientific Council, Student Government, Post-doctoral Association, and the Graduate and Professional Student Senate.

The [Fact Book](#) general information section contains information on the regional and specialized accreditations maintained by the University. Information about the processes for accreditation and program reviews, and the HLC mark of affiliation are available from the ISU Index "A" under “Accreditation and Program Review.”

*** The text below has been merged from Core Component 3.E ***

3.E.1. Updates since 2015: evidence pieces updated

ISU offers a broad array of co-curricular and other programs that enhance students' academic experiences. Many of these programs are facilitated through the Division of Student Affairs and the Dean of Students Office.

A wide range of co-curricular programs support different populations (e.g. Multicultural Student Affairs, Greek Affairs, and International Students and Scholars); many have been highlighted previously in the assurance argument (3.D.1. and 3.D.2). The Annual Report of the [Division of Student Affairs](#) and the [Annual Report of the Dean of Students Office](#) provide details that support the breadth of these offerings.

Student Organizations and Clubs are key to student engagement at ISU. There are [over 800 student organization and clubs](#) in various categories: academic (by college), Greek life, honor societies, multicultural, military, media, music and performing arts, political, religious or spiritual, residence, service, special interests, and sports/recreation.

ISU’s Learning Communities Program has both curricular and co-curricular elements. ISU offers [95 different learning communities](#), including discipline-based communities, living-learning communities, and special interest/population communities, and [78% of incoming first-year undergraduate students](#) participate in the program. Learning communities provide a small group experience for students within the larger university. Most communities utilize peer mentors as a part of their programming, with a peer mentor connecting with 15-20 students. Learning communities at ISU have demonstrated positive effects on retention rates. In ISU’s latest [Learning Communities Retention and Graduation Rate Report](#), for the most recent year, six-year graduation rates for participants are 5.4 percentage points higher than for non-participants. One-year retention rates are 6.8 percentage points higher for participants than for their non-participating peers.

[NSSE 2016](#) shows that for both first-year and seniors, ISU is significantly above the AAU peers for participation in learning communities as a high impact practice.

Recreation Services/Intramurals

According to a [consortium survey](#), 92% of students have used ISU Recreational Services (including recreational facilities, programming and intramurals) at least one time; 84% indicated that “Rec services offer something for everyone.” Overall, 92% would recommend [REC] facilities, programs, and services to others. In addition, student employees of Recreation Services show [documented gains in career readiness competencies](#).

Additional programs that enhance student's academic experiences are administered through the Division of Academic Affairs. Examples are listed below:

Lectures Program

The [Lectures Program Report](#) summarizes the activities of this unique, centralized office, which works with academic programs, administrative offices, and student organizations across campus to plan more than 100 lectures each year by distinguished scholars, scientists, journalists, business leaders, and public officials. It provides a critical supplement to formal learning experiences at the University and makes a major contribution to the intellectual environment for students and faculty as a center of learning, innovation, and vision. Through its online class registration system, the program facilitates sign-ins for course credit for more than 6,000 students from more than 50 departments each year. In 2018-19, events organized by the Lectures Program had 21,100 attendees.

Honors Program

The [Honors Program](#) offers an enriched academic environment for high ability undergraduate students (GPA above 3.5, ACT average 30+), regardless of major, who are interested in taking advantage of educational and intellectual opportunities and challenges. These include the pursuit of a broad liberal education, individualized programs of study, access to graduate-level courses, and the opportunity to be involved in research projects. Benefits include flexible curriculum, access to honors sections, priority registration, grants and scholarships, and access to other co-curricular programs. The Honors Program also coordinates undergraduate research across campus.

Program for Women in Science and Engineering

[Program for Women in Science and Engineering](#) is a university wide program that provides K-12 outreach and support to undergraduate students in science, technology, engineering and mathematics fields across the university.

3.E.2. *No significant updates since 2015*

As a land-grant university, ISU provides students the opportunity to engage with the community in a variety of ways. As reflected in the [University's application to the Carnegie Foundation for the Community Engagement Classification](#), ISU had 96 courses in 31 academic departments, enrolling 6,841 students, that contained service learning or community engagement components. Community engagement goes beyond service learning to also support economic development. For example, as many as 30 students each year are engaged in projects with the Center for Industrial Research and Service (CIRAS), a unit jointly administered by the Office of Economic Development and Industry Relations and Extension and Outreach. CIRAS provides research and technical assistance to enhance the economic performance of Iowa's industries.

As a research intensive university, ISU provides students the opportunity to engage in research and creative activities at the undergraduate and graduate level. Criteria 3.B.5. provides details about the engagement of students in research at ISU.

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2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

Updates since 2015: new Board strategic plan, Board committee structure, 5-year tuition plan, updated minutes/agenda items, and most recent policy documents. Due to low forum participation, Board has changed from public forums prior to meetings, to including public comment time during meetings.

2.C.1. As defined in [Iowa Code 262.1](#), the Iowa Board of Regents is comprised of nine citizens who govern five public educational institutions in the state through policy making, coordination, and oversight. The Board enhances Iowans' quality of life by maintaining the educational quality, accessibility, and public service activities of Iowa's three public universities – Iowa State University, the University of Iowa, and the University of Northern Iowa; and two special preschool/K-12 grade schools – the Iowa School for the Deaf and the Iowa Braille and Sight Saving School. Board members are volunteers appointed by the governor and confirmed by the Iowa Senate to serve staggered six-year terms. One member must be a full-time student at one of the universities when appointed and not more than five members can be of the same political party. The [mission, vision, and core values](#) of the Board reflect a deep commitment to creating the best public education enterprise in the U.S. to serve the needs of Iowa, its citizens, and the world. In its [2016-21 Strategic Plan](#), the Board has set three priorities:

- Ensuring access to education and student success
- Promoting and supporting innovation in teaching, research, and economic development
- Promoting the effective use of resources to meet institutional missions

The Board has established [standing committees](#) that focus on key board responsibilities: Academic Affairs, Audit/Compliance, Campus and Student Affairs, Evaluation, Investment and Finance Property and Facilities Committee, and a committee focused on the University of Iowa Hospitals and Clinics.

As documented in recent board meeting minutes ([January 2019](#), [February 2019](#), [April 2019](#), [May 2019](#)) board discussion topics are aligned with board responsibilities, such as setting tuition rates,

evaluation of the University president, and reviewing retention and graduation rates. An example of strategic work by the Board is the development of a new [5-year tuition planning model](#) (instead of the previous annual model), allowing ISU and students/families to more accurately plan.

2.C.2. The Board considers input from external and internal constituents informally and formally. Board members are available for individual contact via emails and phone numbers available from the Board website. [Agenda Items](#) for Board meetings are available on the Board website a week prior to regularly scheduled Board meetings. Internal constituencies are represented officially at Board meetings via the University President, who delivers an "Institutional Heads" report as a standing agenda item. ISU senior leaders, including the senior vice presidents, Faculty Senate president, and P&S Council president are typically invited to lunch with the regents on meeting days. The Board also meets with student leaders before each meeting. In compliance with [state open meeting laws](#), Board meetings are open to the public. Public comment times are built into agendas. Meetings are available live via web-streaming from the Board's website.

2.C.3. As described in detail in 2.A., the Board has policies and processes to address concerns with [conflicts of interest](#). In addition, as documented in [Board minutes](#), all votes of the Board are done via roll call, which allow for accountability and documented abstention in cases of potential conflict of interest. The limit that no more than five members of the Board can be from the same political party reduces undue political influence by a single party. The appointment process that includes both the governor and the Iowa Senate helps ensure the Board is both objective and representative.

2.C.4. Board responsibilities are specified in [Iowa Code Chapter 262](#) and outlined in the [Board Policy Manual](#). The Manual also allows the Board to delegate responsibilities to others. For example, Board Policy 7.01 requires "*the university to have a business office to which the board may delegate duties.*" While the Board delegates responsibilities for the day-to-day management to the institutions, the Board maintains oversight responsibilities via a [schedule of regular reports](#) from the University. The development of academic programs originates from the faculty and includes a [multi-step review and approval process](#).

Sources

- Board of Regents Strategic Plan 2016-21
- BOR June 2019 Agenda Items
- BOR Meeting Minutes - April 2019
- BOR Meeting Minutes - February 2019
- BOR Meeting Minutes - January 2019
- BOR Meeting Minutes - May 2019
- BOR Policy_Manual__April_2019 - 1.2 Committees
- BOR Policy_Manual__April_2019 1.3 - Conflict of Interest
- BOR Policy_Manual__April_2019 3.5 Academic Program Approval
- Full Board Policy Manual April_2019
- Governance Report Schedule Calendar Year 2019 (002)
- Iowa Code 21 - Open Meetings
- Iowa Code 262 - Board of Regents
- President - 2018.11.15 BOR 5-Year Tuition Plan

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

Updates since 2015: Updated classroom disruption policy

Academic freedom is a cornerstone of higher education. As such, there are policies that address the issues of academic freedom and the pursuit of truth within Board policy, faculty policy, and student policy.

[Board policy](#) on academic freedom highlights that ... “*university teachers shall be entitled to freedom in the classroom in discussing the teachers’ subject.*”

The Faculty Handbook chapter 7.1.1. includes the following statements concerning academic freedom and the pursuit of truth:

“Academic freedom is the foundation of the university because it encourages and guarantees the right to inquiry, discourse, and learning that characterize a community of scholars. Iowa State University supports full freedom, within the law, of expressions in teaching, investigation in research, and dissemination of results through presentation, performance, and publication.”

“Iowa State University is committed to an uninhibited, robust, and unfettered pursuit of ideas. All members of the university community, faculty, staff, students, and administrators, are members of an ethical team whose goal is to create an environment in which no one hesitates to speak his or her mind for fear of reprisal. Iowa State University will take all appropriate actions to defend academic freedom, and to defend faculty who are accused or charged during the appropriate exercise of their duties.”

The [Student Disciplinary Regulations policy \(Code of Conduct\)](#) states that “*Iowa State University is an institution that encourages the intellectual and personal growth of its students as scholars and citizens. As an educational institution, the university recognizes that the transmission of knowledge, the pursuit of truth, and the development of individuals require the free exchange of ideas, self-expression, and the challenging of beliefs and customs.*”

ISU administration works collaboratively with the local AAUP (American Association of University Professors) to ensure that academic freedom rights are protected. In spring 2018 the University hosted [workshops and provided information](#) to the campus community on the intersection of academic freedom, free speech, hate speech, and classroom disruptions.

While the exchange of ideas is encouraged, the exchange should be conducted in a manner that does not disrupt the educational environment for others. To address this concern, ISU has a policy that responds to [classroom disruptions](#) that was [updated](#) in 2017-2018.

Sources

- Academic Freedom Inside Iowa State - 2018
- BOR Policy_Manual__April_2019 3.9 Academic Freedom
- Faculty Handbook 2019 - 7.1.1 Academic Freedom
- Handbook Update - Dealing with Disruption in the Learning Environment
- ISU Catalog 2019-2020 - Academic Conduct
- Student Disciplinary Regulations October 2018

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

Updates since 2015: updated data, Faculty conference on ethical research, new system for IRB management, new policy for EU General Data Protection Regulation.

2.E.1. The Office of the Vice President for Research, Office of Responsible Research, Office of Research Integrity, Office of Sponsored Programs Administration, and Sponsored Programs Accounting collaborate to provide oversight and services that support the research and scholarly activities of faculty, staff and students.

The Office of the Vice President for Research (VPR) provides overall leadership and support for ISU's research enterprise. Its mission is to *"Promote and enhance research, creative, and scholarly enterprises and related services and further economic development through the transfer of discoveries to the private sector."* The Office provides services, such as the [Grants Hub](#), that assists researchers in the development research proposals, an e-newsletter, and [trainings that support researchers](#).

The Office of Responsible Research (ORR) coordinates ISU's research compliance program. The program includes reviews conducted by numerous research compliance review committees: Institutional Animal Care and Use Committee, Institutional Biosafety Committee, Institutional Review Board (IRB), and the Radiation Safety Committee. The purpose of the compliance program is to review all relevant proposals and activities to ensure they are in compliance with University, local, state, federal, and funding agency regulations for research. In 2018 the four compliance review committees [reviewed 2,747 research project applications](#). ISU has implemented a new [IRBManager system](#) that connects directly with CITI to ensure researchers have proper trainings. The office also has provided guidance in implementing the [2018 Common Rules for IRB reviews](#).

Committee approval is granted for a specific period of time. At the end of the approval period, protocols are reevaluated through a process called *continuing review* where researchers provide a progress report for committee review. New applications must be reviewed every three years for projects requiring oversight by the Institutional Animal Care and Use Committee (IACUC) and every five years for projects requiring oversight by the Institutional Biosafety Committee (IBC).

ORR has implemented a formal Post-Approval Monitoring (PAM) program for projects

involving [animals](#) or [humans](#). Post-approval monitors meet with principal investigators and/or their staffs to verify that project activities are being conducted in compliance with committee-approved protocols, and that no changes have been implemented without approval. The post-approval monitors also identify any potential problems, make recommendations to ensure future compliance, and communicate identified issues to the respective committees.

The Office of Research Integrity (ORI) fosters a culture of ethical research practice through ISU's conflicts of interest, export controls and research integrity programs.

ORI's conflict of interest program facilitates the conduct of ethical research by promoting objectivity in research, and the export controls program prevents the unauthorized export of technology, software and goods that may adversely affect U.S. national security, foreign policy or economic advances. ORI partners with the ISU research community in effective and innovative ways to minimize research risk. In 2018, [ORI reviewed](#) 794 export control worksheets, material transfer agreements, and non-disclosure agreements. From those reviews, 34 export control management plans were developed. In 2018, ORI completed 1,873 conflicts of interest and commitment reviews, and conducted 71 conflicts of interest management plan meetings. Concerns regarding research integrity violations are forwarded to the Research Integrity Officer, the Associate Vice President for Research, for investigation.

The Office of Sponsored Program Administration (OSPA) supports researchers throughout the grant life-cycle, including review of proposals and budgets to ensure alignment with sponsor requirements, management of contracts associated with awards, and post-award oversight.

Sponsored Programs Accounting (SPA) oversees the financial transactions associated with funded research. The approval, review, and audit process exist to detect and reduce criminal conduct in the financial management of research by reviewing web requisitions for equipment purchases; subaward invoice payments; cost transfers and transfers. SPA also reviews expense transactions at the close-out of an award.

ISU has a Business Ethics Awareness and Compliance Program, as required by institutions receiving federal contracts (FAR 52.203-13). [Assigning key party roles and responsibilities](#), training, disseminating information, providing a hotline and displaying posters are key components of this program. Units/departments with specifically outlined roles, responsibilities and mandatory training requirements include principal investigators, OSPA, and Office of Intellectual Property and Technology Transfer, VPR, SPA, University Counsel, ORR, Internal Audit, and Procurement.

Environmental Health and Safety (EHS) supports ethical research activities by providing critical safety training for faculty, staff and student researchers. In 2018, [EHS had 37770 participants](#) complete training sessions, across 222 different courses through both classroom-based and online modules.

In addition to administrative offices, faculty are actively engaged in discussions on ethical research. The spring 2016 all faculty conference was held on the topic of [Ethical Research in the Age of Open Access](#).

2.E.2. ISU has a degree requirement that all undergraduate students complete Library 160, Information Literacy. [Lib 160](#) is an eight-week one-credit course that provides students with an

understanding of information literacy process, including the ethical and legal frameworks related to information use.

The Graduate College, in collaboration with academic colleges, created and offers a responsible research course for students. This course, [GR ST 565- Responsible Conduct of Research](#) in Science and Engineering, is a one-credit course that covers the ethical and legal issues facing researchers. In 2018-19, 172 graduate students completed the course.

All student researchers (undergraduate, graduate, or post-docs) as well faculty and staff that are involved with [NSF, NIH, or USDA-NIFA grants are required to complete training for responsible research](#). Face-to-face and online training options are available, although some agencies require a certain number of hours be face-to-face. Training is available through the GR ST 565 course, or by completing specific modules of online training offered through the Collaborative Institutional Training Initiative (CITI) at the University of Miami. The Training Coordinator for the VPR monitors students' completion of training and their ability to work on the research projects.

As a part of its outreach program, the Office of Student Conduct conducts presentations related to academic misconduct for students and faculty. In 2018-19, 817 students and 25 faculty members participated in Academic Integrity presentations and 722 students and 72 faculty/staff members participated in Overview and Reporting of Misconduct sessions.

2.E.3. ISU has several policies that address academic honesty and integrity. The [Academic Dishonesty Policy](#), contained within the Catalog, is the overarching policy on academic honesty. The policy provides examples of common academic dishonesty issues (such as obtaining unauthorized information, tendering of information, misrepresentation, bribery, and plagiarism). Since academic dishonesty is both an academic issue and a student conduct issue, students may be penalized academically (e.g. receiving no credit for assignment) and also sanctioned through the Student Disciplinary Regulations process. [In 2018-19 there were 228 charges of Academic Misconduct](#) handled through the University's judicial review process.

The [Policy Library](#) contains a broad range of policies that support research integrity. Examples include [Responsible Conduct of Research](#), [Research Misconduct](#), and the [Use of Human Subjects in Research](#). A new policy since the last HLC visit was put in place to comply with the new [EU regulations](#) on personal data privacy.

To support ethical conduct, the University provides technology that allows students and faculty to proactively identify potential violations of plagiarism. With the rollout of Canvas, Turnitin is now available through a more seamless "Canvas Plagiarism Framework" integration. In this new form, the instructor specifies the assignment release and grading settings in Canvas without having to create a secondary set of specification elsewhere in TurnItIn. Turnitin's integration with Canvas offers full support for the use of Originality Check, GradeMark, and PeerMark within Canvas. This resource is available to all graduate students, post-docs, faculty and staff for their use in examining dissertations, manuscripts, and proposals for possible plagiarism. ISU also provides a subscription to iThenticate for researchers and graduate students for the detection of plagiarism.

Sources

- 2016 Faculty Conference - Ethical Research
- 2019 Spring LIB 160 Syllabus
- 2019_ORR_Review_Statistics
- Business Compliance Key Roles and Responsibilities
- GR ST 565 syllabus spring 2020
- Grants Hub Review Statistics 2019
- Human Subjects-Use in Research
- IACUC Post-Award Monitoring Program Description
- IRB Post-Award Monitoring Program Description
- IRBManager Use - Researcher Guide
- ISU Catalog 2019-2020 - Academic Conduct
- Learn at ISU 2018 - Report All Training Completion
- Office_of_Research_Integrity_Review_Statistics
- ORR - New IRB Common Rule Implementation
- Policy Library Research Policies
- Policy-GDPR 2018-06-14 SECURED
- Research Misconduct
- Responsible Conduct of Research Training for NSF-NIH-NIFA Website
- Responsible Conduct of Research Training Requirement Policy
- Student Conduct Summary Data 18-19
- VPR FY19 Events and Participants

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Integrity is highly valued at Iowa State, among both people and programs, in keeping with the mission of a public, land grant university.

Institutional integrity, which begins with the Board of Regents, is the result of clear policies, protocols, and practices; communication of these imperatives to students, faculty, and staff; and transparency both inside and outside the university.

Since the HLC comprehensive visit in 2015, the most significant Criterion 2 updates include:

- Increased staffing for Equal Opportunity and Title IX activities, and the creation of the Office of the Vice President for Diversity and Inclusion
- New strategic plans for both ISU and the Board of Regents
- Changes to the Board of Regents committee structure, and the solicitation of public comment
- A faculty conference on ethical research, as well as a new system for IRB management
- Changes to ISU's classroom disruption policy
- Compliance with European Union data protection guidelines

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Updates since 2015: Faculty Senate Outcomes Committee review and proposal on university wide undergraduate outcomes, Faculty Handbook language on consistency of course outcomes across sections and modalities, revised chart for time/expectations for credit, new online faculty fellow

3.A.1.

[Board Policy](#) requires universities to review academic programs every seven years to ensure they are relevant, high quality and consistent with the mission and Strategic Plan. As discussed in 4.A.1, these reviews include assessment and appropriateness of courses and programs. The review processes for specialized accreditations maintained by the University also ensure programs are current and at the appropriate level of rigor.

Faculty, through departmental, college and university level curriculum committees, review and implement changes to ensure curricular offerings are current and appropriate for the degree and/or certificate level. The Faculty Senate Curriculum Committee (FSCC) recommends policies and procedures for university wide curricula, reviews catalog offerings and degree requirements, and initiates discussions on future curricular matters. The [Faculty Handbook, \(Section 10.8\)](#) sets forth the policies and procedures for course and curricular approvals. Each course proposal must define course outcomes, content, mechanisms to assess mastery of outcomes, and relationships to other courses. The process to add or discontinue programs involves [multiple levels of review by faculty](#). These faculty-driven review processes are used to ensure that programs and courses are current and relevant, and performance expectations are appropriate to course (lower division undergraduate, upper division undergraduate, graduate, etc.) or degree level. Graduate programs require the additional review of the Graduate Council. Online resources provided by the [FSCC](#) and the Office of the Registrar support faculty in this work.

The [University Catalog](#) is reviewed and updated annually to reflect approved changes. The Catalog

also describes course numbering, credit and contact hour, prerequisite and other policies. (See <http://catalog.iastate.edu/informationaboutcourses/>)

3.A.2. General degree requirements for bachelor degrees, undergraduate certificates, and the D.V.M. are included in the [Catalog](http://catalog.iastate.edu/) (<http://catalog.iastate.edu/>). Requirements for graduate degrees, certificates, and post-doctoral study are included in the Graduate Handbook.

[Bachelor's degrees](#) require a minimum of 120 credits. The specific course requirements for each degree program are provided in 4-year plan templates that are included in the catalog. Undergraduate certificate programs require a minimum of 20 credits. Undergraduate certificates are only awarded to students with a bachelor's degree.

The [Graduate College Handbook \(Ch. 4\)](#) establishes general requirements for the completion of a graduate degree while granting faculty in each graduate program the responsibility to establish specific course offerings, research opportunities and checks on progress toward degree (beyond the required preliminary and oral exams) that are appropriate to their program.

Graduate certificates require at least 12 graduate credits and can be earned either with a graduate degree or as a stand-alone credential.

The number of credits required for a master's degree varies by major. A minimum of 30 graduate credits is required and at least 22 must be earned at ISU. Most master's degrees require a thesis that demonstrates the ability of the author to do independent and creative work. Non-thesis programs typically require evidence of individual accomplishment through a creative component.

A Doctor of Philosophy degree requires a minimum of 72 graduate credits; at least 36 graduate credits, including all dissertation research, must be from ISU. A preliminary examination of Ph.D. degree students is required. The examination rigorously tests a student's knowledge of major, minor, and supporting subject areas, as well as their ability to analyze, organize, and present subject matter relevant in the field. A doctoral dissertation must conclusively demonstrate the author's ability to conceive, design, conduct, and interpret independent, original, and creative research. It must also attempt to describe significant original contributions to the advancement of knowledge, and demonstrate the ability to organize, analyze, and interpret data.

The [degree requirements for the Doctor of Veterinary Medicine](#) are contained in the Catalog. The first three years of the program feature a structured curriculum of required courses and electives. The fourth year is designed to be flexible yet provide a broad-based clinical education involving all domestic species of animals. Students participate in rotations that are considered fundamental to any species orientation the student might choose. Learning outcomes align with the standards required by the American Veterinary Medical Association.

Post-graduate opportunities include postdoctoral research, residencies, and intern programs. Each program or experience is customized to meet the individual student's academic growth needs, and in some cases, accrediting body requirements.

Learning goals are articulated by each college; and each program specifies learning outcomes and procedures to measure student achievement. In 2018-19, the Faculty Senate Outcomes Assessment Committee reviewed [previous efforts of identifying common outcomes](#) and developed newly [proposed](#)

[undergraduate learning outcomes](#) for consideration by the Senate. These new outcomes are routing through the [approval process](#) in 2019-2020. Graduate program outcomes are specific to the program; unlike undergraduate programs, there are no college-level graduate outcomes. Since the last HLC review, the Graduate College has been [leading discussions](#) with graduate programs and the Graduate Council to have programs more clearly articulate their learning outcomes, with the goal of having learning outcomes identified and available on [program websites](#).

To support the differentiation of learning expectations, all graduate courses are taught by graduate faculty and assigned course numbers in the 500's or 600's. As a general rule, 500-level courses are entry level offerings, while 600-level courses are highly specialized and intended for Ph.D. work. Courses offered for dual-enrollment (enrolling both the undergraduate and graduate students) are [required to differentiate expectations](#).

3.A.3. As a primarily residential campus, the majority of ISU programs are offered on campus. All course offerings (whether on-campus or via distance education) take their lead from the catalog course description. Courses that are offered across different delivery modes have the [same core learning goals](#), and are most often taught by the same instructors. Program-level degree requirements are the same, whether students complete the program on-campus or via distance education.

The Board of Regents established a [Distance Education Strategic Plan in 2017](#). Two of the four strategic plan goals (#2 and #3) are aligned with ensuring ISU offers high quality distance education programs. To ensure consistency between distance education and on-campus courses, in 2008-09 ISU shifted the administrative responsibility for distance credit courses, certificates and degree programs from Extension and Outreach to the appropriate department and academic college. Faculty oversee their face-to-face and online courses to ensure distance courses match traditional offerings.

In Spring 2014, the Center for Excellence in Learning and Teaching (CELT) began implementing the Quality Matters (QM) rubric and professional development system to develop a consistent language and set of quality expectations related to online and blended course design. The rubric includes eight principal design standards for high quality online and blended courses, built on a solid foundation of outcomes-based research. The professional development curriculum includes a variety of rigorous online courses aimed at building a high level of competency in online course design and teaching practices. As of May 2019, 241 individuals affiliated with ISU created QM login IDs. Collectively, they attended 370 training events including face-to-face professional development courses (n=150) and informational webinars. To supplement QM efforts, discussions resulting from the last HLC review prompted ISU to develop a [guidelines document](#) that provides recommendations for instructors to more clearly articulate faculty-student interactions in online courses [syllabi](#). In spring 2020, the provost office created a [new faculty fellow position](#) to work with faculty and CELT on setting an institutional vision for and improving the quality of online learning at ISU.

The Faculty Handbook clearly states that [core course outcomes](#) must be the same across sections and modalities of courses. The outcomes and assessment plans for all courses, regardless of delivery, are reviewed using departmental- or college-identified processes. ISU reports annually to the Board on distance offerings. ISU has a limited number of students who enroll solely in online courses. In 2017-18, [76% of the students enrolled in distance education courses were also enrolled in face-to-face courses](#).

A FSCC task force has worked the last couple of years on clarifying the student credit hour policies

as it relates to modalities of instruction. The [task force recommendations](#), which were [approved in November 2019](#), include student time expectations in courses for the wide range of instruction types offered at ISU (e.g. lecture, lab, experiential, studio) across the modalities of face-to-face, online, and hybrid.

ISU does not offer dual credit or contractual courses. ISU's only consortia arrangement for offering degree programs is through the Great Plains Interactive Distance Education Alliance (GPIDEA), which offers primarily graduate degrees and certificates. All GPIDEA members are regionally accredited. Courses and programs ISU offers via GPIDEA go through the normal curriculum development and review processes.

Sources

- A Summary of Student Learning Outcomes at ISU
- Academic Program Approval - Board of Regents Policy Manual
- Academic Program Review Policy - Board Policy Manual
- Board of Regents Distance Education Report 2018
- BOR Distance Education Strategic Plan 2017
- Curriculum approval process with flowchart
- Director of Graduate Education Agenda 01-24-19
- Dual Listed Courses Proposal Form
- Faculty Handbook 2019 - 10.8.1-2 Curriculum Development
- Faculty Handbook 2019 - 10.8.3 Student Learning Outcomes
- Faculty Senate Curriculum Committee Website
- Faculty Senate Curriculum Committee Website Content
- Faculty Senate Outcomes Assessment Committee 2019 Annual Report
- FS - Agenda January 21 2020
- FSCC - Minutes November 7 2019
- Graduate College Handbook May 2015
- Graduate Handbook Chapter 4
- Graduate Outcomes Posted on Grad College Website
- Inside Iowa State 1-23-2020 - Online Learning Fellow
- ISU Catalog 2019-2020 - College of Veterinary Medicine
- ISU Catalog 2019-2020 - Colleges and Curricula
- ISU Catalog 2019-2020 - Information About Courses
- Learner-Instructor Interaction Jan 2018
- Modes of Instruction and Modalities April 2019
- Office of Registrar Faculty Resources
- Online Course Syllabi Samples AY19-20

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1. *No significant updates since 2015.*

ISU capitalizes on its land-grant heritage to create, share and apply knowledge to meet the changing demands of a large and rapidly changing diverse global community. The general education expectations of the institution contribute to ISU's goal to prepare students to make a difference in the world.

Through recurring conversations and strategic planning at the university, college, department, and program levels, faculty engage in dialogue about essential learning outcomes for the twenty-first century, and what is necessary to position ISU graduates to be successful as life-long learners, members of the workforce, and leaders in their communities.

ISU, like many land-grant, high research intensive universities, is decentralized in structure. Therefore, general education requirements are overseen by individual colleges rather than centrally. Although curricula are managed at the college-level for bachelor degrees, there are common requirements across the colleges that align with what other institutions might consider distributed general education requirements. As documented in the [Catalog](#), there are University requirements in the area of international perspectives, U.S. diversity, communication, and information literacy. In addition, a review of all curriculum and 4-year plans available under the undergraduate tab in the online [Catalog](#) shows that all Colleges aim to prepare students to address "our common, global challenges" through distributed coursework in the humanities/social sciences, mathematics, and physical/biological sciences so that they understand the tools used by diverse disciplines to "identify, formulate and solve problems" (see Outcome 2 below). The table below shows the fewest number of credits required by a degree program in each area by academic college.

	Area of Coursework/Minimum Number of Credits Required for a Degree Program					
College	International Perspectives	U.S. Diversity	Communication	Information Literacy	Humanities and Social Sciences	Math, Physical and Biological Sciences
Agriculture and Life Sciences	3	3	9	1	9	17
Business	3	3	12	1	21	12
Design	3	3	9	1	6	6
Engineering	3	3	6	1	6	23
Human Sciences	3	3	9	1	15	9
Liberal Arts and Sciences	3	3	6	1	21	11

3.B.2. *Updates since 2015: new proposed outcomes and handbook language from Faculty Senate Outcomes Assessment Committee.*

Although outcomes are maintained within the academic colleges, in 2013 ISU's Faculty Senate Student Outcomes Assessment Committee identified [six broadly stated learning outcomes](#) for undergraduates that were held in common across all colleges.

Demonstrating a commitment toward reviewing and keeping its outcomes current, this Committee revisited the outcomes during AY2018-19. A [recommendation to formally approve four undergraduate university wide learning outcomes](#) in place of the six outcomes is routing through the Faculty Senate approval process, reaching discussion in the full senate in [January 2020](#). The four outcomes include:

- diversity
- communication
- critical thinking and problem solving
- information literacy

In accordance with the [Faculty Handbook](#), and reflecting ISU's mission, each college specifies its own learning outcomes, consistent with these overarching requirements, and communicates them

publicly via websites, syllabi and the Catalog.

A combination of general education and major-specific courses support student achievement of program, college, and university level outcomes. In addition, a limited number of university-level requirements have been adopted to ensure students develop and demonstrate the competencies articulated in several of the above outcomes. These university-level requirements, [outlined in the Catalog](#), include communication proficiency, information literacy proficiency through a Library 160 requirement, and the U.S. Diversity and International Perspective Requirements. Faculty proposing a course to meet the [International Perspectives](#) or [U.S. Diversity](#) requirement must delineate 1) how the course will achieve the expected outcomes and 2) how learning outcomes will be assessed. Courses are reviewed and approved by departmental and college curriculum committees.

To ensure the assessment loop is closed, the Faculty Senate Student Outcomes Assessment Committee also reviewed the Faculty Handbook language related to outcomes assessment and has [proposed updated language](#) that is under review for approval and incorporation into the Faculty Handbook.

3.B.3. *No significant change from 2015.*

ISU degree programs are developed to provide students the opportunity 1) to collect, analyze, and communicate information; 2) to master modes of inquiry and creative work; and 3) to be adaptive in addressing complex problems or issues.

1) Collecting, analyzing and communicating information aligns with the Communication Proficiency Requirement and the Information Literacy Requirement.

2) Mastering modes of inquiry and creative work aligns with the "Critical thinking and problem solving outcome" identified in 3.B.2.

3) The combination of all of the outcomes identified in 2018-2019 support students' abilities to address complex problems or issues in a changing global environment. In addition, 78% of ISU's undergraduate programs (as identified in curriculum contained in the Catalog) require students to synthesize and demonstrate knowledge and skills gained across these broad outcomes in a capstone course or experience. Whether it be a senior design course in engineering, or a required internship experience in culinary science, these capstone curricular requirements allow students to demonstrate their acquisition of key outcomes.

3.B.4. *Updates since 2015: new data*

ISU recognizes that all students must be able to successfully work, live, and contribute in a culturally diverse and global society, as well as be professionally effective, and responsible citizens. As highlighted in 1.C.3, ISU supports this goal by providing a diverse campus community, broad ranging student organizations and programs, and curricular requirements that support diversity and inclusion. From a curricular standpoint, all undergraduates must fulfill graduation requirements in two areas: U.S. Diversity and International Perspectives. ISU offers a broad range of courses and alternative experiences to meet these requirements (including an extensive Study Abroad program). Courses that have been approved to meet the [U.S. Diversity](#) or [International Perspective](#) requirement are identified for students in the Schedule of Classes and the Catalog. In [Fall 2019](#), there were 95 courses offered for U.S. Diversity and 144 courses offered to meet International Perspectives.

To successfully meet the requirements, students in their coursework or alternative experiences [must achieve at least two of the learning outcomes](#) identified for the requirement.

For U.S. Diversity, students will be able to:

- Articulate how their personal life experiences and choices fit within the context of the larger mosaic of U.S. society, indicating how they have confronted and critically analyzed their perceptions and assumptions about diversity-related issues
- Analyze and evaluate the contributions of various underrepresented social groups in shaping the history and culture of the U.S.
- Analyze individual and institutional forms of discrimination based on factors such as race, ethnicity, gender, religion, sexual orientation, class, etc.
- Analyze the perspectives of groups and individuals affected by discrimination
- Analyze how cultural diversity and cooperation among social groups affect U.S. society

For International Perspectives, students will be able to:

- Analyze the accuracy and relevancy of their own worldviews and anticipate how people from other nations may perceive that worldview
- Describe and analyze how cultures and societies around the world are formed, are sustained, and evolve
- Analyze and evaluate the influence of global issues in their own lives
- Describe the values and perspectives of cultures other than their own and discuss how they influence individuals' perceptions of global issues and/or events
- Communicate competently in a second language

Many students will meet the International Perspectives requirement through participation in study abroad experiences, which allow students to immerse themselves in another culture. [In 2018-2019, 1,773 ISU students studied abroad](#) for academic credit, an 8% increase from 2014-2015.

3.B.5. Updates since 2015: current data for evidence and student participation in research events

Faculty

As an AAU research university, the Faculty Handbook (Chapter 5) sets the expectation that faculty are engaged in scholarship and research.

Institutional Research uses data from Academic Analytics to assess classical faculty research productivity. Results from 2018 showed that ISU is comparable to its 11 peer institutions in terms of the [scholarly productivity index](#), showing a SPI of +0.1, compared to a range of 0.0 to +0.4 for peers.

As evidence of pursuit of discovery and scholarship, [sponsored research](#) has increased from \$368 million in FY2014 to \$509 million in FY18. In FY18, ISU was issued [42 new patents, with a total of 257 active patents and with 648 active disclosures.](#)

The Digital Repository @ ISU provides free, open access to scholarly and creative works, research, publications, and reports by ISU's faculty, students, staff, and administrative units. Via the internet, readers worldwide can access a range of content from ISU. Managed by the ISU Library, with funding support from the Office of the Vice President for Research, the dynamic, user-friendly

Repository helps users access thousands works, from 821 disciplines, in real time.

Students

Expectations of graduate students to contribute to the body of scholarly works are outlined in the Graduate Handbook ([7.1.5-7.1.6](#)). Undergraduate students participate in scholarly and creative work in a variety of ways, depending upon their major. For example, meteorology students complete a senior thesis as a part of a required senior research course (MTEOR 499), while other students complete capstone design projects (e.g. electrical engineering students complete a two semester senior design project via EE 491 and EE 492). In 2018-19, over 200 students worked with Psychology faculty members through Psych 491: Research Practicum.

Although scholarly work by undergraduates happens throughout campus, it is best evidenced through three research symposiums. In 2019,

- 188 students participated at the [Symposium on Undergraduate Research and Creative Expression](#). Participants came from all colleges, representing 70 different majors;
- 26 students presented 20 research projects to legislators in the [Iowa Capital Building](#). Students were from all colleges and from about 20 majors; and
- 62 students presented their research at the [National Conference on Undergraduate Research](#) in the Kennesaw State University in Georgia.

Based on the success of the undergraduate symposium, the Graduate and Professional Student Senate in 2014 initiated an annual [Graduate and Professional Research Conference](#). This one-day symposium provides graduate students professional development opportunities, including the opportunity to share their research.

Sources

- 2019 list of UR Symposium participants by colleges
- 6th Annual GPS Research Conference 2019
- Academic Analytics SPI chart 2018
- Faculty Handbook 2019 10.7.2 Student Outcomes
- Fall 2019 Courses Meeting US Diversity or IP
- Fiscal Year 2019 Study Abroad Numbers
- FS - Agenda January 21 2020
- FS UG Outcomes Full Outcomes Proposal
- Graduate Handbook 7.1.5-6
- Inter-Persp Course Request Form
- ISU Catalog 2019-2020 - Colleges and Curricula
- ISU Outcomes In Common 2013
- National UG Research Conference Attendees
- Patents_and_Licenses_2018
- Research at the Capitol 2019
- Schedule_of_Classes_Diversity-Inter_Persp_2019-06-28
- Sponsored_Funding_Awarded 2018
- US-Div Course Request Form

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1. *Updates since 2015: increase in number of faculty members, average section size decrease.*

ISU strives to employ sufficient high quality faculty members to allow faculty the time they need to meet their teaching, research, and outreach expectations. Between Fall 2014 and Fall 2018, the [total number of faculty members](#) increased from 1,892 to 1,933. In Fall 2018, there were 986 tenured faculty members, 578 tenure eligible faculty members, and 578 non-tenure eligible (term) faculty members, resulting in a tenure/tenure track to term ratio of 2.3 to 1. Over that same time period the [average section size](#) dropped from 40.1 students to 39.2 for undergraduate courses, and from 13.6 to 12.2 for graduate courses. ISU [monitors the distribution of Student Credit Hours across tenure track, term, and graduate assistants](#), with only small fluctuations in those percentages occurring across the past several years.

In addition to having a large tenured faculty, the continuity of the faculty is demonstrated by the length of time members have served ISU at their current academic rank ([Time in Rank](#)). At the highest rank, 40% of full professors have been at ISU at the full professor rank for 10 or more years. Even among non-tenure eligible (term) faculty, 28% have been at ISU for 10 or more years, and an additional 26% have been at ISU for 5-9 years. Recognizing the important role that term faculty member's contribute to the overall academic enterprise, after more than [two years of task force work](#), ISU in July 2019 [implemented two new 'teaching' professor tracks for term faculty](#): the teaching professor track and the professor of practice track.

ISU faculty are engaged in all aspects of curriculum management, student outcomes, and learning assessment, as well as department, college, and university committees for curriculum and outcomes

assessment. As an example, with the implementation of course-level continuous improvement plans (see 4.B.) 1,926 instructors (faculty, staff, and teaching assistants) of undergraduate courses enrolling over 100 students were actively engaged in structured student outcomes assessment work in 2018-19.

3.C.2. *Updates since 2015: New section 3.1.3 in Faculty Handbook, new process articulated for vetting faculty not meeting minimums, updated data.*

The [ISU Faculty Handbook, Chapter 3](#), defines hiring procedures for faculty, staff, and instructors. Faculty hiring follows a standard search process and requires specification of required qualifications, academic credentials, etc., for each position. Even non-tenure track faculty appointments typically require a graduate or professional degree. Of all faculty members, [80.4% hold a doctorate degree, 18.6% hold a master's degree, and 0.9% hold professional and bachelor's degrees](#). Per the Faculty Handbook (3.1.3), each department must specify the [minimum qualifications](#) (as documented by degree level) for tenure or term positions. In some disciplines a master's degree can be considered a terminal degree (e.g. a Master of Fine Arts for an Art and Design faculty member). The percentage of ISU faculty with doctoral or other terminal degrees is 87%. While the preference is to hire faculty with terminal degrees in their discipline, there are times when candidates bring other qualifications and experience that merit review and, ultimately, hiring. In the case where a candidate does not have a terminal degree, faculty in the hiring department vet that the individual has extensive experience or other unique skills that qualify them for the teaching position (e.g. a term journalism faculty member who has a bachelor's degree and 20 years of industry experience, or a tenure-track architecture faculty member who holds a professional bachelor degree with extensive industry experience and leadership). The institution has a [process in place for vetting and approving](#) the recruitment of individuals who do not meet the department's standard minimum qualifications.

Faculty who teach distance courses are hired through the same process and must meet the same qualifications as faculty teaching on-campus courses. Most instructors of distance education courses also teach on-campus courses. In 2018-19, there were 449 individuals who taught web-based courses. Of those, 380 or 85% were faculty who also taught on-campus courses within the past two years.

ISU does not offer dual enrollment courses in high schools or have any contractual arrangements for educational offerings. ISU's only consortial program, the [Great Plains Interactive Distance Education Alliance \(GPIDEA\)](#), requires that faculty teaching courses for the consortium meet the requirements to teach graduate courses at the individual's home institution.

[Graduate Handbook appendices](#) outline the requirements for faculty members to be appointed to the Graduate Faculty (allowing them to teach graduate level courses and/or serve on graduate committees). The Graduate College manages this approval process.

Criteria 5.A.4. discusses the process used to verify credentials as a part of the hiring process.

3.C.3. *Updates since 2015: Task Force on Evaluation of Teaching, updated data.*

The [Faculty Handbook, Chapter 5](#) outlines the requirements for annual, tenure, promotion and post-tenure reviews for tenure track/tenured faculty members. It also establishes the policy for review of term faculty members.

Annual Reviews

All faculty members (tenured, tenure-track, and term; both full- and part-time) are evaluated annually for performance appraisal and development. The evaluation is based on scholarship and contributions in teaching, research/creative activities, extension/professional practice, and institutional service as indicated in each individual's position responsibility statement. Overall performance is evaluated as either satisfactory or unsatisfactory. Faculty who receive an unsatisfactory evaluation work with their chair to develop an action plan to guide improved performance. The annual evaluation also serves as a basis for determining merit salary increases, and is the responsibility of the department chair.

Promotion and/or Tenure Review

The evaluation for promotion and/or award of tenure initially takes place within the department, with review and approvals at the College, University, and Board-levels. Review of departmental recommendations at the college level must involve faculty from outside the department concerned.

Post-Tenure Review Timeline

Post-tenure review for full- or part-time faculty occurs under the following guidelines:

- At least every 7 years
- At the faculty member's request (but at least 5 years from last review)
- During the year following two consecutive unsatisfactory annual reviews

Faculty are exempted from their scheduled post-tenure review if: 1) they are being reviewed for higher rank during the same year, 2) they are within one year of announced retirement or are on phased retirement, or 3) they serve as department chair or have a title containing the term president, senior vice president and provost, or dean.

Evaluation, Renewal, and Advancement Policies for Term Faculty Members

Faculty Handbook 5.4.1 provides details on the evaluation for renewal and advancement of Term Faculty members. For the purposes of evaluating performance, Iowa State University uses the following forms of review for term faculty:

- Annual reviews (chair or designee)
- Review for renewal of appointment. (Peer review)
- Review for advancement. (Peer review) Peer reviews shall take place every three years (not counting annual reviews) OR at appointment renewal time, whichever is greater

Student Evaluations of Instruction

Student feedback on faculty and courses is gathered through end of course evaluations and regularly used in the faculty review process. In Spring 2011 the University began using Class Climate. Over 95% of sections offer students the ability to provide feedback electronically. Data from 2018-19 is provided below:

	Fall 2018	Spring 2019
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#sections offered	8,078	7,857
#section using Class Climate	7,905	7,514
#instructors evaluated (faculty and TAs)	3,165	2,984

Acknowledging that assessment of teaching should include more than just student evaluations, a Joint Task Force on Teaching Assessment and Evaluation was convened in August 2018 by the Faculty Senate and the Office of the Senior Vice President and Provost with the charge to: (1) Review existing best practices regarding holistic teaching assessment and evaluation; (2) Review procedures and processes by which teaching is assessed and evaluated on campus; and (3) Provide recommendations for how the assessment, evaluation and promotion of teaching could be reviewed at ISU. The [Task Force final report](#) has been [shared with Faculty Senate](#) and is under discussion/review for implementation.

3.C.4. Updates since 2015: updated evidence pieces, new Teaching and Learning Academy

Professional development within a faculty member's discipline is evaluated and encouraged through the annual review, promotion and tenure review, and post-tenure processes. All faculty are expected to maintain currency in their professional discipline through appropriate research and scholarship, participation in appropriate professional organizations, and publication and presentation of their scholarly products. The institution, college, and departments have a wide variety of seed grant, travel grant, and faculty development programming that enable faculty members to participate in on- and off-campus activities that nurture continuing professional development in their discipline. The Faculty Handbook outlines several development opportunities, including the Faculty Professional Development Assignment program (similar to sabbatical programs at other universities). The proposal-based program provides up to six months of salary, for leaves of up to one year for the purposes of professional development. The leave may be taken at any location appropriate to the proposed activity, including on-campus. The University also supports faculty professional development through the allocation of indirect costs on external grants and contracts. For Primary Investigators, 15% of indirect costs are returned to a professional development account, and can be used for travel, equipment, graduate student support, supplies and other purposes that support faculty activities and development.

New faculty members are supported in their transition to ISU through a [New Faculty Orientation. Fall 2019, 80 of the 89 new faculty members participated in the orientation.](#) In addition to orientation, a [seminar series](#) is provided for new faculty (both term and tenure/tenure-track). The Provost's Office provides [ongoing workshops](#) for tenure track and term faculty members. ISU also offers [mentoring programs](#) for tenure track faculty.

Center for Excellence in Learning and Teaching (CELT) serves as the hub of professional development opportunities for faculty, providing a wide range of programs and workshops to assist faculty in the development of teaching and student learning, including how to assess student learning. Over the past several years, CELT has revised its program offerings to better serve faculty, based on an external review and [strategic planning](#) process.

CELT Teaching Symposium and CELT Workshops

In the past 5 years, 1,646 faculty, staff and graduate assistants have attended the CELT Teaching Symposium prior to fall semester. To accommodate the ever-changing needs of students and faculty, the previous 1.5 day-long University Teaching Seminar was transitioned to the CELT Teaching Symposium, a hybrid of face-to-face and online learning modules.

The half-day face-to-face Symposium explores best teaching practices and student support resources available at ISU. Participants prepare for a successful first semester of teaching, and explore CELT's services, resources, and professional development opportunities. Prior to the symposium, participants engage in online learning modules with short videos, takeaways or critical reflection questions, and supplemental resources hosted in Canvas.

From 2015 to 2019 CELT offered 351 workshops on topics from teaching with technology, classroom disruption, to documenting teaching effectiveness. A [dashboard of 2018-19 programs](#) is provided as evidence.

Scholarship of Teaching and Learning (SoTL)

CELT maintains active programs to support Scholarship of Teaching and Learning (SoTL) efforts, such as the Miller Faculty Fellowship, Teaching Partners (mentoring program), and the SoTL Scholars Program. Since 2015, over 30 peer-reviewed presentations or publications were presented from this work. A [study of faculty seeking promotion](#) from 2010 to 2017 showed that 47% were engaged with SoTL activities.

Teaching and Learning Academy

The Teaching and Learning Academy began in fall 2019, and is designed for tenure-eligible and term faculty in their first five years of employment. Topics include course design, evidence-based teaching strategies, inclusive classroom practices, and documentation of teaching effectiveness.

In the 2017 Campus Climate Survey, 60.8% of faculty agreed or strongly agreed that ISU provided them with resources to pursue professional development opportunities.

3.C.5. Updates since 2015: new survey data results

ISU prides itself on being a student-centered institution. Faculty regularly post available office hours on their syllabi. Accessibility, interaction with faculty and staff, and high-impact advising are hallmark virtues. In the 2017 Campus Climate Survey, approximately 75% of students agreed or strongly agreed that they felt valued by Iowa State faculty. In the [2016 NSSE survey](#), ISU students reported engagement with faculty and academic advisers significantly above that of peer AAU and Carnegie classification institutions, for both first-year and senior students.

3.C.6. Updates since 2015: new data and evidence pieces

Position descriptions developed for student support staff members state the academic qualifications and experience required for the position. Through the hiring process, managed by University Human Resources (UHR), candidates are reviewed to ensure qualifications are met (see Criteria 5.A.4. for details). For some positions, such as academic advisers, there are different levels (e.g. Academic Adviser 1 through Academic Adviser 4) based on specific position responsibilities for the department/college. All newly created positions are reviewed through UHR to determine the appropriate classification and required qualifications.

The University provides a wide range of professional development opportunities for staff. Learn@ISU serves as the registration portal for many, but not all professional development opportunities on campus. In 2018, staff participants in professional development offered through [Learn@ISU totaled 24,204](#). A few examples are provided below.

Advising Support

The University Academic Advising Committee, provides central leadership for advising professional development. ISU hosts lunch and learn sessions for all of the NACADA professional development webinars. The committee also facilitates the advisernews listserv that connects advisers to information and resources, to support academic advisers and their students. Topical workshops are also offered, based on needs identified by advisers. Examples include:

- Better [serving military students](#) and understanding the Joint Services Transcript
- An [annual conference hosted by Financial Aid](#), provides the opportunity to support all staff that interact with financial aid and related support programs, including student employment, FAFSA, consortium agreements, veterans and military benefits and scholarship and grant administration
- Training sessions on supporting students with [mental health issues](#)

In addition, ISU has been implementing the [EAB Navigate student success](#) platform over the past three years. Numerous training sessions and job aids have been developed to assist advisers in fully leveraging the platform to better serve students.

Conference Support

ISU departments support attendance by faculty and staff at conferences associated with professional organizations. For example, the National Academic Advising Association (NACADA) is the global community for academic advising and supports quality academic advising. Similarly, faculty and staff are supported in their attendance to a broad range of professional conferences, including NASPA: Student Affairs Administrators in Higher Education, American Association of Collegiate Registrars and Admissions Officers, and the National Conference on Race and Ethnicity (NCORE). Evidence of this commitment is that in 2019 ISU had [63 faculty and staff members attend NCORE](#).

Sources

- 18- CELT Programming Numbers
- 2018-CELT StrategicPlanSurvey-ExecutiveSummary-July2018
- 2019 NCORE Iowa State Faculty and Staff Delegation
- 2019 New Faculty Orientation Agenda
- 2019 New Faculty Orientation Attendees
- Average Section Size by College F18
- Campus Partners Conference Opening Session F18
- EAB Campus Update 9-2018
- Faculty Handbook - August 2019 Final
- Faculty Handbook 2019 - Chapter 3 - Appointments
- Faculty Handbook 2019 - Chapter 5 - Evaluation Review

- Faculty Handbook 2019 - Chapter 7 - Conduct
- Faculty Handbook 2019- 6.7 Faculty Professional Development
- Faculty Years in Rank - 2019
- Faculty_by_Highest_Degree_2018
- Faculty_by_Rank_Tenure_2018
- FS - Agenda May 7 2019
- FY 18-19 New Faculty Seminar Series
- GPIDEA Program Memorandum of Agreement
- Graduate Handbook - Appendix G_ Graduate Faculty Membership
- Guidelines exceptions to minimum faculty qualifications
- Implementation of Term Faculty Policies FAQ April 2019
- Learn at ISU 2018 - Report All Training Completion
- Military-Credit-Training Session 2019
- Minimum Faculty Qualifications by Department 11.2016
- NSSE16 Engagement Indicators (ISU)
- NTE Faculty Presentation for FS 2017-04-03
- RESPOND Training
- SCH_Taught_by_Faculty_and_TAs_graph_F18
- SoTL Engagement in Promotion
- SVPP 2018 Learn-at-ISU Trainings
- SVPP Mentoring Program Brochure
- Teaching Task Force report FINAL

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1. *Updates since 2015: provided examples of new/expanded services.*

ISU's [Division of Student Affairs](#) and Division of Academic Affairs provide an expansive array of support services and programs to meet students' needs.

Examples of Services offered through the Division of Student Affairs

The Dean of Students Office houses the following academic student support programs: Academic Success Center, Hixson Program, National Student Exchange, International Students and Scholars Office, Sorority and Fraternity Engagement, Student Conduct, The Center for LGBTQIA+ Student Success, Margaret Sloss Center for Women and Gender Equity, Multicultural Student Affairs, Student Assistance and Outreach, Student Accessibility Services, Veterans Center, and the Writing and Media Center.

The [Thielen Student Health Center \(TSHC\)](#), a full-service medical clinic on campus, is staffed by physicians, advanced registered nurse practitioners, and nurses who provide primary health care needs. It was awarded full three-year accreditation in 2019. In addition to a full array of clinical services, TSHC offers automated communication systems, pharmacy, and physical therapy services. During the 2018-19 academic year, TSHC implemented an electronic medical records system, vaccinated more than 3,000 students via mobile flu shot clinics, and began offering pre-exposure prophylaxis for HIV prevention. In addition, three staff members were identified to specialize in caring for transgender students.

[Student Counseling Services \(SCS\)](#) provides assessment and treatment options to help students with mental health concerns. In 2018-19, SCS served 2,396 students with 12,076 appointments. SCS offers crisis, individual, group, and couples therapy [for a variety of presenting concerns](#) including: anxiety, depression, adjustment, identity and personal goals, family and relationship concerns, trauma recovery and disordered eating. SCS also has a Biofeedback program which uses specialized computer technologies to allow students to learn and practice skills to reduce stress and anxiety. SCS provides career counseling to students having difficulty choosing a major and/or making decisions about their futures after college. One-on-one counseling allows students to meet individually with a

trained clinician to address a variety of issues from developmental needs to treatment of mental illness.

Department of Residence

The Department of Residence (DoR) fosters curricular and co-curricular opportunities, and provides quality facilities and services that enhance student development in a residential living/learning environment. DoR advances student success by providing supportive and inclusive living/learning communities; its commitment to student success is demonstrated in the DoR leadership and financial support in bringing the early alert system [MAP-Works®](#) (Making Achievement Possible) and its successor Benchworks to ISU.

Examples of Services offered through the Division of Academic Affairs

The Division of Academic Affairs offers services both at the institutional level and within academic colleges. Examples of the student services offered within academic colleges:

[ISU Career Services](#) offers a broad range of programs and services for undergraduate and graduate students, alumni, and employers. A coordinated network of college-based offices provide one-on-one counseling and workshops to assist students in developing their own career paths and strategies. The offices also collaborate to offer a unified CyHire system that connects students to internship and full-time hire positions, interviews, career fair attendees and more.

Each college serving undergraduate students has a Multicultural Liaison Officer (MLO). MLOs, working in collaboration with others within the college, provide programming and support to serve multicultural students. In addition to meeting one-on-one with students, MLOs offer programs specific for their college ([example of MLO programming from the College of Human Sciences](#)).

Examples of new or expanded services since 2015

ISU has invested significant resources to address the growing mental health needs of students:

- ISU currently has the equivalent of 22.5 FTE staff members between Student Counseling Center (SCS) and Thielen Student Health Center. (FTE by staff category: staff psychologists -9 , staff therapists - 4.5, interns - 4, postdocs - 2, staff psychiatrist - 1, psychiatry advanced practice provider - 2)
- ISU Police added a [mental health advocate](#)
- [Let's Talk](#) program provided students with safe space programming to learn about mental health issues that may be affecting them or others
- [RESPOND](#) training has been offered to faculty and staff across campus
- SCS has made a focused effort to recruit and create a diverse and inclusive team. Over the past 3 years, SCS has welcomed two new staff psychologists that represent multicultural backgrounds.

A new student health and wellness emphasis within student affairs led to a reorganization of existing services and the creation of Student Wellness in 2016. Student Wellness is focused on holistic wellness and working with students to create a university environment that promotes health and well-being. Student Wellness is a one-stop department for information and resources related to well-being, and can help get students connected to campus resources that will help them be more successful at ISU. The department also provide programs and opportunities designed to equip students with life-enhancing skills so they can thrive academically and individually.

ISU has placed an increased emphasis on serving first-generation and low-income students. ISU recently completed a four-year U.S. Department of Education [First in the World Grant](#) with the University Innovation Alliance to assess the impact of proactive advising/outreach to this student population. The grant also sparked discussions and changes on campus -- such as a review of ISU's registration hold policy, hosting a first-generation week in November, and expanding support for students with [food insecurities](#).

ISU established a New Student Onboarding Committee to conduct a comprehensive review of onboarding processes for all students at Iowa State University and recommend changes to improve student learning and student success. The overarching goal of this initiative is to make new student onboarding an intentional and distinctive part of the Cyclone experience, ensuring students are familiar with important information that provides a foundation for academic success, such as familiarity with campus resources including campus safety, Title IX response, and mental health services. Further, a well-coordinated onboarding program will also ensure students have a stronger sense of community and belonging, and connection to people and resources, which research indicates leads to increased academic success and retention. [Progress to date](#) has included the hiring of a staff position to focus on optimizing the communication stream for new students through their first year at ISU and the development of an online onboarding course, U ST 123, which is being piloted with a small group of incoming students in Fall 2019.

[NSSE 2016](#) shows ISU is significantly above AAU peers for quality student interactions with administration/offices on campus - demonstrating that the services provided, and interactions with staff in those offices, is perceived by students as high quality.

3.D.2. Updates since 2015: data and new Smart Start program

ISU provides a strong orientation program that assists 98.3 percent of all new undergraduates. A two-day orientation program is held in summer for new direct from high school students. Transfer students may participate in a one-day on-campus orientation or an online program. The International Students and Scholars Office provides an additional week of orientation activities for new international students, including TOEFL testing. All orientation programs include a one-on-one meeting with an academic adviser to plan first semester courses.

Academic departments provide guidance on their websites on how to appropriately place students in key entry-level courses (such as math and English), using information such as high school courses taken, ACT test scores, TOEFL scores, etc. The mathematics department uses the ALEKS online placement exam to determine the appropriate starting math course for students. Non-native English-speakers take an English Placement test as a part of orientation.

Developmental Courses/Program

ISU offers developmental courses in four subject areas: mathematics, English, chemistry and physics. Students taking these developmental courses can also enroll in other regular courses to make progress towards their degree. Enrollments for these courses are shown below.

Dept	Course #	Total Fall 2017 and Spring 2018 Enrollment

MATH	10	224
ENGL	99R	147
ENGL	99S	208
ENGL	101B	153
ENGL	101C	230
ENGL	101D	118
CHEM	50	121
PHYS	50	106

ISU offers an Intensive English and Orientation Program (IEOP) for international students who meet all other admissions requirements, but are below the acceptable TOEFL score for admission. IEOP is a full-time English immersion program that helps international students develop English proficiency. Students who successfully complete IEOP can enroll at ISU as regular degree-seeking students. In 2017-2018 academic year, there were 86 students enrolled in IEOP.

For students without the required number of years of high school world languages, ISU offers a course that allows students to make-up this incoming deficiency in Spanish by taking a one-semester review and accelerated course, Spanish 97. A total of 123 students were enrolled in this course in 2017-2018.

Starting Fall 2019, ISU implemented a [Smart Start program](#) to assist students who enter ISU below the automatic admission RAI of 245. Students admitted were [conditionally admitted](#) and required to [work with staff in the Academic Success Center in Fall](#). If students do not earn a 2.33 their first term, they continue in the program in Spring 2020. Fall 2019, 3.7% of the incoming class (or 207 students) are participating in the program. An assessment program has been developed to determine success of this new transitional program.

Support Programs

ISU supports students' academic success through centralized programs (such as tutoring), and departmental help rooms in key disciplines (e.g. math, chemistry, and physics). Two centralized programs are described below.

Academic Success Center (ASC)

ASC provides support to improve undergraduate student success and retention. Tutoring and

Supplemental Instruction comprise nearly 85% of those efforts. The remaining 15% are directed to academic outreach/coaching and coordination of the academic skills course - PSYCH 131. Academic Outreach/Coaching helps students identify obstacles in their academic achievement and progress. Supplemental Instruction consists of group study sessions for selected difficult courses, emphasizing both what and how to learn.

Over 90% of students who received tutoring reported being satisfied with Tutoring Services and expected improvement in their course grade. Over 80% indicated that they are more satisfied with their college experience after receiving tutoring.

[Writing and Media Center \(WMC\)](#)

WMC services are available for students at all levels. WMC serves as a cross-curricular hub for all writers, in all disciplines, and also aligns with ISU's mission of inclusiveness as a land-grant institution. [In 2018-19](#), the WMC conducted consultations with 2,359 unique students, a 2% increase over AY17-18.

3.D.3. Updates since 2015: new data, new EAB platform for advisers

ISU provides academic guidance for undergraduate, graduate and D.V.M. students through a variety of structures. All degree-seeking students, including distance education students, are assigned to an academic adviser (undergraduate), major professor (graduate), or faculty contact (Vet Med). Non-degree seeking students are generally assigned an adviser within the appropriate college office.

Undergraduate Academic Advising

ISU uses a distributed model of academic advising that utilizes both professional staff advisers and faculty members. Each college establishes its own structure for advising and provides coordination in their central administration. Some departments rely exclusively on professional staff advisers, or exclusively on faculty advisers, while others use professional advisers for the first 1-2 years, and then transition students to faculty advisers. Most incoming students participate in a discipline-based or general academic orientation seminar course facilitated by an academic adviser their first semester. The Office of the Registrar reported that in Fall 2019 there were 466 faculty or staff members who served as academic advisers for undergraduate students.

Evidence that ISU is meeting student needs for advising is provided by the [2016 NSSE](#) which shows that ISU is a top performer and above AAU peer average for the quality of interactions with academic advisers for both first-year and senior students.

Since the last HLC review, ISU has invested in technology (EAB Navigate as described in 5.D.2.) to improve the efficiency and effectiveness of academic advising for undergraduate students.

Graduate Student Advising

Graduate student advising is achieved through a major professor and the student's Program of Study (POS) Committee. The [Graduate Handbook \(Chapter 6\)](#) provides details on the composition of POS Committees, the roles of the major professor and the committee members. Students pursuing a graduate certificate are assigned a graduate adviser.

Veterinary Medicine Advising

The College of Veterinary Medicine assigns each student a faculty contact with dual roles as a

mentor and to give advice about the best elective courses and experiences needed for the student's career path. The faculty contact's responsibility is to meet with their student(s) to discuss career goals, direct them to appropriate professional resources in their area of interest, provide letters of recommendation upon request, counsel them through academic concerns, and direct them to appropriate University offices when necessary.

3.D.4. Updates since 2015: New learning management system (Canvas), updated data.

A rich set of physical and electronic learning environments support student learning. Physically, ISU has over 200 university-assigned classrooms and nearly 400 total learning spaces on campus. Over 90% of general assignment classrooms are equipped with technology to support teaching needs. Supporting facilities across campus include numerous computer labs, student collaborative spaces, and associated printing facilities. A top tier of classrooms are equipped with technology that enables active learning. There are also about 400 department conference rooms, classrooms, labs, seminar spaces, and recording classroom/studios with presentation equipment. Proctored testing centers provide students with flexible scheduling of exams while enabling faculty to maximize class time. Over 600 portable media equipment items are available for student use.

IT - Learning Management System

Since the last HLC review, [ISU transitioned from Blackboard to Canvas](#), after an exhaustive review process that included multiple rounds of input from campus stakeholders and vendor demonstrations. Faculty, staff, and students' have praised Canvas navigation features, efficiency of course building, crisp and intuitive design, and help features including 24/7 support and chat line. Canvas' ability to allow third party tools, such as publisher content, student engagement tools, and anti-plagiarism systems, is the basis for ISU's blended and online learning courses.

In Fall 2018 and Spring 2019, more than 90% of students were enrolled in one of 6,272 Canvas courses, resulting in more than one million daily page views.

Canvas is enhanced by 28 separate 3rd-party learning technology software integrations which support student success. For example, [Inclusive Access](#) charges course materials (e.g. electronic textbooks) to students' U-Bills at a fraction of the cost of print textbooks, and ensures the texts are available to students in Canvas before the course begins.

CELT and college-based online learning support staff assist faculty in the effective use of online learning resources to support distance, blended, and residence education. To support the transition from Blackboard to Canvas, CELT provided 104 Canvas workshops and over 400 hours of "open labs" for just-in-time faculty support. CELT also facilitates a monthly Online Learning Community for faculty and staff.

ISU's general IT infrastructure support is highlighted in 5.A.1.

CASTLE (Formerly CAC)

The [Committee on the Advancement of Student Technology for Learning Enhancement](#) (formerly the Computation Advisory Committee) is made up of faculty, staff, and students from across campus, and oversees expenditures of the Student Technology Fee. Currently students pay \$145 (\$122 for graduate

students), with some colleges and majors charging more to support more extensive equipment and software needs (e.g. Computer Science and Engineering at \$243). This has yielded over \$10 million in the past year, which was invested to support technological infrastructure and services for students. CASTLE provides resources for computing labs, student printing allocations, software licenses for student usage, support of wireless network expansions, etc. Departments can also submit proposals to request funding from CASTLE for special projects. FY18 special projects expenditures include:

- Architecture High-Def Screens: \$35,000
- Library Laptop Checkout: \$98,678
- Miller LiveArc Welding: \$22,803
- Memorial Union Lab Space Desktops: \$19,714
- Classroom Services Upgrade: \$830,000

University Library

[The University Library](#), which serves over 2 million visitors in a year, is an academic administrative unit which serves the entire campus, with an operating budget of \$21.5M and 144 FTE employees. The Library includes the Parks Library, which houses the main collections and library services, the e-Library, the Veterinary Medical Library, and subject based reading rooms for Design and Mathematics. The Library provides an extensive array of print, electronic, and non-print resources and services to support the University's mission. The Library reports holdings of 2,801,438 volumes, 13,000 books and 142,624 journals purchased annually, and 460,516 e-books in collection. Materials range in date from 1475 to the present, representing 118 languages.

The e-Library supports a wide variety of ways to access the Library general collection, including full-text journals, article indexes and databases, e-books, unique digital collections, archives and manuscripts, and other research tools; and also provides a full cadre of electronic-based library services (e.g. reference, inter-library loan, circulation, reserve, and instruction).

Farms and Lands

University farms and lands are used broadly for student learning/classes. Woodlands, prairies, ponds, and streams are also used as outdoor classrooms for classes in the natural sciences, ecology and agriculture. About 5,000 students each semester either have classes on, or use specimens from, the University farms.

Approximately 300 students annually gain valuable experiences as employees on University farms. These experiences benefit both the students and the university. ISU's Science With Practice program couples these paid work experiences (many on farms) with structured classroom activities related to goal setting, journaling, and presentations.

Museums

University Museums fosters understanding and delight in the visual arts with a focus on the creative interactions between arts and sciences. The museums allocate a majority of resources to fulfill this educational mission, and nurtures knowledge of and appreciation for ISU's cultural heritage and present cultural context. The museums consist of the Brunnier Art Museum, the Farm House Museum, the Christian Petersen Art Museum and the Anderson Sculpture Garden in and around the renovated Morrill Hall, and the Art on Campus Collection and Program.

3.D.5. *No significant updates since 2015.*

Beyond the curriculum offerings (see 3.B.3 for details on Library 160 for undergraduates and 2.E.2. for details on GR ST 565 for graduate students and others conducting research), several tools are available to guide students in the effective use of research and information resources. Over 180 library guides have been developed to support student research and writing in disciplines across campus (see <http://instr.iastate.libguides.com/>). The Digital Repository @ ISU makes scholarly work from ISU available to all students and staff in a user-friendly format. Questions can be immediately addressed in person at the library, or by using an online chat format, email or phone call. Workshops to enhance information access include topics such as altmetrics, use of Scopus, Endnote applications, and workshops on locating funding sources.

Sources

- 17-18-Student-Affairs-Annual-Report-FINAL
- 2018-19 Lecture Program Annual Report
- Career-Services-Recruiting-Statistics
- CASTLE Website
- DSO_Annual Report_18-19
- Facts and Figures _ University Library _ Iowa State University
- Food-Security-Spring-2019-Onesheet
- FY19 - Writing and Media Center Annual Report
- Graduate Handbook 6.1-6.2
- Guidelines_Immediate_Access_Sept2018
- Honors Program 2017-18 Annual Report
- ISU Police Add Mental Health Advocate 2019
- Lets Talk Program
- LMS Process and Timeline
- MAAPS Lessons Learned
- MAP17_FINALREPORT
- Multicultural-Programs-Flyer
- New Student Onboarding Summary Report
- NSSE16 Snapshot (ISU)
- RESPOND Training
- SCS What to expect 1-19
- SCS-Scope-of-Services-2018-19
- SHW-Annual-Report-2018-FINAL-002
- Smart Start half-sheet
- Smart Start Program Proposal 5-11-18 (minus transfer)
- Smart Start Timeline and Assessment Handout FALL 2019
- Space - General University Classrooms and Teaching Labs
- WISE AnnualReport18

3.S - Criterion 3 - Summary

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

Summary

Iowa State prides itself on providing a high-quality practical education that prepares graduates for successful careers and lives, consistent with great public land grant institutions.

This ideal is achieved by hiring high-quality faculty and staff, establishing consistent quality standards for all academic programs, supporting students both inside and outside the classroom, and offering faculty development programs that support the latest scholarship in teaching and learning.

ISU is strongly committed to and has invested substantially in initiatives to enhance student success, retention, completion, and preparation for success following graduation. The University also has strong and systematically organized co-curricular programming.

Highlights of changes since 2015:

- Faculty Senate development of undergraduate learning outcomes, consistent across all modalities, with language in the Faculty Handbook
- Increase in faculty numbers, and decrease in section sizes
- New titles and promotion pathways for non-tenure/term faculty members
- New Student Onboarding initiative
- New programs through the Thielen Student Health Center, including a new EMR and mobile flat shot clinic
- Expanded mental health services
- Investment in EAB Navigate for academic advising
- New learning management system

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4.A.1. *Update since 2015: current samples, student affairs program reviews*

ISU conducts academic program reviews every seven years per [Board Policy](#). Program reviews evaluate status, effectiveness and progress, and identify future directions, needs, and priorities. As such, they are closely connected to strategic planning, resource allocation, and other decision-making at all levels. Programs address the following core criteria in their self-study and review process: Mission; Program Quality, including curriculum and assessment of student learning; and Preparing for the Future. The provost office maintains a [schedule of programs](#) to be reviewed, based on the University's departmental structure.

Each review begins with the selection of external review team members from peer institutions, who conduct a site-visit, consult with faculty, staff, students, and administrators on the program's plans and processes. Reviews typically include all facets of the program, organized in terms of the land-grant mission (teaching, research and extension). Programs prepare a self-study document (samples - [Agronomy](#) and [EEOB](#)) for the external team to review in preparation for their visit. After receiving the team report, faculty, administrators, and the Provost office meet to discuss action plans based on

the review process. A brief summary of the review is submitted to the Board (sample [Agronomy](#) and [EEOB](#)).

At the midpoint of each review cycle, programs submit updates (samples [EEOB](#) and [History](#)) to the SVPP that outline progress on action items, identify major changes within the program, etc.

ISU extends the concept of program reviews to academic support units. The Library, Center for Excellence in Learning and Teaching, Institutional Research, Study Abroad, and others have periodic external reviews similar to that of academic programs. [ISU's Division of Student Affairs](#) has initiated a regular cycle of program review for all functional areas within the Division. [The program review guidelines](#) are based on institutional best practices and the Council for the Advancement of Standards (CAS) Professional Standards for Higher Education, along with discipline-specific standards. The goal is to ensure delivery of high quality programs and services; create and maintain a culture of data-driven reflection and decision making; and, pursue excellence through varied and ongoing assessment efforts.

4.A.2. *Updates since 2015: New credit range document for modalities,*

The review and approval process for the development of new courses includes a review of the number of credits awarded. The Registrar maintains a [list, approved by Faculty Senate Curriculum Committee, of appropriate credit ranges](#) for various categories of courses, including internships, research experiences, etc. The Faculty Senate Curriculum Committee has [approved changes](#) to better delineate the credit hour student expectations based on modality of course delivery. The [new chart and catalog text](#) will be implemented with the catalog scheduled for release in February 2020.

The [Catalog \(Admissions page 4\)](#), documents that ISU offers credit for prior learning through three primary methods: credit by examination from third-party services, credit for military course work, and credit by departmental test-out/advanced placement.

Credit by Examination

ISU policy grants academic credit by examination through national testing programs. Credit is awarded primarily for introductory classes in mathematics, natural, physical and social sciences, and the liberal arts. Programs currently accepted include Advanced Placement Program, International Baccalaureate (IB) Examinations, and College Level Examination Program. Policies and procedures for awarding these credits are detailed under the *Academics* tab of the Admissions website.

Military Credit

Credit for military courses is granted according to guidelines in the American Council on Education's *Guide to Credit for Educational Experiences in the Armed Services*. ISU accepts military credit at the vocational certificate, lower division baccalaureate, or upper division baccalaureate levels.

Departmental Test-Out Credit

Individual departments offer examinations to provide test-out credit for students who have proficiency in an area without prior college credit from another institution. As an example, the English Department provides an opportunity at the beginning of each semester for students to 'test out' of English 250. The exam content and level of proficiency needed to receive credit are managed by department faculty.

4.A.3. Updates since 2015: Evidence documents updated

The Catalog provides ISU's transfer credit policy under the Transfer Information and Transfer Credits tabs in the [Admissions](#) section. The initial evaluation of transfer courses is managed by specially trained staff in the Admissions and Registrar's offices. Courses from regionally accredited institutions (or from international institutions with appropriate standing in that country's educational/government system) are reviewed by these staff members, including a detailed review of the course description information from the transfer institution's catalog. Using guidelines established by academic departments, if it is determined that the transfer course is substantially the same as an ISU course, a direct transfer equivalency will be established. Courses that have no direct equivalent are coded as a transfer course at the appropriate level (e.g., 100 level, 200 level). An adviser or student can also request a review of a transfer course from the ISU academic department most closely aligned to the discipline of the transfer course. That departmental review engages faculty/staff in the department, including a review of the syllabus, and additional material provided by the student. ISU publishes [course equivalency guides](#) for its major transfer institutions.

In addition to course-level transfer, ISU maintains a variety of articulation agreements and transfer plans. The majority of these plans are with Iowa's 15 community colleges. ISU and community college faculty review courses to ensure expectations of content and rigor are equivalent. Students can [access the plans from the admissions website. Public Connections I](#), an agreement between the three public universities and Iowa community colleges, outlines agreements on the acceptance of Associate of Arts and Associate of Science degrees and other statewide agreements.

As specified in the Catalog ([page 5 of evidence](#)), ISU will accept a maximum of 16 credits of career and technical (vo-tech) credits and a maximum of 65 credits total from two-year institutions.

4.A.4. Updates since 2015: updated evidence pieces

As documented in the Faculty Handbook, faculty within the academic department maintain responsibility for [curriculum](#) and expectations for [student learning outcomes](#). The [course approval process](#), which originates from departmental faculty, specifies course content, level/rigor (e.g. 100 level), credits, and any prerequisites. Assignment of faculty to teach courses is managed by leadership within the department. Faculty qualification requirements are outlined in criteria 3.C.2.

Access to learning resources is collaboratively managed across the University. Learning technologies such as Canvas are managed centrally; departments maintain the authority to offer help rooms, special study sessions, etc.; and the Division of Student Affairs provides academic support such as tutoring and Supplemental Instruction.

ISU does not offer dual credit courses within high schools. ISU does allow qualified high school students to enroll as non-degree seeking students in regular ISU courses (alongside current undergraduate students) through the state's Post-Secondary Enrollment Option of the Senior Year Plus program.

4.A.5. Update since 2015: evidence pieces and added a couple of specialized accreditation to the

list (e.g. Horticulture)

ISU [maintains specialized accreditations in 51 programs through 24 different accrediting bodies](#). For example, ABET accredits 12 programs in the College of Engineering. The College of Design has set the expectation that all programs will be accredited; currently they have accreditation with the National Associate of Schools of Art and Design, the National Architecture Accrediting Board, the Planning Accreditation Board, and the Council for Interior Design Association. The Association to Advance Collegiate Schools of Business provides internationally recognized accreditation for business and accounting programs at the bachelor's, master's, and doctoral levels. Teacher preparation programs are accredited by the Iowa Department of Education. As general practice, if an accrediting agency exists for an academic program, the academic department/program is expected to pursue accreditation.

4.A.6. Update since 2015: current evidence document

ISU Career Services is a network of college-based and other career offices focused on providing a broad range of career development and search services for students. The college-based offices collect information on post graduation status, providing data at the [program-level](#). They also provide data for an [annual institutional 6-month post-graduation status report](#). ISU has a knowledge (response) rate of 82-94% for the various degree levels, with 95% being employed or continuing their education six-months after graduation.

Sources

- 2017-2018-Post-Graduation-Outcomes-Statistics
- BOR Policy_Manual__April_2019 3.6 Academic Program Review
- Course Approval Process
- Course Equivalency Guide - DMACC
- Definition of Instruction Types on Course Catalog File
- Faculty Handbook 2019 - 10.8.1-2 Curriculum Development
- Faculty Handbook 2019 - 10.8.3 Student Learning Outcomes
- Faculty Handbook 2019 10.7.2 Student Outcomes
- FSCC - Minutes November 7 2019
- ISU Catalog 2019-2020 - Admissions
- ISU_Accreditation_List_2019
- Modes of Instruction and Modalities April 2019
- Prog Rev - Agronomy Form B for Board
- Prog Rev - Agronomy Self Study
- Prog Rev - EEOB Form B for Board EEOB
- Prog Rev - EEOB Mid-Cycle Report 2019-02-28
- Prog Rev - EEOB Self Study_primary document
- Prog Rev - History Mid-Cycle Review March 2019
- Program Review Schedules
- Program-Review - Roles and Responsibilities

- Public Connections I
- Student Affairs Self-Study Outline
- Transfer Plans Website
- UG Business Career Outcome Report 2017-2018

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1. *Update since 2015: new core undergraduate outcomes and co-curricular learning domains*

The development and assessment of student learning outcomes is led by faculty at the level closest to the student. Program level assessment is managed by the department; achievement of outcomes at the course level is managed by the faculty teaching those courses. As mentioned in 3.B.2. and described within the [Faculty Handbook](#), colleges have oversight responsibility for program, college and university outcomes expectations.

Outcomes and assessment methodologies vary based on colleges/disciplines. Colleges develop and assess college-level outcomes that align with broad institutional outcomes. This allows flexibility in the implementation of outcomes that are appropriate based on disciplines. As an example, in the critical thinking/problem solving area, the College of Design's outcome is stated as "Students learn to solve problems in many ways using creativity in the rigor of identifying, formulating, and solving problems." The College of Engineering's outcome aligns with ABET accreditation and is worded as "an ability to identify, formulate, and solve engineering problems."

While the colleges maintain that level of autonomy, the Faculty Senate Outcomes Assessment Committee sees value in ensuring there is a core set of related outcomes across all undergraduate programs. As noted in 3.B, the committee has recently reviewed outcomes and proposed [four institution-wide outcomes](#) and related potential assessment methodologies. Provided the Senate approves these more formalized university outcomes, the Committee plans to focus efforts on analyzing/aggregating outcomes across colleges to look at institutional trends and opportunities for improvement.

Specialized accreditation requirements in many programs also influence learning outcomes and assessment efforts. For example, learning outcomes in the D.V.M. program, all business programs, and undergraduate engineering programs are aligned with their respective accrediting bodies.

In addition to direct and indirect assessments done by faculty, departments, and colleges, the Provost Office collects information from students, instructors, departments, and via national surveys to monitor progress at an institutional level. These efforts include:

Program Level Continuous Improvement Plans

ISU maintains an expectation that all programs will have identified outcomes and continuous improvement plans in place. The previous Board of Regents strategic plan specifically required ISU to submit an annual report that documenting progress in implementing undergraduate program outcomes assessment. With changes to the Board's strategic plan, those annual reports are no longer required. However, the [final report submitted for 2016](#) showed that 100% of programs were at some stage of outcomes assessment; 86% had developed outcomes assessment plans which included targets for collecting and using assessment results.

Course-level Continuous Improvement Plans (CIP)

Per Iowa Administrative Code 262.9(36), course-level improvement plans must be in place for all courses enrolling over 100 students annually. In 2018-2019, a total of 692 courses, impacting thousands of course sections were required to have a course-level CIP in place. Faculty have flexibility in the design and implementation of improvement plans, but every plan is based on three key elements: identification of course-level outcomes, use of assessment data to identify and implement changes, and a feedback loop for continuous improvement.

ISU submits an [annual CIP summary report](#) to the Board that provides summary statistics on the plans and their impact. In 2018-2019, 31,398 unique students were enrolled in courses covered under CIP. The report shows the most common changes to improve courses for the next year, including modified course activities and assignments, changes to pedagogy/delivery of topics, and adjustment to time spent on specific course content.

Graduating Student Survey

In 2015, ISU added questions to the survey of graduating students administered by career services that asks students to reflect on the impact of their curricular and co-curricular experiences on achievement of the six common learning outcomes. ISU consistently has over a 50% response rate to these survey questions.

National Surveys

ISU uses the National Survey of Student Engagement (NSSE) to better understand students' perception of learning/activities, to benchmark against peers, and to triangulate with institutional surveys. The [NSSE Snapshot](#), [High Impact Practices](#), and [Engagement Indicators](#) allow ISU to track its performance related to peer AAU and Carnegie institutions. ISU participates in the NSSE every three to four years and is registered to participate again in spring 2020. The four overarching undergraduate learning outcomes (higher order thinking, reflective/integrative learning, learning strategies, and quantitative reasoning) are monitored via the NSSE Engagement Indicators for Academic Challenge. In all four areas, ISU first-year students and seniors rank themselves slightly above to slightly below the mean of Carnegie peer institutions, ranging from 29% to 37% for first-year students, and 30% to 37% for seniors, who self-describe as being often or very often engaged in these forms of deep learning and creative work.

For graduate students, ISU uses results of the [AAU Doctoral Exit Survey](#) as an instrument to track graduate perceptions of their experiences and program quality.

4.B.2. Updates since 2015: Current data of graduates perceptions, updated college assessment

descriptions to reflect current practices, added information on graduate college and co-curricular learning domains.

At the institutional level, in the [graduating student survey, Spring 2018](#) graduates perceived their curricular and co-curricular experiences positively impacted their ability to meet the six outcomes. in common. Using a five-point scale, student's self-assessed that in-class experiences positively impacted their ability to meet the outcomes, with scores ranging from 3.71 to 4.38. Out-of-class, co-curricular experiences, were rated even higher, with averages across the outcomes from 3.88 to 4.43. The results from the [NSSE survey \(page 4\)](#) support that ISU students have perceived gains in student learning outcomes.

College Assessment

Since colleges serve as the central point for student outcomes assessment, this section will highlight their diverse approaches for outcomes assessment.

College of Agriculture and Life Sciences (CALs)

CALS has identified eight domains of student learning outcomes, with two to five more specific learning outcomes being defined for each domain. Each department has membership on the college assessment sub-committee of the curriculum committee to ensure substantial participation of faculty/staff. CALS conducts in-depth reviews on a single domain, across all departments. Each review takes one to two years, with summaries disseminated to the curriculum committee for its use in making decisions. This process encourages continuous improvement at both the department and college levels. In 2018-2019, [CALs outcomes assessment efforts focused on International/Multicultural Awareness.](#)

Ivy College of Business (COB)

COB has an extensive outcomes assessment plan that aligns with and supports its AACSB accreditation. COB has clearly defined learning goals and objectives, with measurement plans identified for each one. The plans cover both undergraduate and graduate programs (such as the MBA and Masters of Accounting). Details are available in the institution's [documentation that was submitted to AACSB](#) for its September 2019 accreditation review.

College of Design (COD)

COD departments began generating learning outcomes for their programs more than two decades ago. These outcome sets are reviewed and revised on a regular basis. A college reorganization in 2011 split one department into three and added a new department with undergraduate and graduate curricula. Since then, these four new departments generated a set of intended student learning outcomes, built from the college standards. The [COD Student Outcomes Report](#) maps student-learning outcomes developed by each department against college-wide learning outcomes.

Each semester, students enrolled in design studios make public presentations of their work, which are critiqued by faculty and visiting reviewers. These presentations allow faculty to assess the extent to which students have synthesized and applied knowledge gained, as well as developed the skills necessary for their respective discipline. These reviews are the stimulus for amending courses or course sequences.

College of Engineering (COE)

Bachelor of Science degree programs in Aerospace, Agricultural, Biosystems, Chemical, Civil, Construction, Computer, Electrical, Industrial, Materials, Mechanical, and Software Engineering are accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org/>. These programs underwent a review for re-accreditation in Fall 2018. COE's newest major, Cybersecurity Engineering, which launched Fall 2019, will undergo review following the degree completion of its first cohort.

ABET requires a continuous improvement process for improving student outcomes and program educational objectives. Student outcomes are abilities that students should be developing as they progress through the curriculum, and are typically evaluated while the student is still in the program. ABET has established a set of 11 (a-k) outcomes common to all engineering programs. Additional program-specific outcomes are also identified by ABET through professional organization input. For example, there are two additional student outcomes (l & m) for industrial engineering programs that reflect needs identified by the Institute of Industrial Engineers. Program educational objectives, on the other hand, are defined by the individual programs and characterize the achievements graduates can accomplish beyond graduation in a more holistic way.

As a part of the accreditation review process, each program reports student outcomes, maps outcomes to educational objectives, and describes the continuous improvement process, including assessment strategies and methods to institute continuous improvement. Faculty identify which learning experiences are best suited to achieve a particular outcome, and then assess experiences to determine which have the most impact.

Methods for assessing COE student outcomes (a-k) include direct assessment in individual courses (often aligned with state-mandated assessment), demonstration of outcomes attainment through performance in co-op/internship experiences (both student and supervisor provided, called OPAL), and student performance on the Fundamental of Engineering (FE) professional exam. Course content directly addressing student outcomes is presented in required courses for the program, and is consistent with ABET guidelines, which specify that evidence of outcomes “should be the product of faculty reviewing and/or observing student work related to the program requirements.” COE closely follows ABET's guidelines in implementing the direct measurement of outcomes via the rubrics.

College of Human Sciences (CHS)

CHS has established [core outcomes](#) to provide a unifying foundation to students' personal and professional success. The college assesses competence across the core outcomes of communication, self-assessment/self-reflection, critical thinking, and social justice. Assessment results are used to enhance student-learning experiences.

In 2016, CHS revised its practice of focusing on one outcome each year, to focusing on one outcome for a two-year time period. This approach allowed for more intensive assessment of the outcome, and gave faculty more time to analyze and integrate results into their courses. During the 2016-2018 academic years, social justice was assessed. The Outcomes Assessment committee reviewed literature, rubrics, and existing scales regarding social justice and developed a survey instrument that was distributed online to all CHS students. [For background/validation of this survey please see: Torres-Harding, S.R., Siers, B., & Olson, B.D. (2012). Development and psychometric evaluation of the social justice scale (SFS). *American Journal of Community Psychology*]. This survey was the first to survey all CHS undergraduates regarding a student outcome. The findings may serve as a baseline for future endeavors. No comparisons were made between departments. Rather, each department was given their data for their own program improvement. Abbreviated results indicated:

- No significant difference could be found in terms of age, sexual identity, year in program, and stated disability.
- Some significant differences could be found by: race/ethnicity, gender, dominant religion, and residency status.

During the AY2018-2019, the college outcomes assessment committee developed a survey focused on the communication outcome. Data collection will be completed during Fall 2019.

College of Liberal Arts and Sciences (CLAS)

CLAS is the largest and most diverse college in terms of programs, with 42 majors ranging from World Languages, to Software Engineering, to Music, and Earth Science. A succinct, comprehensive college-level evaluation of learning outcomes is difficult across this breadth. Overall learning goals and assessment practices in CLAS support the common university learning outcomes of critical thinking and problem solving, communication, information literacy and global citizenship, as well as the learning outcomes for individual major requirements. These goals are integrated into the [CLAS 2017-2022 Strategic Plan](#) that highlights incorporating outcomes data “for iterative improvements to the curriculum and its delivery” as well as helping students “understand their career options and how to articulate the value of their degrees.” CLAS works to achieve these goals through systematic curricular reviews, including reports midway in the seven-year external review cycles, annual CIP plans and reporting, using data to focus department curricular improvements and monitoring of post-graduation student success.

Assessment efforts for ISUComm (the university’s comprehensive communication program) supports all colleges with their assessment of the common communication outcome. The multi-section foundation courses focus on one outcome at a time for assessment/improvement across all sections of the course. Most recently, ISUComm focused its efforts on assessing the ability of students to demonstrate metacognitive skills through reflection on their “communication process, strengths, goals, and growth” in their ISUComm e-Portfolio. The AAC&U strongly endorses e-portfolios as a high-impact learning strategy. Since 2015 a team of ISUComm faculty assess a random sample of ISUComm e-Portfolios focusing on reflection writing. The team uses a rubric that has been refined over time and now evaluates five criteria and three levels of performance. Assessment results ranged from 58% to 71% of students fully meeting expectations. To support greater success in developing this cognitive skill, course improvements have been implemented including professional development for instructors, additional reflection assignments, pre- and post- reflections on individual learning strategies, and improved communication with students about the value of articulating/representing one’s learning to oneself and others. The focus on reflection also helps students develop their critical thinking and information literacy skills.

Major/program outcomes assessment strategies vary by discipline. For example, Political Science has four main outcomes identified, and uses graduating senior surveys, senior focus groups, external reviews, and an advanced writing assessment within a core course to assess student achievement of outcomes and necessary changes to curriculum. Music uses a "Continuation Exam" at the end of the sophomore year to assess performance and academic achievement relative to career/academic goals; as well as regular assessment of public performances, the senior final project, and surveys to assess outcomes achievement. Accrediting bodies, such as Accrediting Council on Education in Journalism and Mass Communication and ABET inform the outcomes and assessment approaches for accredited programs within CLAS.

CLAS leverages the legislatively mandated Course Improvement Plans (See 4.B.1 above) to assess

student learning outcomes. As the home college for many large enrollment courses, CLAS offers [annual assessment workshops](#) to help faculty identify specific learning goals and create a plan for collecting relevant data across multi-section courses. In 2018-19 CLAS faculty established CIP plans and submitted assessment reports for 285 courses. Seventy-nine percent of faculty who submitted reports indicated they intended to make some changes to their course based on the assessment results, including changes in course activities and assignments, use of more detailed assessment strategies to gain greater insight into learning, changes in delivery and/or time allocation on a topic, and revisions/clarifications of course outcomes.

College of Veterinary Medicine (CVM)

CVM employs systematic processes to learn the relationships between the college's curricular practices and the knowledge and skills students gain. The college collects a wide variety of data regarding learning outcomes in the basic and clinical sciences; summative measures and continuous improvement of the veterinary curriculum are reported in a variety of surveys and compiled in an internally held assessment dashboard system that assimilates the data from all available sources.

The North American Veterinary Licensing Examination (NAVLE) provides comparative data regarding the clinical knowledge and capability of veterinary graduates across schools. Passing rates for ISU on the NAVLE exceeds the national rate for 3 of the past 5 years, and only 6 times since 2000 has the ISU pass rate been lower than the national average. Additionally, ISU's pass rate has never been lower than the established standard (80%) as dictated by the veterinary college accrediting body, the Council on Education.

Each year since 2006, graduating students have been asked to estimate their abilities in a number of clinical skill and knowledge areas. These are summarized in the [assessment dashboard system](#).

During 4th year rotations, CVM employs global rating rubrics, a clinical skills abilities checklist, and a variety of tests/capstone assignments. Global rating scores and checklist completion are recorded in the E-Value computer system used for tracking competencies and managing other tasks, such as scheduling. The report contains a summary of all clinical competency assessment outcomes by competency area for both indirect and direct measures, including the number of measures, mean score, and standard deviation for each clinical competency area. These data are used to inform curricular decision-making, emphasizing areas potentially in need of improvement; data from fourth year core rotations are used to track each student's competence, and to prompt remediation as needed.

Since 2007, CVM has surveyed graduates (one- and five-years post graduation) and employers regarding graduates' preparation to work as veterinarians. In all cases, employer scores are higher than alumni scores, and are well above a score of competent (3) except in the cases of "Control expenses and maximize revenue" and "Manage other personnel who work in supporting roles," where both are equivalent to "competent." In responses to items regarding graduate preparation, employers rated all graduates as competent, well prepared, or very well prepared in both "overall veterinary knowledge" and "overall veterinary technical skills."

Graduate College

While most graduate students have their academic home within one of the academic colleges, the Graduate College has administrative responsibilities associated with graduate education and serving graduate students. The Dean and Associate Dean of the Graduate College have [led discussions with](#)

[graduate program directors](#) and the Graduate Council over the past two years to identify interest in creating common graduate outcomes, or a centralized process associated with graduate program outcomes assessment. While there are some standard processes that might be leveraged (e.g. the preliminary exam), the consensus of the faculty was that graduate outcomes and outcomes assessment is best tailored at the program/department level. As a result of these discussions, graduate programs have agreed that as a starting point, programs will articulate outcomes (at the program or department level); the Graduate College is posting these outcomes on the [program information pages on their website](#). Conversations and sharing of assessment strategies across programs to improve graduate outcomes assessment are continuing under the leadership of the Graduate College.

University Library

The Library provides instruction for Library 160, a hybrid course with most content delivered online, to address the undergraduate information literacy outcome. As evidenced by the [syllabus](#), the course is structured to develop competency in the student learning objectives related to information literacy. Students may attempt a quiz focused on particular objectives up to five times, giving students who don't initially pass a quiz the opportunity to review the material again and reach out to library staff for assistance with the goal of passing the quiz on a subsequent attempt. Students who do not master the quiz at an 80% level after the fifth attempt will fail and be required to take the course again. Earning a passing grade in Library 160 is a requirement for graduation in all undergraduate programs.

Co-Curricular Outcomes Assessment

In 2019, the Division of Student Affairs adopted [Co-Curricular Learning Domains](#) framework. This framework provides definitions, dimensions and a language for describing/defining the learning that occurs through the co-curricular programs and services offered in the Division of Student Affairs. The domains also reflect the values espoused by the Division and the current ISU Strategic Plan. In addition to the co-curricular learning domains, the Division has identified competencies that students will gain through employment within the division. [An assessment of student achievement of these competencies in Recreation Services](#), one of the larger employers of students on campus, was conducted in 2019.

A challenge of assessing the impact of co-curricular activities is that ISU has not systematically collected information on student engagement in co-curricular activities at an institutional level. To document the impact of these experiences, ISU developed a co-curricular transcript (CCT) that students can access via a web portal. The CCT uses a combination of staff-verified and self-reported information to provide a comprehensive record of student engagement in co-curricular activities. The CCT is intended to be a complimentary piece to the student's academic transcript and resume, used to demonstrate the development of knowledge and leadership outside of the traditional classroom, as well as showcase skills sought by employers and graduate degree programs. While the CCT has been available since 2016, the adoption and use by students and campus units has been slow. ISU continues to investigate alternatives for capturing student co-curricular experiences for assessment of impact on student learning.

4.B.3. *Updates since 2015: provide new examples of using data and closing the assessment loop*

ISU uses assessment data to implement changes with the goal of improving student achievement of

learning outcomes. Examples of departmental actions to "close the assessment loop" and improve student success of learning outcomes include the following:

- In 2018, Architecture implemented a change to its History and Theory of Architecture course sequence at the undergraduate (five-year professional) program level. The changes were conceived based on an international board of experts, including one ISU faculty member, working to develop pedagogical approaches that would better align with contemporary students and their learning behaviors.
- In 2017-18, 67.3% of students in ENGL 150, and 69.1% of students in ENGL 250, achieved a satisfactory assessment on the outcome of a student's ability to "reflect upon his/her communication processes, strengths, goals and growth." These courses are the ISUComm foundational courses. To increase the percentage of students achieving a satisfactory rating, course instructors have worked on revising their reflection prompts as well as emphasizing the value of the activity overall (articulating/representing one's learning to oneself and to others) in "making learning stick" for transfer purposes. The department has also created a portal for ISUComm instructors to share best practices/strategies, and to inform each other's course activities for this outcome, and all outcomes for the courses.
- In 2017, faculty in Industrial Design critically re-examined the history, theory and criticism (HTC) courses, concluding they were a broad overview of design and/or art history, with limited emphasis on industrial design. Two HTC courses were redesigned that specifically focused on history and theory of industrial design. The first course (INDD 387) covers historical and contemporary factors influencing industrial design craft and practice. The second course (INDD 388) covers both the history and culture of industrial design. Students learn to critically examine cultural meanings of objects in everyday life; course material covers theories from anthropology, sociology, material culture, cultural studies, critical theory, and philosophy, and how it informs industrial design theory and practice. The two redesigned courses are now helping meet learning outcomes of HTC specific to industrial design.
- College of Veterinary Medicine regularly uses survey results to review the curriculum. A number of changes have been made in recent years based on outcomes assessment data. For example, a new surgery program has been established to better prepare students for "day one" surgical skills upon entering employment. Based on assessment data, a credit hour within the core Anatomy instruction was added to focus on felines, as well as an hour of core anesthesiology instruction. CVM incorporated a client communication experience utilizing standardized clients into the 3rd year of the curriculum. Students practice a medical interview and deliver bad news with trained/standardized clients. This was incorporated based on outcomes data suggesting the importance of client communication, and the fact that our graduates were not adequately prepared in that area.
- As a part of monitoring outcomes, the [COB identified two outcomes](#) where student performance in 2017-2018 was not at a satisfactory level as defined by the faculty. In 2018-19, the college Assessment Committee reviewed the results, met with faculty, and identified recommendations for change. The college will continue to monitor student achievement of these outcomes in fall 2019 to determine if the changes impact student achievement.
- In 2015-16, [Natural Resource Ecology & Management \(NREM\)](#) faculty assessed life-long learning for students enrolled in Animal Ecology and Forestry degree programs. The department has well-established outcomes, rubrics, and procedures for assessment. A large proportion of students in early stages of both curricula were characterized as having "emerging" competency for most elements of life-long learning. In several cases the proportion of upper-level students who performed at the "competent" or "exemplary" levels for elements within the outcome did not reach the department's acceptable threshold of 80%. In spite of a

strong orientation toward learning and development of learning skills in both majors, the proportion of students characterized as “exemplary” near the end of their academic programs ranged widely for different elements of the skill (from 15% to 100%). The faculty implemented strategies to improve student achievement of this outcome, including “more widespread use of reflection journals, more independent student-focused inquiry-guided learning opportunities, use of 'know, want to know, learned' tools, and use of structured problem-solving processes that require explicit identification of prior knowledge to encourage both reflection and transfer of knowledge.”

- To improve student success in accomplishing the [specific learning objectives of the calculus sequence](#), a “Coordinated Calculus” effort was developed in 2018-2019 and is being further refined this year. The course offers common lecture sequences across large sections, videos to review outside of class, common exams, better prepared TAs, expanded office help hours and a half-semester, accelerated version of the pre-calculus course to give students who find they are not prepared for Calc I a credit-bearing math course that will provide the problem solving skills needed to succeed in calculus the next semester.
- After assessing student learning outcomes in STAT 326, the second statistics course required of students in the College of Business, the department shifted the course to a Team-Based Learning format. DFW rates had historically averaged over 20% for several years; since these changes students are more successful in meeting the course outcomes and the DFW rate has been reduced to 7-15%.
- CLAS has implemented changes based on analysis of surveys administered to all ISU graduates. Students expressed a need for more career related opportunities and assistance in translating their learning in general education and major coursework into career relevant language and practices. In Fall 2018 the college piloted a career preparation course; student materials and skills developed in the course indicate that the course is meeting its goals and it will move into the catalog in AY20-21. CLAS is also investing new resources from its endowment in career services, scholarships for students completing unpaid internships for nonprofits, and paid student research positions in order to create new opportunities to apply their classroom learning to professional experiences outside the classroom.

4.B.4. *Updates since 2015: shift away from using 'grades' as method of assessment for course-level plans to using direct and indirect assessment measures.*

Faculty have the primary responsibility for determining and assessing student learning outcomes. The Provost Office collects and monitors summary data on the types of assessment strategies being used. In addition, ISU has provided workshops and online resources to help faculty improve their assessment strategies, providing faculty with guidance on how to incorporate a wide variety of assessment strategies (formative, summative, direct, and indirect measures). These widespread efforts have engaged faculty across the campus in the assessment of student learning outcomes. The Center for Excellence in Learning and Teaching (through workshops and web resources) and the Faculty Senate Outcomes Assessment Committee support faculty outcomes assessment efforts.

Assessment Strategies Used in Program and Course-level Outcomes Assessment Plans

Program level: In the previous annual survey of departments on their program level outcomes assessment plans, the Provost Office collected information on the types of assessment strategies being used. A review of those summaries showed that departments use a broad range of direct and indirect measures to assess student achievement of program level outcomes. Examples include student surveys, rubrics to assess student works, portfolios, capstone projects, standard exams (e.g., Praxis),

etc.

Course-level: As a part of the survey completed on courses falling under the CIP mandate, faculty provide [information on the assessment strategies](#) they are using. Courses reported using both formative and summative assessment strategies in their CIPs; 93% of courses used formative assessments to assess student learning. Of the summative assessment strategies used, the most common was analysis of student exam/quiz questions, with 83% of courses using that strategy. Other common strategies were review of student projects/presentations (35%), review of term papers (21%), and student feedback from surveys (15%). From [2014-15](#) to [2018-19](#), an indicator of the improvement of the quality of the assessment being done via the CIP is the significant drop in faculty using final course grades (e.g., DFW rate) from 40% to 1%, with faculty instead opting for other direct or indirect measures.

Sources

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- CALS OA Report 2018
- CALS OA Report 2019-Final
- Career Readiness Competencies Infographic _11052019
- Career Readiness Poster
- CHS Core Outcomes
- Co-curricular domains infographic v1
- Course-level Continuous Improvement Plan Survey
- CVM Outcomes Dashboard Screenshots
- Dean of Students Student Learning Outcomes
- Design Report_on_Student_Learning_Outcomes_July_2019
- Director of Graduate Education Agenda 01-24-19
- Faculty Handbook 2019 - 10.8.1-2 Curriculum Development
- Faculty Handbook 2019 - 10.8.3 Student Learning Outcomes
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- Graduating Student Survey - Spring 2018 Responses
- ISU Continuous Improvement Plan Annual Report 2015
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- ISU Ivy College of Business AACSB Closing Loop
- LAS CIP workshop Aug 2019
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- Learning and Teaching AACSB Report 2019
- Math 165 Objectives
- NSSE16 Engagement Indicators (ISU)
- NSSE16 High-Impact Practices (ISU)
- NSSE16 Snapshot (ISU)
- Outcomes Assessment Committee Proposed Four Broad Outcomes

- Program Level SLO_Dashboard_2016_final

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Updated with new strategic plan goals, new targets for success, and closing the achievement gap efforts and new student success efforts highlighted.

4.C.1.

Subgoal 1.2 of the strategic plan is to "*Continuously increase retention and graduation rates for all students while closing the gaps in student success (as measured by retention and graduation rates) between student subpopulations (e.g., race/ethnicity, income, first generation, nationality, ability, gender, and veterans).*" In 2017, the Student Success Council set the following targets to support the strategic plan:

1. Achieve a one-year retention rate of 90% (Most recent yr: 87.2%)
2. Achieve a first-time, full-time six-year graduation rate of 75% (Most recent yr: 74.1%)
3. Improve four-year graduation rates (Most recent yr: 51.3%)
4. Work toward no more than 5% difference in the success rates of sub-populations with their comparison group (e.g. Pell-eligible students versus non-Pell eligible students).(Currently: differences vary from 8 to 20%)

4.C.2. ISU's Office of Institutional Research (IR) annually collects and summarizes information on [student retention, persistence, and degree completion](#) for both first-time, first-year students and transfer students. For Fall 2008 - Fall 2018 cohorts of first-year students, the average 1-year retention rate was 86.9%, the 4-year graduation rate was 45.5%, and the 6-year graduation rate was 72.8%. ISU has seen steady increases in its 4-year graduation rate, passing the 50% mark for the first time with the fall 2015 entering cohort. For transfer students entering over the same period, 1-year retention rate was 82.3%, 4-year graduation rate was 64.7% and 6-year graduation rate was 69.8%.

IR also disaggregates the data by sub-populations (e.g., ACT range, race/ethnicity).

IR tracks [degrees awarded](#) by college and department. In FY2019, ISU awarded 6,893 bachelor's degrees, 993 master's degrees, 389 Ph.D. degrees, and 151 DVM degrees.

ISU also provides data for the Board's annual [Retention and Graduation Report](#), including numerous supporting tables analyzing various subpopulations.

In addition to publicly reported data, the institution collects and monitors a broad range of disaggregated statistics (by [subpopulations](#), year in school, college, etc.) to inform student success efforts.

4.C.3. The University uses data to improve student success in many ways, from significant institutional efforts to efforts within individual units. As evidenced by a [memo from the co-chairs of the "Leavers" committee](#), ISU is continually reviewing student success data and implementing changes to increase students success. A few student success initiatives are highlighted below.

Closing the Achievement Gap Efforts

As identified in the strategic plan and through analysis of data, ISU set a goal of closing the retention and graduation rate gaps between underrepresented sub-populations and their peers. In 2018, ISU held a [Closing the Achievement Gap Data Summit](#) which included President Wintersteen, university leaders, department chairs, faculty, and staff. The summit provided data to highlight that, for some sub-populations, retaining just 50 more students across the University would close these gaps. The summit was meant to spark action across the University to work on closing the gaps. Actions happening in 2018-19 as a result of the summit include:

- Data disaggregated at the college-level was shared with each college.
- Closing the Achievement Gap teams were formed, initially to look at the data and develop [project plans](#) for the sub-populations of low-income, first-generation, students of color, and veterans.
- [ISU Athletics donated \\$1M](#) to be used as completion grants for non-student athletes close to graduation who could not register due to accounts receivable holds.
- Group convened to [address food insecurity issues](#) (actions include increased support for the student-run on-campus food pantry, investigate of use of SNAP on campus, students donating meals from their food plan, etc.).
- First-generation student awareness week held in November 2018.
- Special math tutoring sessions held in conjunction with community meals for military affiliated students and family members.

Student Success Council

In 2017, the long-standing Student Success Council transitioned into a project team model, with teams focused on creating action on specific student success areas. The teams identified opportunities for both short- and long-term actions. Examples include:

- Registration holds -- usage, communications about resolution of holds, policies surrounding holds -- to minimize the disproportionate impact on first-generation/low income students.
- High DFW courses (student earn D, F or Withdraw) -- working with faculty in department to

- implement changes in pedagogy, etc. to decrease percentage.
- Closing the achievement gap work groups -- described above.
- Academic Warning, Probation, and Dismissal letters -- reviewed and changed language to be more supportive of student success and return after dismissal rather than punitive.
- Creation of a Smart Start program -- required academic intervention for students admitted below the 'automatic' Regents Admission Index of 245 (see 3.D.2).

As documented in [meeting agendas](#), in 2018-19 the council focused its efforts on the Closing the Achievement Gap initiatives, while also supporting ongoing efforts of the previous years teams.

Data Analytics and Predictive Models Informing Student Success

As described in 5.D.2, ISU has been using the EAB Navigate student success platform for several years. The system provides the ability for academic advisers and other staff to do proactive outreach based on student demographics, academic performance, and risk indicators based on an EAB predictive model. This model is [one of several](#) used by advisers and staff to identify populations and individuals to engage with in support of student success. Others include:

- Less than 2.0 model - an internally developed multi-dimensional statistical model to identify students at risk of earning below a 2.0 GPA in their first semester of college. Results are available for advisers as they meet with students during New Student Orientation.
- HHMI STEM model - a model developed as a part of a grant that identifies students at risk of leaving a STEM major. Results are available in October each year for use during advising meetings.
- ISU had previously used MAP-Works - a purchased product that incorporates student responses via a survey to identify first-semester students who are at risk academically or socially of leaving the institution. While the system was in use, ISU saw increases in both first semester GPA and 1-year retention. Starting in 2019, the full MAPWorks product is no longer available, However, ISU is using the new scaled back version, Benchworks.

ISU Learning Communities and Residence

ISU's learning community (LC) initiative has been a premier student success program for several decades. The 1-year retention rate and 6-year graduation rate for LC participants is higher than non-LC participants by 6.8 and 5.4 percentage points, respectively, for the most recent cohorts. The Department of Residence [actively tracks students success](#) and implements programmatic initiatives to address student success.

4.C.4. ISU follows [IPEDS guidelines and definitions](#) to calculate retention and graduation rates. ISU establishes a cohort of first-time full-time freshman every fall on census day; cohorts are followed to the subsequent fall semesters to determine the percentage of cohort students are retained each year and the percentage who graduate. Similar tracking is done for transfer students. Each cohort is tracked for a 10-year period.

IR generates reports on these metrics by ethnicity, gender, age, residency, College, Department, ACT scores, high school rank, and as well as multiple combinations of those categories. Results are shared with the University community and public via the ISU Fact Book. Specific college- and department-level information are sent to colleges and departments for inclusion in their own reporting.

Statistical methods to analyze retention and success data vary based on the situation, ranging from simple descriptive statistics (e.g. averages), to correlations and regression analysis. Teams also have ventured into using new analysis techniques such as a Social Network Analysis, which was used by the Department of Residence and Multicultural Student Affairs to analyze multicultural student engagement within the University.

Sources

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- Inside Iowa State - Closing the Gap Data Summit
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- Predictive Models FAQ Updated 3.2019
- Retention and Graduation Rate Methodology
- Retention_and_Graduation_Rates_2019
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- Student Success Council Agenda Samples

4.S - Criterion 4 - Summary

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

Summary

Continuous quality improvement (CQI) permeates all levels of Iowa State's academic structure. These efforts are well-developed, comprehensive, and implemented across the institution.

There is a clear and comprehensive institutional commitment to evaluate and monitor academic courses and programs, as well as to enhance student success through efforts to increase retention and graduation rates.

Changes since 2015:

- New core undergraduate learning outcomes and co-curricular learning domains, including a co-curricular transcript
- New strategies on college-level assessment for some colleges
- Increased focus on graduate outcomes
- New strategic plan goals around student success
- Increased efforts and initiatives to close the achievement gap for students from under-represented backgrounds, low income students, and first-generation students.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

Updates since 2015: Minor updates to board and university committee lists, new Board minutes examples, new surveys

5.B.1.

The Iowa Board of Regents is responsible for oversight of ISU, along with two other public universities and two special pre-K-12 schools. Through Board meetings, committee work, and interactions with office staff and the universities, Board members gain knowledge about the University to fulfill their governance and fiduciary responsibilities. New members meet with institutional leaders and administrators of each university as a part of their orientation to the Board. Board meetings rotate between the various institutions, giving each institution the opportunity to highlight activities and issues from its campus at the meeting. [Board committees](#) are aligned with responsibilities and allow a subset of board members to gain more in-depth knowledge about certain aspects of the institution, such as academic programs (via the Academic Affairs Committee) or the financial health of the University (via the Audit/Compliance and Investment Committee). The Board requests [standard reports](#) on a variety of topics throughout the year. Dockets of agenda items from recent meetings ([June 2019](#)) show the topics of discussions and information shared with the board. The Board has a small staff in place to assist the board in overseeing the financial and academic aspects of the University. Board policy established the [Internal Audit function](#), which conducts regular audits across all University functions on behalf of the Board.

Board oversight of ISU's academic offerings is handled in several different ways. The Academic Affairs Committee (AAC) routinely reviews information on proposals for new programs, programs being discontinued, etc. The [curriculum approval process](#) states certain types of program/curricular

changes must be approved by the board (e.g. new programs, discontinuing programs, program name changes, etc.). AAC provides input to the Board on these requests. The Board requires that academic programs go through a program review process every seven years. [Annual summary reports](#) of reviews completed are forwarded to the Board office each spring. Similar to program reviews, any specialized or regional accreditation actions taken are reported to the Board. The Board requests regular reviews and reports on Board-approved research centers and institutes. The Board also approves promotion and tenure for all faculty positions, and the appointment of all administrators.

5.B.2. ISU has a strong history of shared governance. There are four [governing councils](#) in place, representing various employment and student classifications. The Faculty Senate constitution outlines the shared governance roles between the faculty, administration and the Board. The leadership of the various representative councils meets regularly with University administration. There is internal constituency engagement in governance on the nearly 100 [University committees and councils](#) which provide guidance and recommend policies/processes on a wide range of issues (e.g. budget advisory, benefits, advising, diversity, and sustainability committees). The President holds regular meetings during the academic year (Presidents Council) to share information and facilitate discussion of current topics with all university leaders (department chairs, directors, deans, etc.). The University utilizes a variety of surveys, open forums, and web feedback to solicit internal constituency feedback on topics. Examples of these include national surveys (e.g., [COACHE](#) (Collaborative on Academic Careers in Higher Education) survey of all faculty members and National Survey of Student Engagement), institutional surveys (such as the [Campus Climate Survey](#)), and [open forums/town halls](#) on topics of interest (such as Improved Service Delivery). The President has also instituted CyDeas, an online suggestion portal open for anyone to make suggestions to her office.

5.B.3. While governance councils have membership from the employment or student classification the group is representing, most other University committees include a broad range of constituencies. As an example, the University Committee on Disabilities includes a representative from each academic college, the Library, Faculty Senate, Professional and Scientific Council, Supervisory and Confidential Council, Merit employees, Student Government, Graduate and Professional Student Senate, Alliance for Disability Awareness student organization, and two University administrators appointed by the Provost. In addition to university-level committees, there are hundreds of college and/or departmental committees that allow faculty, staff, and students the opportunity to be engaged in ISU's governance.

All policies developed for inclusion in the ISU Policy Library follow a [Policy Development Plan](#) that identifies all potential stakeholders, and how input will be gathered from these groups. There is an open comment period for the University community before a policy is approved.

The setting of academic requirements and development of curriculum initiates with the faculty, via departmental, college, and Faculty Senate committees (e.g., curriculum committees and academic standards committees). Staff and students are often included as ex-officio members on several Faculty Senate committees. For example, the Faculty Senate Academic Standards and Admissions Committee includes ex-officio members from the Provost's Office, Institutional Research, Admissions, Registrar, Multicultural Student Affairs, and Student Government. The [curriculum/academic program development process](#) includes reviews at the department, college, university, and board level.

Sources

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- Climate Survey - Iowa State Executive Summary printable
- COACHE 2016-17 Results
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- Governance_Organizations_2019
- ISD Town Hall Announcement
- Policy Development Plan Form 2019-03-18
- Program Review Reports to Board
- University Committees June 2019

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.A.1. *Updates since 2015 - data updates, increase in faculty headcount, new facilities added.*

Fiscal resources

(Note: Much of the information presented below is for FY18. The FY19 annual financial statement (which ended June 30, 2019) became available just before the assurance argument was locked. It is available at: <http://www.controller.iastate.edu/far/finreport19.pdf>).

ISU is in a strong financial position to support its operations. According to the [2018 ISU Financial Report](#), ISU had total assets on June 30, 2018 of \$2.62 billion, which was \$128 million higher than the prior year. Net capital assets comprised \$1.47 billion of the \$2.62 billion in assets, which was slightly smaller in proportion to that of June 30, 2017. Total liabilities were \$1.1 billion at June 30, 2018, an increase of \$102.6 million. The net position of the University increased \$40.2 million, or 2.58% over the previous year.

Total revenues increased \$7.1 million from FY17 to FY18. Tuition and fees accounted for 27.7% of total revenue in FY18, while state appropriations accounted for 19.9%.

On June 30, 2018, the University had \$2.93 billion invested in capital assets, with accumulated depreciation and amortization of \$1.46 billion, for net capital assets of \$1.47 billion. The largest capital projects placed into service during FY 2018 were the Biosciences Advanced Teaching and Research Building (ATRB) and the Bessey Hall Addition. The Biosciences ATRB was funded with state and private funds and ISU Facilities Corporation bonding. The Bessey Hall Addition was funded with state appropriations. There were several construction projects in progress as of June 30, 2018, the largest of these is the Student Innovation Center.

At June 30, 2018, the University had \$548 million in outstanding debt compared to \$540.1 million at the end of the prior year. In FY 2018, the University issued \$116.2 million in Academic Building Revenue Refunding Bonds, Athletic Facilities Revenue Refunding Bonds, Recreational System Facilities Revenue Refunding Bonds, and ISU Facilities Corporation Revenue Bonds. The increase in bonds payable resulted from issuance of the \$37.9 million ISU Facilities Corporation Revenue Bonds offset by the normal paying down of debt. The University carries an institutional bond rating of Aa2

from Moody's and an [AA rating from Standard & Poor's](#), which is unchanged since the HLC visit in 2015.

ISU and the Iowa State University Foundation, at the end of FY18, had \$1,063,772,000 in [endowment funds](#) to support the University. The endowments have steadily grown since 2009. In 2017, the University and its Foundation endowment placed the University tenth among its self-identified 11 peer land-grant universities. The Foundation is currently in a \$1.5 billion capital campaign, launched publicly in 2016, and expected to conclude in 2021. [As of June 2019, the campaign has raised \\$1.2 billion.](#)

[Sponsored funding](#) in FY18 was \$509 million (compared to \$425 million in FY15). Federal funds accounted for \$236 million (46%) of all sponsored funding (compared to 53% in FY15).

[ISU's FY2020 operating budget](#) includes General Fund sources of income of \$742 million and total income sources of \$1.53 billion, including restricted funds. This compares to a FY2015 General Fund operating budget of \$656 million and a total budget of \$1.33 billion.

In the FY20 budget, the General University Fund totaled \$671 million. Of this, \$260 million was allocated to instruction, \$120 million to scholarships, \$123 million to academic support, \$51 million to operations and maintenance, \$68 million to institutional support, \$29 million to student services, \$14 million to research, and \$6 million to public service.

Human Resources

[Faculty headcount](#) has increased from 1,892 Fall 2014 to 1,933 in Fall 2018. During that same time period, total employee headcount (including faculty) has increased from 16,268 to 16,952. The student to faculty ratio, calculated via IPEDS and reported as a part of the HLC Institutional Update has remained steady between Fall 2014 and 2018 at 19:1.

In Fall 2018, the [average section size](#) for undergraduate courses was 39.2 students, and 12.2 students for graduate courses. These averages are about one student less than section sizes from five years ago.

Attracting and retaining faculty is critical to maintaining strong academic programs. ISU salaries for faculty in [2018 were at 91% of its peer institutions](#) down from 94% in 2014. The president has made faculty and staff salaries a priority in her [requests for state funding](#).

Physical Resources

The University has just under [6.1 million net assignable square feet of buildings, plus an additional 3.6 million gross square feet associated with residence halls. These buildings are located on 11,537 acres of total land, including 1,883](#) acres associated with the main campus, sporting venues, and veterinary medicine campus. The remaining acres are associated with farms and land tracts in the Ames area and across the state. The University provides an annual update to the Board on the status of all facilities, including information on deferred maintenance issues. Twenty-eight percent of building space is used for instruction and/or department research. New facilities and major renovations completed since fall 2015 include:

- Jack Trice Stadium South End Zone November 2015
- Power Plant Addition May 2016
- Marston Hall Renovation July 2016
- Geoffroy Hall (new residence hall) November 2016

- Bruce McKee Indoor Tennis Complex June 2017
- Bessey Hall Addition (including, new biology labs) August 2017
- Advanced Technology Research Building (biosciences) January 2018

ISU will be opening a new [\\$80M Student Innovation Facility](#) in spring 2020. This new facility supports the increased emphasis Iowa State is placing on innovation and entrepreneurship (see innovate.iastate.edu).

The fiscal year [2021-2025 capital plan](#) submitted to the Board showed planned expenditures of \$221 million and included a feed mill and grain science complex and funds for remodeling existing buildings to meet new educational needs.

Technological Resources

University IT support specialists work collaboratively to provide systems, services, and facilities that support student learning regardless of the mode of delivery of instruction. The campus central IT group provides key infrastructure components, such as networking, video storage, the learning management system (LMS), help desk, technical support for university classrooms, and technology explorations with faculty. Departmental IT specialists assist faculty and students with curriculum-specific IT needs and collaborate with central IT staff to provide seamless IT support to the campus community. IT also supports the business systems of the University.

At the core of this effort is a networking fabric that connects over 60,000 clients (using 200,000 unique networked devices) to essential IT services, both local and worldwide. ISU is among a handful of top research universities that provide 100 gigabit campus backbone service with high capacity network connections to all buildings. Connections to the Internet2 national research and education network is made through our co-owned BOREAS (Broadband Optical Research, Education and Sciences Network) regional fiber optic network that provides 100 gigabit connectivity to major US network hubs in Minneapolis, Kansas City, and Chicago. With BOREAS and a leading-edge campus network, ISU provides an abundance of network capacity for activities ranging from big data research to online learning to seamless integration of commercial cloud services. Mobile computing is supported through a vast campus wireless network, which is currently being upgraded to the latest gigabit wireless networking (802.11ac) services. This follows a recently-completed project that significantly expanded wireless capacity in the residence halls; there is now an access point in every student room.

University business services and academic services of all types are available 24 hours a day, seven days a week through the ISU AccessPlus portal.

In 2017 a new Teaching and Technology Advisory Committee (TTAC) was formed, including representation from faculty, students, instructional design, facilities, Office of the Registrar, CELT, and IT. The committee meets monthly to discuss standards and best practices, policy, and technology and how it is used at ISU.

ISU uses a mixed model of support for learning, including both centralized and college-based support. Central support includes 215 general assignment classrooms, all of which include technology providing core functionality, including projection or flat-panel display, networked (remote) control systems, Ethernet at the podium, and wireless capacity for all occupants. IT maintains Panopto cloud services for lecture capture (in- or out-of-class) so any classroom can serve as a capture classroom with an instructor laptop/webcam. Selected classrooms have additional

features, such as fixed cameras, document cameras, DVD video playback, and audio systems. Panopto provides video hosting and streaming and is fully integrated with the Canvas LMS. As part of the Canvas implementation, ISU is using Arc, which allows instructors and students to actively collaborate through video and audio media and includes captioning for videos. Selected college units provide other systems that utilize Camtasia and Echo 360 capture systems. College units also maintain several studio-type capture classrooms and video production support.

To support research and graduate education, ISU provides research clusters that are capable of 465 trillion calculations per second with total memory of 87 trillion bytes. Professional staff provide subject matter expertise and consulting along with training in high performance computing. The project is collaboratively funded by National Science Foundation grants and University funding.

5.A.2. Update: new budget management team structure

ISU has functioned under a [Resource Management Model \(RMM\)](#) for more than a decade. Under the RMM, tuition, appropriations, and other [revenues flow](#) to Responsibility Resources Centers (RRCs) such as academic colleges, central research, and Extension and Outreach. These units are responsible for their direct [expenses](#) such as salary and benefits, supplies, and equipment, as well as their share of expenses associated with central administrative units. The distribution of revenue and costs to academic colleges and other RRCs is based on data such as student enrollment, student credit hours taught, number of faculty and staff, and square footage assignment. The RMM has created increased transparency on budget allocations to colleges and units; the data used to allocate revenues and expenses is available using the University's e-Data central reporting tool. Decisions on how to allocate resources within an academic college are managed by the dean.

A new structure for planning and budget development emerged with a change in presidential leadership in November 2017. The new structure provides for highly collaborative and transparent interactions and communications about institutional finances and budget. Four new groups have been established.

- Executive leaders (the president and three senior vice presidents) meet weekly to discuss a wide range of issues, including finance and budget.
- Institutional Budget Management Team (IBMT)--reports to the Senior Vice President for Operations and Finance and includes representatives from ISU's four divisions: academic affairs, student affairs, operations and finance, and president. This team meets weekly and is charged with collaborating on all aspects of budget policy, system and process.
- Senior Budget Leaders includes the president, senior vice presidents, vice presidents, deans, IBMT, other key leaders with significant budget authority, and individuals with critical resources and information. This group [meets three times](#) during the planning and budget development cycle to [discuss and provide feedback](#) about current institutional financial and budget issues.
- Operations and Finance Colleagues mirrors the representation of the Senior Budget Leaders, meets twice each month, and is responsible for implementing budget policy and process decisions.

The IBMT connects these groups by communicating regularly with the executive leadership team that makes final decisions, the Senior Budget Leaders, and the Operations and Finance Colleagues.

The work of these groups and their interactions provide guidance and oversight of decisions related to budget allocations. The President communicates budget priorities, and updates are provided to campus throughout the budget development cycle.

ISU uses auxiliary enterprises as a method of ensuring that supporting/secondary efforts are appropriately self-sufficient and do not divert funds away from core university purposes. Auxiliary enterprise revenues primarily represent revenues generated by the Athletic Department, University Book Store, Iowa State Center, Memorial Union, Parking System, Recreation Services, Regulated Materials Handling Facility, Reiman Gardens, Department of Residence, ISU Dining, Thielen Student Health Center, Telecommunications System, and Utility System. Auxiliary enterprise revenues are pledged as security for bonds issued for the purposes of these units.

5.A.3. ISU's strategic plan outlines the desire to pursue excellence in education, research, and public service. Resources described in 5.A.1. are invested to support the three-pronged land-grant mission of instruction, discovery, and engagement. A planning cycle begins with the [president articulating goals](#) that reflect the land-grant mission and strategic plan to the Board of Regents. Those goals permeate the communication and priority setting that occurs with campus leaders. The RMM is utilized to [allocate general fund revenues](#) directly to academic colleges, the Vice President for Research, and the Vice President for Extension and Outreach in support of the mission and strategic plan. For many units, the budget request process includes a direct link to the goals articulated at the beginning of the process.

Multi-year scenarios project General Fund revenues and expenses to support longer range planning for institutional budget leaders. Forecasting changes in key revenues and expenses permits all budget leaders to adjust commitments and plans in a thoughtful, planned way.

5.A.4. Hiring qualified faculty (see 3.C.2) and staff (see 3.C.6) is a [priority of the University](#). As a part of the hiring process, the position posting for any faculty or staff position must include the required (and preferred) education and experience needed to fulfill the requirements of the position. In accordance with the [Employment Verification and Background Checks policy](#), the University conducts a confirmation of academic credentials of the selected candidate for any position for which a degree is required or preferred. For any position at the University that requires or prefers a license or certification, the license or certification must be current and in good standing. ISU has contracted with a third-party vendor to conduct these verifications.

ISU offers a broad range of internal professional development opportunities. In 2018, [25 different departments/units](#) offered professional development opportunities for faculty and staff. The Learn@ISU portal captured that across [613 unique professional development courses there were 62,673 completions in 2018](#).

In the 2017 [Campus Climate Survey](#), 71.1% of staff agreed or strongly agreed that ISU provided them with resources to pursue training/professional development opportunities.

5.A.5. *Update: IBMT, Workday - financial control and and budget planning*

Budgeting Process

The budget development process is coordinated by the IBMT, which ensures that required financial analysis, forecasting and scenario-building occurs for the overall institution, as well as significant budget units. Planning has expanded to include multiple fund sources to ensure that all resources are fully engaged to achieve goals and plans.

The annual operating budget development schedule is driven by both internal planning processes and Board reporting requirements. The budget development timeline for the upcoming fiscal year begins in August of the preceding fiscal year and ends with board approval of the budget in August, for a fiscal year beginning in July. The President's Office [releases regular budget updates](#) during the process to keep the campus informed of the budget development status. Within each division (e.g., units under a single senior vice president) there are additional timelines and processes established to coordinate with the overall University budget development process.

ISU is currently rolling out the Workday Planning product for the FY21 budget development process. This will provide an integrated system with the Workday Financial product that was implemented July 2019.

Financial System Controls

Iowa State continues to invest heavily in its financial systems and is virtually paperless for financial transactions. On July 1, 2019, Iowa State implemented Workday Financials, Human Capital Management, and Payroll systems, a leading enterprise software with specialization in higher education. This cloud platform technology combines efficient, cost-effective transactional processing with internal controls and enabled proactive checks and balances to ensure compliance with University policies and procedures and external reporting requirements.

The Workday Financial System sits behind a secure multifactor authentication system and uses live data to help discover organizational trends and identify potential areas of risk using pre-built risk indicator reports, dashboards, and complete activity and view logs. Controlled access and roles in Workday reduce risk by preventing unauthorized transactions and tasks. Robust system delivered reports, custom reports and dashboards provide improved reporting and analytics for making better decisions, monitoring, and management.

Workday implementation brings all major business functions into one system, including all forms of procurement, grants, banking and settlement, accounts payable, travel reimbursements, business assets, effort certification, budget, supplier accounts/contracts, financial reporting, endowments, payroll, and benefits accounting. A Post Go-Live Governance structure is in place to continuously evaluate the effectiveness of system business processes, system updates/enhancements, policies and procedures, and system internal controls and makes adjustments as needed. This governance model is comprised of lead team members from each functional area, business analysts, and information technology experts.

Another important piece of the university financial system controls is the July 1, 2019 implementation of an Improved Service Delivery model (shared services) comprised of knowledgeable specialists who work in teams to provide financial services to their dedicated campus units. Expert supervisors manage these teams and ensure access to regular, consistent training, updated technology and systems in order to provide consistent and accurate accounting transactions and reviews. Business unit and cost center transaction approvers are provided with training on using

the University's financial system and proper transaction oversight.

Financial Audits:

ISU is audited each year for federal compliance and against U.S. generally accepted accounting principles. Audits include the [University's Report on the Financial Statements](#), [State of Iowa Single Audit](#) (federal compliance), National Collegiate Athletic Association (NCAA) athletic audit, various audits conducted by the Board's [Internal Audit](#), and various audits by external sponsors. These audits include reviews to determine that the University is in compliance with its own policies and procedures, federal and state regulations, and has adequate internal controls in place.

Sources

- 2018.1019 - Agenda - Senior Budget Leaders
- 2018.11.26 FY20 Gov. Budget Hearing
- 2018.9.13 WW_ISU FY20 Resource Needs
- 2019.5.1 FY20 tuition and funding from president
- 2019.5.1 President Budget Request Speech
- Average Section Size by College F18
- Building Facilities by Function and Inventory of Land 2018
- Climate Survey - Iowa State Executive Summary printable
- Department e-Data Portal
- Employee Headcount FTE by Class F18
- Employment Verification and Background Checks 2019-07-01
- Endowment_Funds_FY18
- Faculty Salaries Peer Comparisons F18
- FY 2020 Budget
- FY18 State Single Audit
- FY20 Budget Discussion - Senior Budget Leaders
- HLC Learn-at-ISU Trainings
- HLC Learn-at-ISU Trainings Departments
- Internal_Audit_Reports Sept 2019
- ISU Capital Plan Request FY 2021-25 All Funds
- ISU Foundation Capital Campaign
- ISU FY 2018 Annual Financial Report
- Resource Flow Diagram - 061013
- RMM Expenses 2019
- RMM Overview 2019
- RMM Revenue 2019
- S and P 2019 Ratings
- Slides Senior Budget Leaders 4.10.19 meeting
- Sponsored_Funding_Awarded 2018
- Student Innovation Center

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1. The University budget process begins with the setting of priorities that align with the mission and priorities in IUS's Strategic Plan (as evidence in [budget forms](#) link to Strategic Plan - SP). The President communicates those priorities to [budget decision makers](#) and [the legislature](#) through public presentations, the president's website and the *Inside Iowa State* weekly e-newsletter. All major budget units are required to submit budget requests in line with institutional priorities.

As an example, for FY2020, the requests within the newly re-organized Division of Operations and Finance reflect that new structure and fall into six broad areas of the division. The priorities articulated by the president and aligned with the strategic plan are further amplified during monthly Cabinet meetings. As shown in the [Operations and Finance Consolidated Requests](#), the division mapped all requests towards University priorities.

The President allocates discretionary funds to support special initiatives that align with institutional priorities. Examples of presidential budget initiatives in the past few years include:

- Advancing research: The President leverages discretionary funds to support special interdisciplinary initiatives that align with institutional priorities. Programs for presidential research investments began in 2014 with the Presidential Interdisciplinary Research Initiative (PIRI). PIRI projects are typically awarded \$250,000 annually for up to three years to create large-scale interdisciplinary teams that are distinguished by intellectual excellence and driven by a clear vision of fundamental advances, new discoveries or technological developments with state, national and global impacts. Teams are expected to seek significant external funding from multiple funding agencies during their grant period.

The initial PIRI cohort led to two significant campus centers – the Nanovaccine Institute and the Crop Bioengineering Center; teams from newer cohorts are on their way to similar levels of visibility. The initial PIRI awards proved so successful that the president's office expanded discretionary research funding in 2016. Today, this funding supports the *Presidential*

Interdisciplinary Research Seed Grant Program (PIRS) for establishing new teams to pursue high-risk/high-reward new ideas that have the potential for significant advances, and the *Bridging the Divide Seed Funding Program* for creating convergence-style teams that blend researchers in the arts, humanities and social sciences with scholars in STEM fields. In total, ISU has invested more than \$9.25 million in discretionary research funds from FY2014-FY2019.

- **Exceptional Experience for a Diverse Student Body:** Following the release of the Campus Climate Survey results in 2018, four working groups were established to identify and implement ideas to enhance ISU and the greater Ames community. Several new initiatives were implemented, including the creation of Symposium on Building Inclusive Organizations; creation of the University WellBeing Leadership Alliance; creation of Consent is BAE (Before Anything Else) sexual misconduct prevention campaign; expansion of the Office of Equal Opportunity; establishment of a Faculty Fellow for Diversity and Inclusion; development of a task force to study increasing access to high quality childcare; planning and development of “Cy for Civility” Culture Shaping Campaign; and establishing an Assistive Technology Lab where students with disabilities can have easy access to assistive technology resources, peer mentoring, and community building.
- **Support for exceptional faculty:** President’s Chairs were created to recognize faculty members who earned induction into the National Academies (National Academy of Science, National Academy of Engineering, or National Academy of Medicine). These positions provide additional financial resources for faculty to make strategic investments that expand or enhance their research and scholarship programs and advance their teaching curriculum.

ISU's [5-year capital plans](#) demonstrate the prioritization of excellence in research and learning. Projects in the plan include a Parks Library Student Learning Hub, Bioscience and Science facilities, fire and environmental safety projects, and deferred maintenance projects.

5.C.2. Update since 2015: Updated examples of aligning budgeting related to student outcomes and IBMT.

All major divisions within the University align their budget requests with institutional priorities. The units provide assessment data to support the prioritization of these requests. As an example, within Student Affairs, a variety of metrics are used to measure service demand, outputs, customer satisfaction, and student development (e.g. progress on learning outcomes associated with programs). In 2016, Student Affairs hired its first director of assessment and research, bringing continuity and consistency to unit and division assessment, and allowing the Division to use data more consistently in prioritizing budget needs and requests. Outcomes from these efforts drive budgeting decisions for future services and programs. Similarly, within Operations and Finance, units conduct a wide range of assessments, surveys, etc. to identify needs, which are then factored into budget requests. Academic Affairs links institutional strategic and budget development goals to align with the ISU strategic plan and institutional priorities. For example, the Division has provided significant funding to advance priorities focused on student success, such as the \$250K annual commitment towards funding the EAB Navigate student success platform (described in 5.D.2), providing funding to [support the expansion of courses in the area of U.S. Diversity](#), and funding to staff the [new student onboarding efforts](#).

Within academic colleges, Deans use a wide range of information to allocate funds:

- Information contained in the e-Data warehouse, such as enrollments and student credit hours taught by department
- Peer comparison data from Academic Analytics
- Reports from external review teams that highlight areas of need within departments
- Course information:
 - student outcomes at the course level for large enrollment courses
 - student feedback from Class Climate surveys
 - D/F/Withdraw rates
- Priorities set by the Strategic Plan, the President, the Provost and their college

Deans have the flexibility to factor all of these, and more, into departments' budget allocations.

ISU's approach to managing financial resources involves both local and central decision-making to meet present needs and obligations, and make progress on strategic planning goals. Budget development occurs through the Resource Management Model. This model forms the core of a larger set of processes and policies that inform and shape the University's annual operating budget, referred to as the general fund. Its formulaic component provides financial incentives for colleges and units to take actions that benefit the University's financial sustainability and helps these resource responsibility centers plan for the future. The majority of the general fund's revenue sources include tuition, state and federal appropriations, and indirect cost recovery. Student fees, sponsored funding, private fundraising cash receipts, and pooled investment earnings are examples of the comprehensive budget that leverages the general fund and support institution goals.

Most recently, ISU senior leadership has moved to a transparent and team-based approach to budget development and budget-to-actual analysis. An Institutional Budget Management Team (IBMT) develops proposals for institutional budget model modifications, as well as budget development processes, procedures, and policies. This team is comprised of financial leaders from each division, as well as the President's Office. Members regularly bring data-backed ideas for new approaches to their respective divisions.

Workday, the new system of record for faculty affairs, human resources, payroll, and finance was launched on July 1, 2019. The implementation of Workday software is an important and needed upgrade that will replace many of our longstanding and outdated systems; and creates real-time, modern, actionable data for senior budget leaders.

5.C.3. Planning at ISU occurs at many levels and each type of planning engages internal and external constituent groups as appropriate.

Financial Planning: Faculty and staff are engaged in the financial planning process through regular interactions with the Faculty Senate and its committee focused on resource allocations and policies; and the P&S Council, a representative group for the professional and scientific staff on campus. The President utilizes an executive leaders group comprised of the senior vice presidents and the Senior Budget Leaders group comprised of the deans, vice presidents and other key leaders. All of these groups provide input and feedback on institutional financial planning and resource allocation decisions. Students are engaged in the process through an advisory committee lead by the Senior Vice President for Student Affairs and as part of a Student Fee Advisory Committee, co-lead by the Senior Vice Presidents for Student Affairs and Operations and Finance.

The major mission-oriented units of the Division of Academic Affairs – the academic colleges, central research, Extension and Outreach, and University Library—represent the largest investment of general fund resources at ISU. In turn, the college budgets comprise the largest component of the division’s budget. The combined college budgets have grown by 19% over the past five years. Direct expenses are associated with the functions of a college and its departments and units, and primarily include compensation for faculty and staff, supplies, and services. Deans and Vice Presidents determine their budgets within the context of the University and make plans for its educational, research, and extension programs. The highest priority is providing quality student learning experiences. Support for these goals is developed across the division from the provost’s office, to colleges and departments, and to individual faculty and staff. The division also engages faculty through special initiatives to address strategic plan goals, such as the [New Student Onboarding Task Force](#). Each year, the provost presents a [strategic plan progress report](#) and [progress summary](#) to the Board, which is also shared with the campus community and available on provost website. Provost Cabinet, Provost Council, Resource Policies and Allocations Council, and other groups meet on a regular, periodic basis to discuss ideas, listen to broad input, and engage in healthy, constructive debate to maintain and improve the financial health of the institution.

Capital Planning: ISU’s capital planning process engages department faculty, staff, and students from pre-planning needs assessment through implementation. There are two primary committees involved in the review process, the Capital Projects Advisory Committee and the Capital Projects Work Group. External review of capital projects occurs through Board review and open forum processes. ISU also submits master campus plans and [5-year capital plans](#) for Board review and approval.

5.C.4. Budget development is an iterative process that evolves as additional information is gained throughout the budget development cycle. Early in the process, units are typically told to consider alternative budget scenarios based on different levels of funding (e.g., revenues increase 3% or revenues flat). Budget projections and development of unit budget requests/plans are then refined throughout the year-long process.

Institutional budget scenarios are developed on a three-year rolling basis, with the first year containing the most detail regarding enrollments, legislative funding, revenue projections and expense estimates. All of these factors are updated regularly throughout the year-long process. Years two and three provide a longer view context within which decisions about year one are made. Those “out years” contain the best information available on enrollments and include assumptions for other key drivers in the process, e.g., tuition rates, legislative funding, and compensation costs.

The University budget is finalized (for both [general appropriations](#) and [special appropriations](#)) and submitted to the Board in early summer, with Board approval occurring at the August meeting. Conservative estimates are used throughout the budget development process to ensure ISU maintains sufficient cash reserves for unexpected expenses or unanticipated changes to revenue sources.

5.C.5. *Updates since 2015: New examples of addressing emerging factors.*

Planning at ISU is continuous and dynamic; evolving based on institutional, state, national and global trends; emerging factors; and feedback from internal and external constituencies. The

engagement of faculty and staff in state, national, and international professional organizations and collaborations, keeps the University on the cutting-edge of higher education. Following are a few examples of how planning efforts are proactively addressing emerging factors:

- ISU is working hard to maintain strong enrollment in a challenging external environment. Initiatives include adjusting financial aid models, improving stipends for graduate students, continuing to develop courses and majors that respond to workforce demands, with a special focus on innovation and entrepreneurship, and continuing to enhance the ISU experience that has made the University a destination of choice for students and their families. Thanks to these efforts, the pipeline for students remains strong.
- President Wintersteen, recognizing the changing employment landscape and to support economic development within the state has placed an increased [emphasis on innovation and entrepreneurial](#) activities and education at ISU in four primary areas:
 1. Traditional product- and service-based startup business entrepreneurship
 2. Intrapreneurship that helps students innovate within companies
 3. Civic innovation that allows students to make an immediate difference in their communities
 4. Social entrepreneurship, including thought leadership and advocacy
- ISU, similar to other public universities, is challenged by a growing need for major reinvestment in aging facilities. ISU is working with a consultant on a [Strategic Facilities Plan](#) to provide a facilities investment strategy for the campus to successfully support our students and mission into the future. This project started in January 2019, with an expected completion in February 2021.
- To address needs and better serve international students, ISU implemented an increased tuition rate for international students. The funds are allocated across campus to better serve the international student population. Some of the funds are used to support the semester-long [orientation course](#) for international students. In FY2019, this differential tuition amounted to over \$2.8 million. Critical funding priorities were identified by Student Affairs to provide support for the Office of International Students and Scholars and by Business Services to provide additional staffing in the Department of Public Safety to support the international community. The balance of tuition revenue remains in the colleges to maintain and/or improve services for international students. Several colleges, such as Liberal Arts and Sciences and Engineering, hired new central advisers to work specifically with international students and develop college programming to serve international student needs.
- As tuition costs have risen, there has been a growing national trend of students close to graduation being unable to enroll and complete their degree due to financial holds. ISU has worked collaboratively, using institutional funds, private gift, and grant sources to provide '[completion grants](#)' for students.

*** The text below has been merged from Core Component 5.D ***

5.D.1. Updates since 2015: Updated evidence documents

In the spirit of openness with the public it serves, ISU documents evidence of its performance in a variety of ways. The Office of Institutional Research Fact Book (www.ir.iastate.edu/factbk.html) provides publicly-available information on a wide range of topics, most with historical trend information. Examples include student and employee demographic information, student retention

and graduate rates, student credit hours taught per faculty member, and sponsored funding received. Institutional Research reports data to numerous state/federal agencies and external organizations.

ISU [annually reports](#) to the Board on the progress the University is making on Board goals and the University's Strategic Plan.

ISU uses various student and employee surveys to collect information on its performance, including the [Campus Climate Survey](#) and National Survey of Student Engagement; results are publicly available from University websites. ISU uses Class Climate to conduct end-of-semester student course evaluations. An institutional license for Qualtrics allows departments/units across campus to conduct customized surveys to assess performance within their units.

[Annual standard governance reports](#) to the Board provide external accountability of ISU's performance and operations on a wide range of topics. In addition, there are numerous annual reports that highlight the University's performance (e.g. [Annual Financial Report](#), [Division of Student Affairs Annual Report](#), [Academic Affairs Annual Diversity Report](#)).

5.D.2. *Updates since 2015: All new examples of continuous improvement activities.*

ISU is committed to continuous improvement. As a public university, ISU is accountable to the state and its citizens to effectively use resources to advance its mission. Evidence that the University operationalizes its commitment to institutional effectiveness and improvement is best demonstrated through examples of recent and on-going initiatives across the University.

Workday

ISU is in the multi-year phased [implementation of Workday](#) as a new enterprise system. ISU is implementing Workday to:

- Replace aging legacy systems,
- Position ISU for growth,
- Improve business processes,
- Make employees jobs easier,
- Standardize operations across campus, and
- Improve business reporting/regulatory compliance

Workday implementation began in December 2016 as the central component of WorkCyte, a campus-wide initiative to improve effectiveness and efficiency through streamlining and modernization of business processes and technological tools. The first phase (go-live of July 2019) focused on human resource management, payroll, and financial processes. The second phase will involve student information systems.

The Workday implementation team includes staff, faculty and administrators from across campus as well as consultants from Workday and Huron Consulting, a company specializing in helping higher education institutions transition to Workday. Stakeholders from around campus and the state have been engaged to identify needs and inform configuration of various components.

To complement the rigorous and regularly maintained project status dashboard, a comprehensive project status assessment was initiated. In performing this task, stakeholders, including staff, faculty

and administrators from around campus have been engaged in conversations. Additionally, work plans and budget are reviewed regularly.

The Return on Investment (ROI) from implementing the Workday platform (HCM, Payroll, Financial) at Iowa State University will address several aspects of our current operations: business needs, business service levels, and business process costs. It is anticipated that ROI from the Workday implementation will be realized in the following ways:

- Addressing unmet needs — Workday will alleviate some of the weaknesses of our existing systems and provide much-needed tools and functionality for users and customers of ISU's business processes.
- Business service levels will improve — When user needs are met with modern business tools and systems, business operations improve in ways that are both quantitatively and qualitatively assessable. The elimination of manual processing and standalone systems will reduce process cycle times and associated staff time, while increasing accuracy and improving the forecasting processes.
- Business costs will decline — As business processes are streamlined and Workday modules are put into operation, the final aspect of the ROI will come in the form of reduced business process costs. As inefficiencies are eliminated, savings will be generated because fewer resources will be required to operate the processes. The savings will vary among processes because the inefficiencies vary. With the decline in business process costs will come an opportunity to either reduce staff levels or reallocate staff to direct service programs.

Improved Service Delivery

In July 2019, in coordination with the Workday implementation, ISU implemented an [Improved Service Delivery \(ISD\)](#) staffing model for finance and human resources (HR). Historically, HR and finance functions were supported by staff within departments as a part of their full administrative support for a department, and were sometimes a small part of their overall responsibilities. Workday implementation provided an opportunity to rethink business processes and staffing for finance and HR. After careful review, the decision was made to move many HR and finance functions out of departments into a shared-service delivery model. This new structure created centralized specialists positions that work across and support departmental staff in multiple units. ISD:

- Allows functional specialists to work in teams;
- Ensures supervisors are knowledgeable, understand the new roles and can provide guidance;
- Offers enhanced professional development opportunities; and
- Provides better balance of workloads and more effective backup.

Throughout FY2019, a steering committee worked with staff councils and administrators to develop implementation details for the new model. Since this is a significant cultural and personnel change for a decentralized campus, faculty and staff input was solicited in numerous meetings and [town halls](#).

Strategic Enrollment Management

Prior to the HLC comprehensive review in 2015, ISU had experienced unprecedented institutional growth, growing from 28K to over 36K in eight years. In the past three years enrollment has leveled off and slightly declined. ISU has embarked on implementing [Strategic Enrollment Management \(SEM\)](#) to be more proactive in managing enrollment levels moving forward. Activities in FY2019

included:

- Establishing [SEM leadership and committee structures](#).
- Holding initial SEM strategy meetings with each academic college.
- Developing dashboards for the SEM data committee support enrollment decision making.

On November 1, 2019 the [Enrollment Management](#) units were moved from the Division of Student Affairs to the Division of Academic Affairs, to align the efforts more closely with the academic colleges. As stated by President Wintersteen, "Because faculty determine the curricula and college budgets are primarily determined by their respective student numbers, it is wise to place enrollment management within the academic division." With this change the roll-out of SEM has been paused to re-evaluate the committee structures and membership.

EAB Navigate Implementation

In fall 2015, ISU began a multi-year initiative to create a coordinated care network across academic advising and student affairs through implementation of the EAB Navigate platform. ISU has a decentralized advising structure, with a mixture of professional and faculty academic advisers within departments and colleges. ISU also had no coordinated advising notes system, no system for students to schedule advising appointments, and no way for advisers to search their assigned students for proactive outreach. The broad goals of the project were to:

- Increase student success and advising efficiencies via the strategic use of proactive outreach based on data analytics,
- Increase student success and operational efficiencies through the use of shared notes systems and the creation of coordinated care, and
- Provide student access to a common student appointment scheduling system.

In 2016-2017 eight pilot advising departments used the system for academic advising coordination, outreach campaigns, and scheduling student appointments. In November 2017 the Provost Office, in collaboration with the college deans, established [undergraduate advising expectations](#) around the implementation and use of the system and data analytics. Documents, such as the [September 2018 campus update](#), and [2018-2019 Goal Progress reports](#), highlight the implementation and progress made. [Draft priorities for 2019-2020](#) show the institution's commitment to fully leverage the system for student success, including adoption across Student Affairs.

Campus Facilities Energy Management

ISU actively manages its energy usage and costs. Relative to FY2012, ISU has seen the following reduction in costs through its efforts:

- Reduced annual cost of campus energy supply. \$2,000,000
- Avoided annual cost of campus energy supply due to growth of University. \$1,000,000

ISU has reduced the total cost of energy commodities needed to support the campus due to more efficient operation of the campus cogeneration plant, new and existing building energy efficiency efforts, and the ability to take advantage of reduced commodity prices. Cost saving measures include:

- Replacement of lighting fixtures;
- Replacement of heating, cooling, and ventilation equipment;
- Recommissioning of existing building mechanical systems;

- Replacement of campus cogeneration plant coal boilers;
- Installation of more efficient air-conditioning chillers;
- Taking advantage of reduced energy prices by purchasing cost-effective mix of natural gas, coal, and electricity for campus energy supply; and
- Construction of new, more energy efficient facilities to LEED criteria.

Divisional Restructure

Starting July 1, 2019, the Division of Finance and the Division of University Services were reorganized into a single organizational unit, the Division of Operations and Finance. The restructuring better positions the University moving forward and achieves several goals, including:

- Aligning functional areas with senior leaders within the division, thereby leveraging significant interactions among those areas;
- Taking advantage of numerous vacancies in existing positions and phased retirements;
- Better use of scarce resources; and
- Creating more synergies in grouping like areas;

Two leadership positions in the newly reorganized unit respond to the implementation of Workday and improving service delivery and the president's decision to place leadership for institutional budget responsibility to the Senior Vice President for Operations and Finance. Several other changes realigned departments with appropriate senior leaders within the division.

Sources

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- 2018.11.26 FY20 Gov. Budget Hearing
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- BOR Governance Report Schedule 2020
- BOR Strategic Plan - University Progress Reports - 10-8-2014
- Budget Summary Spec Purpose State Funds FY2020
- Climate Survey - Iowa State Executive Summary printable
- Complete and Success Grants 2019
- EAB Campus Update 9-2018
- EAB Navigate Draft Priorities for 2019-2020

- EAB SSC Leadership Team Agenda 2019-6
- Enrollment Management to Academic Affairs
- FY 2020- FY 2024 Capital Request
- FY20 Budget Discussion - Senior Budget Leaders
- FY20 Budget Narrative - Iowa State University
- FY2019 Strategic Plan Report
- FY2020 budget forms
- IFYE Syllabus Spring 2019 - Section B
- International First-Year Experience Seminar
- ISD Town Hall Announcement
- ISU FY 2018 Annual Financial Report
- ISU SP Narrative 11-2019
- New Student Onboarding Summary Report
- Ops and Finance Consol. Cost Increase Summary SP goal
- President Entrepreneurship Initiative
- SEM Organizational Framework - Final
- SEM Overview PPT
- Strategic_Facilities_Plan-Contract

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

Iowa State strives to fulfill its mission by continually improving the quality of its academic programs, gaining efficiencies in operations, and engaging in strategic planning to build upon its land grant legacy.

Changes since 2015:

- Opening of new and remodeled facilities: residence hall, biosciences facilities, and the student innovation center opening Spring 2020 to support an increased institutional emphasis on innovation aligned with our 'science with practice' land grant mission
- Implementation of Workday enterprise resource management software for finance, payroll, and human capital management
- Implementing Improved Service Delivery (shared services) for finance and Human Resources
- New budget management team structure, including the creation of four new groups
- Increase in faculty headcount, and slight decrease in average section sizes
- Restructuring in the Divisions of Finance and University Services to create the Division of Operations and Finance
- Moving enrollment management units from Student Affairs to Academic Affairs

Sources

There are no sources.