ACADEMIC PROGRAM REVIEW

PROCEDURE MANUAL
2023-2024

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Website for Academic Program Review

http://academicaffairs.arizona.edu/apr

List of Academic Program Reviews for Academic Year 2023-2024

College of Agriculture and Life Sciences
- Agricultural and Resource Economics
- Biosystems Engineering [Combined Review with Engineering]
- Entomology [Combined Review with Entomology & Insect Science GIDP]
- Environmental Science

College of Architecture, Planning and Landscape Architecture
- Sustainable Built Environments

College of Engineering
- Biosystems Engineering [Combined with College of Agriculture and Life Sciences]
- Mining & Geological Engineering

College of Humanities
- East Asian Studies
- Religious Studies and Classics

College of Medicine Phoenix
- Neurology[†]

College of Medicine Tucson
- Family and Community Medicine[†]
- Neurology[†]
- Radiation Oncology[†]

College of Science
- Astronomy/Steward Observatory
- Mathematics

College of Social and Behavioral Sciences
- Latin American Studies
- Government and Public Policy

Graduate Interdisciplinary Studies
- Arid Lands Resource Sciences GIDP
- Entomology & Insect Science GIDP [Combined with Entomology]
- Statistics and Data Science GIDP

[†]*College of Medicine clinical departments should use the manual for Clinical Departments.*
[‡]*Same timeline as accreditation review*

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Introduction: About the Academic Program Review

What is the Academic Program Review?
The Academic Program Review (APR) is a systematic review and evaluation of all academic programs offered on the campuses of the three Arizona state universities. The Arizona Board of Regents (ABOR) Policy 2-225 (Academic Program Review) states that academic departments are the basic units for review, although some programs are reviewed at the college level or at the major level. Nonetheless, each program shall be reviewed at least once every seven years. According to ABOR policy, the standard review consists of a self-study, followed by a review by a committee of experts from inside and outside the University. An academic program review is not a review of the unit head.

Purpose
According to ABOR policy, academic program reviews fulfill several purposes. The process is designed to assess program quality and facilitate program improvement where appropriate and to assist in achieving the best use of institutional resources. The information gathered in the course of the review will assist in University and State planning efforts.

The primary purpose of academic program review is to examine, assess, and strengthen programs. The areas in which program quality is measured include, but are not limited to:
   a. The quality of teaching and educational programs, including an assessment of student learning outcomes;
   b. The quality of research, creative activity, or scholarly work;
   c. The quality of outreach activities and service to the University, the profession, and the community;
   d. The contribution or importance of the program to other campus programs; and
   e. The potential and future expectations for the program.

The review is intended:
   1. To enhance the quality of a program and to assist in determining a program's ability to respond to future challenges and opportunities,
   2. To evaluate strengths and weaknesses, and thus, determine future priorities, and
   3. To aid in shaping the strategic plan for the program.

APR Administration at UArizona
Academic program reviews are overseen by the Senior Vice President for Academic Affairs and Provost. For departments and/or programs in the Health Sciences (Colleges of Medicine, Nursing, Pharmacy and Public Health), the Senior Vice President for Health Sciences will also provide oversight of the review. The Senior Vice Provost for Academic Affairs, Teaching and Learning administers the process. Members of the Office of Academic Affairs serve as consultants to academic units, particularly as questions arise in the preparation of self-study reports, and assist the Senior Vice Provost in the culminating phases of the review process. Assessment specialists in the University Center for Assessment, Teaching & Technology (UCATT) provide support for student learning-outcomes assessment. Lastly, experts in University Analytics & Institutional Research (UAIR) are available to support data needs for the self-study, including student, faculty and staff data available

on the UAccess Analytics APR Dashboard as well as faculty scholarly activity through Academic Analytics. Refer to page 2 for contact information.

Seven-Year APR Schedule and Accreditation Reviews
The seven-year APR schedule is developed in consultation with the deans of the colleges and conforms to ABOR calendar requirements. Under exceptional circumstances and with the approval of the dean and the Provost, a review may be extended or postponed. When possible, the schedule is coordinated with other review and accreditation obligations of the programs. In some instances, the review teams have been the same for both reviews. It is important to note that accreditation reviews are conducted for other purposes and might not take the place of the academic program review.

The APR Process

The academic program review process includes the five major components that are outlined below. These include: (1) initial planning, (2) self-study report, (3) joint internal/external review, (4) discussion of findings, and (5) the report to the Arizona Board of Regents. While the following guidelines are not binding and may be adapted to the needs of the individual program under study, they should be followed as closely as possible.

The timetable required for the review of an academic program should be one academic year. A model timetable for the entire review process is found in Appendix A. Although the actual time for each part will vary according to the department, it is critical that the entire review process be completed before May so that required reports can be submitted to ABOR.

Part 1: Initial Planning

The academic program review process will be initiated each academic year by the Office of the Senior Vice President for Academic Affairs and Provost. In the spring semester that precedes the academic program review year, letters will be sent to the appropriate deans notifying them of the programs under their purview scheduled for review. Department Heads receive copies of the notification letters. During the same spring semester, unit heads and appropriate staff will be invited to participate in an orientation to launch the academic program review process. This orientation will serve as an introduction to the APR process and its purposes, and it will provide guidelines for successful completion.

Selection of Possible Dates for the Site Visit
- By September 1st, it is the responsibility of the unit head to have established two sets of possible site visit dates with the dean and then with the Office of Academic Affairs.
- Consult with Kat Francisco in the Office of Academic Affairs to ensure that the potential dates for the site visit work for the Senior Vice President for Academic Affairs and Provost (and the Senior Vice President for Health Sciences if appropriate) and for the Associate Vice Provost for Academic Affairs. No more than two suitable site visit dates can be reserved on their calendars.
- The site visit takes **two full days** and must be completed by late April in order to prepare reports for ABOR.

Itinerary for the Site Visit
- As early as possible in the fall semester, it is the unit's responsibility to schedule the Joint Internal/External Review Committee's meetings with key administrators.
- The Office of Academic Affairs will assist with scheduling these meetings.
- Three weeks before the visit, a draft site visit itinerary should be prepared and sent to Kat Francisco in Academic Affairs. A sample itinerary is provided in Appendix F.
- After the draft itinerary has been approved by the Associate Vice Provost for Academic Affairs, the final itinerary should be prepared and sent to the reviewers no later than two weeks before the visit.
- The schedule should be sufficiently flexible to allow the inclusion of additional appointments at the committee's request.
- The visit should span **two full days** to allow sufficient time for reviewers to meet with administrators, senior faculty, assistant professors, students, staff, and others; to visit facilities; and to prepare a draft of their review report.
- It is appropriate for the unit head to meet with the review committee for one breakfast **or** one lunch, but generally not more. The committee needs time alone for discussion.
- The committee will review the self-study report in depth, and will interview faculty members, staff, students, and other individuals as appropriate (college and university administrators, faculty and/or department heads of related departments, and public or private groups with whom the department interacts).
- The review committee may request additional information or data that may be deemed necessary and appropriate to do a complete review.

As with any review process, there is a need for support, ranging from administrative assistance to payment of travel expenses for external reviewers, community members and alumni. It is expected that support for the APR will be provided by the program being reviewed, its college, or a combination of the two. Costs should be part of the department head-dean discussion at an early date. However, honoraria should come from the dean's office rather than the department or program to eliminate the appearance of a conflict of interest. Members of the Deans' Council have agreed that external, community, and alumni reviewers each receive at least a $1,000 honorarium; internal reviewers should count their participation as service to the University.

Hotel and travel arrangements for out-of-town reviewers should be made as early as possible to avoid increased costs and limited availability due to conflicts with other local events such as the Tucson Rodeo and the Tucson Gem, Mineral and Fossil Showcase.

Part 2: The Self-Study Report

A. Guidelines

A thorough and thoughtful self-study report will candidly assess a program's past and present efforts and will outline a realistic course for the program's future. The self-study provides the basis for the entire review process. Therefore, it is critical that the study cover all aspects of the academic program. It is of particular importance that the self-study pays special attention to measures of quality. If a self-study has been undertaken within the previous year for accreditation or other

purposes, it is possible, with appropriate modifications and updating, to adapt parts of that study for academic program review purposes.

The areas and issues to be covered by the self-study are reflected in the *Academic Program Review Self-Study Outline* (Appendix B). The self-study should:

- Go beyond the issues and questions raised in the outline, as necessary,
- Disregard questions not pertinent to the program,
- Provide the general framework of the review,
- Be augmented by whatever supplemental information is deemed necessary to create an effective self-assessment,
- Be succinct, yet thorough,
- Incorporate data and graphical images provided by UAIR and other sources,
- Include only information available since the last APR report, but not more than 7 years, and
- Have narrative text limited to 50-75 pages, single spaced.

B. Composition and Appointment of the Self-Study Committee
- Membership of the self-study committee generally is recommended by the program head, with final appointments made by the dean.
- Membership usually consists of three or more faculty from the unit being reviewed.
- It is recommended that committee members be selected from among those faculty with a good understanding of the department, as well as of the discipline/profession.
- This group should include both junior and senior faculty, staff, and student representatives.

C. Procedures
- The self-study should start immediately following the APR orientation so that a draft can be completed in time for a detailed review by the APR self-study editor. The editor will edit the draft and provide feedback to the self-study committee so that the self-study can be revised as necessary, and then sent to the dean for final approval. The review team should receive the final, approved version of the self-study at least three weeks before the site visit.
- The model timetable in Appendix A allows enough time for the completion of a comprehensive self-study report.
- No specific procedures have been established for how the self-study is to be conducted.
- By following the outline provided in Appendix B and expanding upon those areas of special relevance to a particular review, the report will be responsive to the requirements and intent of the academic program review process.
- It is also essential that the process and results be open and available to all members (faculty, students, and staff) of the department or program.

D. Data for the Self-Study
It is recommended that the self-study report committee:
- Should make a special effort to gather all relevant data and present the findings clearly in ways that serve as a basis for the review;
- Interview or survey all faculty and selected representative students and alumni; and
- Gain information from other campus and non-campus resources, as appropriate.

Data for the report should include information about the students, faculty, and staff tied to the unit. Some of the student, faculty and staff data for the seven-year APR period is available on the **APR Dashboard in UAccess Analytics** and may be accessed by a member of the self-study committee or a designated member of the unit under review. The APR Dashboard is designed to provide some of the required data as described in [Appendix B](#).

Most of the data for students, faculty and staff headcount is captured on the fall census date of each year in the seven-year APR reporting period. Some data, such as major completions by year, will not be finalized until that current year has been completed. Please note that the dashboard is intended to serve as a starting point for the data collection process and that many departments will supplement with additional data to help tell their stories.

Included in the APR Dashboard is a **Required Institutional Dataset** encompassing key metrics for students, faculty and staff. To the extent that these measures are relevant for your program or programs under review, they should be included as an appendix in your self-study.

The person designated to pull data from the APR Dashboard will need to be provisioned to access the dashboard in UAccess Analytics. Notify Kat Francisco immediately with the name(s), netID(s), and email address(es) of the APR data contact(s) that need to be provisioned to use the APR Dashboard for the unit. If APR data contacts would like dashboard training, they should enroll for Analytics training or office hours through EDGE Learning. Information for workshops, training, and office hours, can be found on UAIR's training and resources page: https://uair.arizona.edu/training.

Another data source available is **Academic Analytics**, which provides peer comparison data on faculty scholarly activity. The UAIR team is available to provide support on both identified data sources. For all questions regarding the data sources, please contact any member of the UAIR team listed on page 2. Any questions about the data requirements outlined in this manual may be directed to the APR self-study editor.

Note that the Family Educational Rights and Privacy Act of 1974 (FERPA), prohibits releasing any personal data on students, i.e., grade point averages, standardized test scores, etc., without written permission from the student. However, this information can be presented collectively. Detailed information about FERPA can be viewed on the Office of the Registrar's website at: https://registrar.arizona.edu/privacy-ferpa/ferpa-compliance.

ABOR has a policy on the number of degrees that need to be produced. Low degree-producing programs (see [Appendix C](#)) will be flagged by the APR self-study editor, who will request that the program's self-study committee provide additional information about those programs.

E. **Review of the Self-Study Report**
- A completed draft of the self-study report should be sent electronically to Kat Francisco no later than eight weeks prior to the site visit.
- An initial review will be performed, and feedback will be provided by the APR self-study editor. This step gives the self-study committee an opportunity to polish the report before it is submitted to the college dean for final approval.

- The college dean (or associate/vice dean, as applicable) will need to review and approve the final version before it is distributed.
- Three weeks before the site visit, the final self-study report with appendices needs to be distributed:
  - One hard copy and one electronic copy to Kat Francisco in Academic Affairs.
  - One hard copy to the college dean
  - One copy to each member of the Joint Internal/External Review Committee. Consider asking whether they prefer electronic or hard copies.
  - Electronic copies to the departmental faculty.
- An electronic copy of the self-study report will be forwarded to assessment specialists in the University Center for Assessment, Teaching & Technology. The student-learning-outcomes-assessment sections (H.4. and I.4.) will be evaluated using the rubric in Appendix H. The ratings and comments on assessment reporting in Planning and Self Study will be provided to the unit head before the site visit, and the evaluation results will form the basis of a post-APR assessment plan.

Part 3: The Joint Internal/External Review Committee

A. Selection of the Joint Internal/External Review Committee
As early as possible, but no later than late August, the self-study committee should suggest possible nominees for the Joint Internal/External Review Committee. The recommendations should be made to the unit head, who will convey the recommendations to the dean. The recommendations to the dean should include **at least two** possible reviewers for each position described below.

B. Joint Internal/External Review Committee Composition
The review committee consists of **seven** members:
- 3 external committee members (selected from the unit's current and aspirational peers)
- 2 internal committee members
  - one from within the college of the department under review
  - one from a college other than the department's college
- 1 community member
- 1 recent alumnus/alumna

Characteristics of the **external members** of the review committee:
- Represent the various academic areas covered by the program and are familiar with the various research specializations or scholarly work of the faculty.
- Hold ranks of full professors or department heads with national stature.
- Be free of conflicts of interest that would prevent them from conducting an objective review; should not be alumni from the program or have collaborations with members of the program.
- Should include members of underrepresented groups and women.

Characteristics of the **other members** of the review committee:
- Community committee members could be members of advisory groups (college, unit, or University) or professionals in a related field working in the community. They should not have an appointment in the department under review.

- Alumni can be community members working in the area but should not be a current member of the department under review. Recent graduates, within the last five years, are preferred.
- Internal committee members should generally be full professors and should not have a shared appointment or collaboration with faculty in the unit under review.

C. Selection Process for the Reviewers

- The department head should contact the possible external and internal, community and alumni review team nominees informally **very early in the process** to determine their interest and availability for the two sets of possible site visit dates. The nominees should be informed that the site visit is **two full days,** and the nominees should be asked to hold these dates in their calendars.
- Every effort should be made to consider diversity when assembling the list of potential reviewers.
- Two nominees for each position on the site visit team should be submitted to the dean for review and approval.
- Following approval from the dean, the list of 14 nominees (two candidates for each position on the site visit team) is then submitted to the Associate Vice Provost for Academic Affairs.
- The list of nominees must include a **brief bio *with highest degree earned*** and complete contact information (mailing address, email address, and phone number). (See Appendix D.)
- The review team and team chair will be selected by the Associate Vice Provost for Academic Affairs.
- The Associate Vice Provost for Academic Affairs will send formal invitation letters (Appendix E) to the chair and review committee members to participate in the review. The invitation will include the website address for the APR Manual and a list of the other committee members.
- Kat Francisco will inform the Department Head when the reviewers accept the invitation.

D. Communication with the Joint Internal/External Review Committee

- The unit head should provide electronic copies of the final self-study, faculty CVs, and other appropriate materials to the reviewers at least three weeks prior to the visit. The unit head should also offer to mail hard copies upon request by a member of the review committee.
- The college dean pays at least $1,000 honorarium to each of the external reviewers, community members and alumni as compensation for the work related to the review as long as they are not University of Arizona employees. The honorarium should come from the dean rather than the department or program to eliminate the appearance of a conflict of interest.
- Internal reviewers may consider this to be university service and include this work as such on their annual reviews.
- The unit head should make arrangements for hotels and transportation for the out-of-town review team members. This information should be communicated as soon as all Joint Internal/External Review Committee members are confirmed. Payment for these expenses is the responsibility of the program being reviewed, its college, or a combination of the two.

E. Joint Internal/External Review Committee Should Examine:
- Undergraduate and graduate programs and student quality, as appropriate,
- Student outcomes assessment,
- Research, teaching, and academic outreach efforts of the faculty,
- Fiscal and physical resources,
- Recruitment and retention of faculty, staff, and students from underrepresented ethnic or minority groups and women,
- Academic and administrative organization, and
- Inter- or cross-disciplinary cooperation with other units.

These suggestions are not exhaustive. The Joint Internal/External Review Committee is encouraged to be responsive to other issues that come to the fore during the review. It is expected that the review committee will make specific recommendations for improvement of the quality of the program, as well as identify those aspects of the program(s) that are exemplary.
- The external reviewers, as experts in the discipline, will be encouraged to evaluate the program in its national context.
- Attention should be given to the depth and breadth of faculty scholarship, the quality of undergraduate and graduate education, the status of the department as a learning community, and the commitment of individuals to support the department, college, and university vision.
- The reviewers should feel free to respond to the findings of the self-study and comment upon any other issues that bear upon the quality of the academic program.

F. Joint Internal/External Review Committee Final Report
- The review committee should provide its final report to the Associate Vice Provost for Academic Affairs within three weeks of the conclusion of the site visit.
- The report will be distributed to the Senior Vice President for Academic Affairs and Provost, the dean and unit head, and, if appropriate, the Senior Vice President for Health Sciences.
- The final report should include: a) Introduction, b) Strengths, c) Weaknesses, and d) Recommendations.
- The review committee should make specific suggestions for improvement of the program in the report.
- When the report is forwarded to the University of Arizona, it will be considered a public document that will be shared with faculty, students, staff, and others upon request.

Refer to [Appendix I](#) for the APR charge to reviewers.

Part 4: Discussion of the Findings – Conclusions and Recommendations

Following the receipt and subsequent distribution of the Joint Internal/External Review Committee's report, a concluding conference with the Senior Vice President for Academic Affairs and Provost (and, as appropriate, the Senior Vice President for Health Sciences), the Associate Vice Provost for Academic Affairs, the dean, and the program head will be scheduled.

The unit self-study and Joint Internal/External Review Committee report will provide a basis for discussion at this meeting. Additionally, an evaluation of the self-study section on student learning outcomes assessment (undergraduate and graduate) will be shared with the program head.

The unit head should provide a two-page letter of response to the Senior Vice President for Academic Affairs and Provost (and, as appropriate, the Senior Vice President for Health Sciences), the Associate Vice Provost for Academic Affairs, and the college dean regarding the conclusions and recommendations in the report from the Joint Internal/External Review Committee prior to this final meeting.

This concluding conference will be scheduled by Kat Francisco. The purpose of the meeting is to consider the findings and recommendations of the review. The decisions reached at this meeting are documented in the summary report to ABOR.

Part 5: Report to the Arizona Board of Regents

The final step in the Academic Program Review process is preparation of a summary report on the year's academic program reviews for the Arizona Board of Regents. Upon ABOR request, narrative summary reports will also be prepared for the Board and will include: (a) a description of the program; (b) an outline of the most recent previous review and responses; (c) procedures used in the review process; (d) major findings and conclusions of the review; (e) future plans for the program; and (f) a follow-up monitoring and reporting plan. A data summary will be appended to the narrative.

Conclusion

After attending the APR Orientation and reading this manual, it is time to plan. It may be helpful to contact a unit that has recently completed an academic program review to discuss the process. Examples of self-study reports are available on the Academic Affairs website:

http://www.academicaffairs.arizona.edu/apr.

APPENDIX A: APR Task Timeline

Who/What	When (Deadline)
Unit Head	
Attends APR Orientation	Spring
Works with dean to create budget for APR	Spring
Submits nominations for Self-Study Committee to dean; Identifies data contact(s) to work with UAIR and the APR Dashboard	Early June
Gives charge to Self-Study Committee & ensures progress of Self-Study Report (SSR)	Late June
Works with the dean's office and Provost's Office to identify site-visit dates	July – August
Evaluates 14 nominees for Joint Internal/External Review Committee submitted by Self-Study Committee	July – August
Contacts Joint Internal/External Review Committee nominees to check willingness to participate and availability for site visit date(s)	July – August
Submits nominees' names, brief bios & contact information to dean for approval	July – August
Confirms final site visit dates with dean's office and Provost's office	August – September
Upon notification of Joint Internal/External Review Committee members, communicate to committee travel & lodging arrangements for site visit	August – September
Forwards draft copy of SSR to the APR self-study editor	8 weeks before the site visit
Submits final draft of SSR to dean for approval, and a hard copy when approved	5 weeks before the site visit
Sends 1 hard copy & 1 electronic copy of approved SSR to Provost's Office	3 weeks before the site visit
Sends SSR and other relevant materials to Joint Internal/External Review Committee members	3 weeks before the site visit
Sends draft site visit itinerary to Associate Vice Provost for review	3 weeks before the site visit
Sends final site visit itinerary to Associate Vice Provost, dean and Joint Internal/External Review Committee members	2 weeks before the site visit
SITE VISIT	Before April 30
Writes response to the Joint Internal/External Review Committee Report and submits to Associate Vice Provost	1 week before Final APR Mtg (Concluding Conference)
Attends Final APR Meeting (Concluding Conference) with Provost, Associate Vice Provost and Dean	Shortly after receipt of Review Report
Unit Self-Study Committee	
Attends APR Orientation with Unit Head	Spring
Submits 14 Nominees for Internal/External Committee to Department Head	July – August
Submits Draft SSR to Department Head	9 weeks before the site visit
Dean	
Works with department head to create budget	Spring
Evaluates nominations submitted by head and appoints Self-Study Committee	Early June
Approves 14 Joint Internal/External Review Committee nominees and forwards list to Associate Vice Provost	July – August
Ensures progress on Self-Study Report	July – August
Approves final Self-Study Report	4 weeks prior to site visit
Meets with Joint Internal/External Review Committee on both days of site visit	Dates of Site Visit
Attends Final APR Meeting (Concluding Conference) with Provost, Associate Vice Provost and Unit Head	Shortly after receipt of Review Report

Who/What	When (Deadline)
APR Self-Study Editor in the Office of Academic Affairs	
Provides consulting to units in the preparation of Self-Study Report (SSR)	After APR Orientation
Provides coordination & guidance in obtaining institutional data for SSR	July – September
Reviews and provides feedback on draft SSR to the unit	8 weeks prior to site visit
Prepares APR summaries for ABOR following site visits	May – July
Data Analysts from University Analytics & Institutional Research (UAIR)	
Updates the APR dashboard with seven years of data for units under review	Beginning May
Grants access to APR dashboard	Beginning May
Provides aspirational peer comparison data on faculty scholarly activity	Beginning May
Assessment Specialists in Univ. Center for Assessment, Teaching & Technology	
Provides assistance with reporting on assessment of student learning outcomes	Upon Request
Evaluates SSR on learning outcomes assessment; completes rubric evaluation	1 week prior to site visit
Meets with unit head/program director to discuss a post-APR assessment plan for units, as needed	After the site visit
Associate Vice Provost for Academic Affairs	
Sends out Academic Program Review Notifications with APR Orientation information to Deans and copies to Unit Heads	Beginning Spring Semester prior to APR site visit
Hosts APR Orientation for colleges and departments faculty and staff	Spring Semester prior to APR site visit
Meets with unit for initial planning as needed when requested by unit	July – August
Reviews list of Joint Internal/External Review Committee nominees—selects seven members and notifies department head and dean	July – August
Sends official invitation letters to Joint Internal/External Review Committee	July – August
Forwards feedback on draft itinerary to the unit	3 weeks before the site visit
Forwards Self-Study to UCATT for review of student learning outcomes	2 weeks before the site visit
Sets charge for Joint Internal/External Review Committee at beginning of APR site visit	Site Visit – Day 1
Shares assessment rubrics with Joint Internal/External Review Committee	Site Visit – Day 1
Meets with Joint Internal/External Review Committee and Provost for Exit Meeting the last day of site visit	Site Visit – Day 2
Distributes Joint Internal/External Review Committee report to unit head, dean, and Provost	Upon receipt of report
Coordinates and attends Final APR Meeting (Concluding Conference) with Provost, Dean, and Unit Head	Shortly after receipt of Review Report
Completes Final Summary Reports for ABOR	Upon ABOR Request
Senior Vice President for Academic Affairs and Provost	
Meets with Joint Internal/External Review Committee for Exit Meeting on last day of site visit	Site Visit – Day 2
Hosts Final APR Meeting (Concluding Conference) with Unit Head, Dean and Associate Vice Provost	Shortly after receipt of Review Report
Attends ABOR Meeting to Present Summary Reports to Board for approval	Upon ABOR Request

APPENDIX B: Academic Program Review Self-Study Report Outline

Note: Include tables and graphs to represent data.

SECTION A: SELF-STUDY SUMMARY

Provide a short summary that includes:

1. Short statement about the administrative home of the unit (School, College, etc.).

2. List of the number of faculty at various ranks.

3. List of the number of lecturers, adjunct instructors, and post-doctoral fellows.

4. List of the academic programs for undergraduates, graduate students, and professional students, as appropriate, and indicate number of students enrolled in each program.

SECTION B: UNIT DESCRIPTION AND GOALS

Briefly describe the unit under review, including research centers sponsored by the unit, with statements on:

1. Mission, role, and scope

2. Major goals or strategic directions for the next five years (may append a strategic plan)

3. Relationship of goals to the University Strategic Plan and ideation as communicated on the Strategic Plan website: https://strategicplan.arizona.edu/.

SECTION C: UNIT HISTORY

1. Describe any major changes that have occurred in the unit since the last review including new local, distance, global and/or online academic programs and programs that have been renamed, merged, or disestablished.

2. Provide a summary of the recommendations of the previous academic program review and changes made in response to the recommendations.

SECTION D: OVERVIEW OF THE UNIT'S ACADEMIC QUALITY

1. Outline the reputational and outcome indicators and sources of information by which the unit is judged including national or international ranking, or other judgments of the program and the program's students, faculty, resources, and productivity; list major faculty and student honors and awards.

2. Identify at least five peer programs among public research universities. Describe how this unit compares and the sources of information used for the comparison. One available source of comparative data is Academic Analytics, a third-party tool that the University of Arizona has subscribed to which allows for peer analysis based on scholarly activities of tenure-track and research faculty in PhD-granting programs. If possible, Academic Analytics data should be included. Contact Jessica Hamar Martinez from UAIR to obtain the data for your department/graduate program. Jessica will work with you to develop output from two sets of

comparisons: the peer programs of your choosing, as well as all available programs at AAU public institutions. Jessica can help your Self-Study Committee interpret the data.

SECTION E: FACULTY

1. Briefly describe the overall nature and breadth of the faculty's research and other scholarly contributions in the generation of knowledge, exemplary practice or creative performance with an appraisal of the most significant contributions to advancing the field or discipline.

2. Provide a table of current and pending grants, contracts, patents and license agreements, list faculty and principal investigator names, funding source and amount, and funding period.

3. List the faculty's participation, leadership, and influence in the academic profession through such avenues as professional associations, review panels, and advisory groups.

4. Describe or list the teaching load and activities of the faculty. Provide summarized documentation about the quality of the teaching activities by faculty and lecturers in this unit. Use Student Course Surveys and Peer Reviews of Teaching; complete and include the Rubric for Evaluating Departmental Teaching Quality (Appendix G) and discuss outcomes in the text of the self-study and other sources of data that address teaching quality.

5. Briefly describe recent faculty recruiting and planned directions for future faculty hires. Provide a table for the last seven years outlining the number of faculty at all ranks who were hired, retired or resigned, and reviewed for promotion and tenure (including results).

6. Provide a table showing faculty compensation range and average comparisons by rank with relevant aspirational peer programs identified in Section D, Part 2. Compensation data is not available in Academic Analytics; reach out to your contacts at peer institutions to request this information.

7. Provide a table with the number or percentage of faculty by gender and race/ethnicity. Briefly describe efforts to recruit and retain faculty from underrepresented groups.

8. Provide up-to-date short biographical sketches or CVs (include in an appendix) of each faculty member that include recent publications or listing of scholarly work, current grant funding, recent invited lectures, honors, major service or committee assignments, etc.

SECTION F: UNIT ADMINISTRATION

1. Provide an organizational chart for the unit and describe the governance structure and involvement of faculty (tenure-track and career-track) in governance.

2. Provide a table of all employees by appointment type. Comment on any unusual annual turnover rates in the years since the last APR.

3. Provide a table with the number or percentage of staff by gender and race/ethnicity.

4. Briefly comment on the adequacy of staff support and any plans for reconfiguration to improve efficiency.

SECTION G: UNIT RESOURCES

1. Describe briefly and appraise support services available in the unit for teaching, research, creative production, and other scholarly activities; outreach, including professional and community service; and administration.

2. Describe, as appropriate, any specific resource needs, e.g., library, laboratory, classrooms, classroom support, office space, technology support, office personnel, research assistants, and how they are typically funded.

3. Describe changes accomplished by the department/program to increase efficiency with respect to business practices, administration, teaching and other departmental functions.

4. Comment on projected changes in unit activities and quality outcomes if additional resources were available. Describe unit efforts to obtain non-state funding for new or needed resources.

SECTION H: UNDERGRADUATE STUDENTS, DEGREE PROGRAMS AND OUTCOMES
The goal of this section is to provide descriptions and supporting data on undergraduate programs. If the unit under review has no undergraduate programs, it should be noted in the self-study report.

When reporting student data, please follow FERPA guidelines, available on the Office of the Registrar's website: https://registrar.arizona.edu/privacy-ferpa/ferpa-compliance.

1. Describe the undergraduate degree program(s) and certificate programs offered (in-person and online) by the unit, including tracks or options within your programs. List the CIP codes for each program, and explain the basic goals of each.

    The CIP (Classification of Instructional Programs) is a six-digit code developed by the National Center for Education Statistics (NCES) to classify the primary discipline of an academic program. CIP codes are widely used in both national surveys and studies and are the accepted government taxonomy standard for higher education program classification. It is recommended that units cross reference their unit with the CIP code on the NCES web site (http://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55) to confirm alignment of unit's mission with current CIP code. Current CIP codes can be obtained on the Academic Administration website, https://academicadmin.arizona.edu/curricular-affairs/academic-program-inventory, by clicking on the Academic Program Inventory button.

2. Undergraduate Programs - Major(s), Minor(s), and Certificate(s) Curricula and Courses

    a. Provide a table of the enrollment trends for each undergraduate degree program, providing student data pulled from the APR Dashboard in UAccess Analytics. Indicate the course(s) and/or grade requirements, if any, for admission to the program.

    b. Describe how the undergraduate curriculum reflects the basic goals of the academic program. If there are options or tracks in the degree program, describe these and discuss efforts to improve curricular and instructional efficiencies. Include program and/or courses available at other campuses and locations, if applicable.

    c. Does an accrediting body prescribe the curriculum(s)? If yes, name the accrediting body, briefly summarize the outcome of the most recent accreditation or include the letter from the accrediting body in the appendix, and indicate the date of the next review.

d. Briefly describe how the degree programs compare to similar programs nationally and any plans that are underway to change or strengthen courses or course sequencing in the curriculum.

e. Discuss any challenges with course availability in your program and in other programs that are needed by your students.

f. Confirm that the syllabi of all courses contain learning outcomes and that multiple sections of the same course have the same learning outcomes.

g. Describe active-learning strategies that are used within each degree program, including active engagement in the classroom and internships, practica, work-studies, or seminars.

h. Describe the use of instructional technology within program courses. For example, do your instructors use: D2L for content delivery and to receive student assignments; response devices [clickers]; podcasts; YouTube presentations; Zoom; Panopto; interactive media; or online proctored exams.

i. Discuss whether online courses are available for degree requirements. If you are planning to offer the full undergraduate program(s) online, please describe when you expect the complete program to be available.

j. Provide the link to an electronic copy of your undergraduate student handbook or add a copy to the appendices. Forward the link or an electronic copy to the Office of Curricular Affairs (curricular_affairs@list.arizona.edu), for review and feedback.

3. Undergraduate Students:

a. Summarize available data in a table on the quality of students selecting the unit's degree programs compared with the quality of students, graduation rates, and time to degree in other fields at the University of Arizona.

b. Provide information in a table on gender and race/ethnicity composition of the students in the unit (majors). FERPA rules require that you do not list students by name. Describe activities enacted for recruiting and retaining students from underrepresented ethnic groups, including the challenges and the successes.

c. Describe any efforts being done to attract and retain Honors undergraduate students. List in a table Honors courses available in the undergraduate program(s).

d. Explain how undergraduates majoring in the unit's program(s) are advised and any challenges to the process or plans for change.

e. Summarize any data on how graduating seniors or alumni of the undergraduate degree programs view their educational experience. List data on graduation outcomes (percent attending graduate school, types of jobs obtained following graduation, etc.)

4. Undergraduate Program Learning Outcomes Assessment
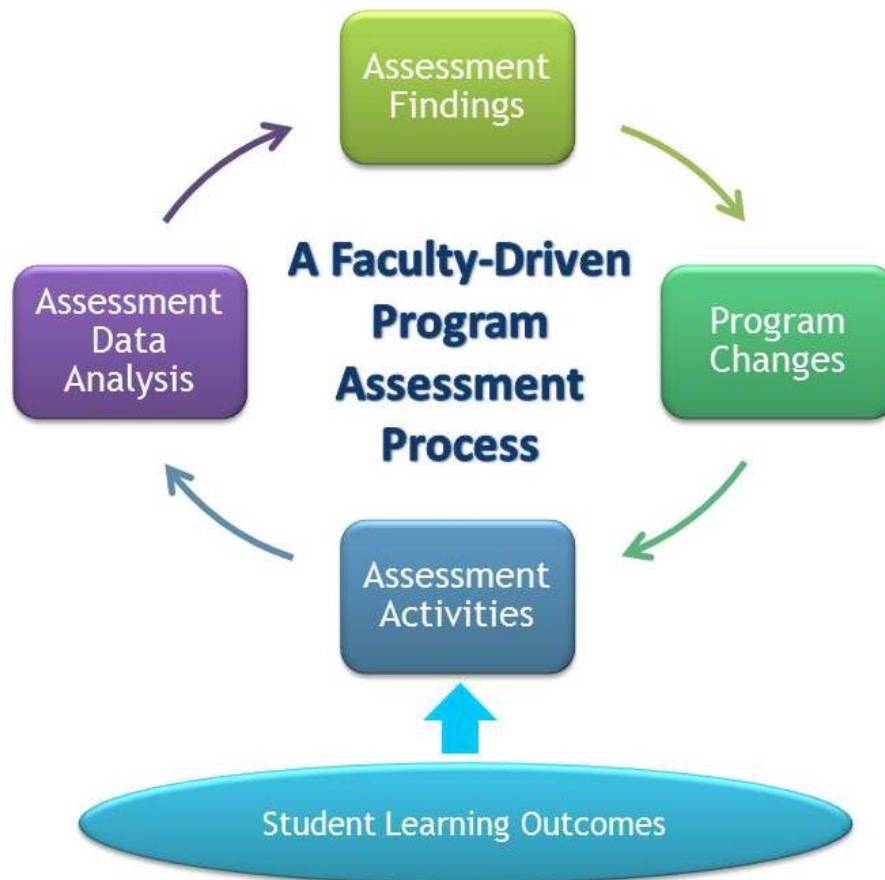
Figure 1: A Faculty-Driven Process for Program Level Assessment of Student Outcomes

The assessment cycle (Fig. 1) is an important faculty-driven process that allows programs to make evidence-based changes in curriculum to improve student performance. All undergraduate degree programs should be reporting on Learning-Outcomes Assessment in Planning and Self Study and submitting their workspaces for review on an annual basis. Please list your undergraduate degree programs below, and hyperlink to each program's Planning and Self Study URL. One of the UCATT assessment team members will be contacting you regarding training on the use of Planning and Self Study and the publishing of assessment plans.

In the rest of this section, please reflect on the following prompts in no more than three paragraphs.
- Based on your Assessment Findings and Action Plans since your last APR, reflect on how assessment of student learning outcomes has changed/improved your program and student learning.
- Looking ahead, how will you modify your analysis of findings so that you can identify any achievement gaps about student demographics, such as gender, under-represented minority status, first-generation college student, program modality (online vs. face-to-face), etc.?

SECTION I: GRADUATE STUDENTS, DEGREE PROGRAM(S) AND OUTCOMES

The goal of this section is to provide descriptions and supporting data on graduate programs. If the unit under review has no graduate programs, that fact should be noted in the self-study report.

When reporting student data, please follow FERPA guidelines, available on the Office of the Registrar's website: https://registrar.arizona.edu/privacy-ferpa/ferpa-compliance.

1. Describe the graduate degree program(s) offered (in person and online) by this unit. Include, as appropriate, approved options within your programs, dual degrees, joint degrees, accelerated master's programs and post-baccalaureate and/or graduate certificate programs. Describe any changes that have occurred in recent years and changes planned for the future.

   The CIP (Classification of Instructional Programs) is a six-digit code developed by the National Center for Education Statistics (NCES) to classify the primary discipline of an academic program. CIP codes are widely used in both national surveys and studies, and are the accepted government taxonomy standard for higher education program classification. It is recommended that units cross reference their unit with the CIP code under the NCES web site (http://www.nces.ed.gov/ipeds/cipcode/browse.aspx?y=55) to confirm alignment of unit's mission with current CIP code. Current CIP codes can be obtained on the Academic Administration website, https://academicadmin.arizona.edu/curricular-affairs/academic-program-inventory, by clicking on the Academic Program Inventory button.

2. Graduate Program - Curriculum and Courses:

   a. Confirm that all 400/500 combined courses have additional work and learning expectations for graduate students and the list is indicated on all syllabi of co-convened courses.

   b. Confirm that the learning outcomes listed on all face-to-face, hybrid, and online course syllabi for the same courses are the same.

   c. Describe the extent to which the courses in the graduate degree program(s) are sufficient and balanced among various specialties, options, tracks, or career directions to meet student needs and interest.

   d. Describe active-learning strategies that are used within each degree program, including active engagement in the classroom and internships, practica, teaching workshops, and/or assistantships.

   e. Describe the use of instructional technology within program courses. For example, do your faculty use: D2L for content delivery and to receive student assignments; response devices [clickers]; podcasts; YouTube presentations; Zoom; Panopto; interactive media; or online proctored exams.

   f. Discuss whether online courses are available for program requirements and whether you offer, or plan to offer any online graduate programs.

   g. Comment on the adequacy of the resources available for graduate students to carry out their studies, e.g., office and lab space, supplies, travel, photocopying, etc.

   h. Comment on the proportion of PhD students in your program who take courses or complete minors in other disciplines and the proportion of PhD students from other disciplines who take courses or complete a minor in your programs. Discuss any coordination problems.

     i. Provide the link to an electronic copy of your graduate student handbook or add a copy to the appendices. Forward the link or an electronic copy to the Graduate College, attn. Dianne Horgan, Senior Consultant for Graduate Education (dhorgan@arizona.edu), for review and feedback.

3. Graduate Students:

   a. Describe mechanisms used to recruit students and how well the program is competing for the top students. Compare the quality of students in this (these) graduate program(s) with students in other similar programs and the quality since the last APR review (based on GREs, GPAs, or other admissions criteria).

   b. Provide data in a table on gender and race/ethnicity composition of the current graduate students with majors in the unit and comment on similar graduate programs at other schools. Describe efforts to increase representation of under-represented groups.

   c. Comment on the number and adequacy of the stipends and assistantships. In addressing this, indicate the percentage of graduate students in the program(s) that have a teaching or research assistantship; the salary range of stipends for half-time research assistantships and teaching assistantships; travel support provided to students presenting scholarly papers.

   d. Comment on the average ratio of student/faculty thesis and dissertation supervision in each graduate program since the last APR and compare to other programs in this discipline. Summarize information from exit interviews in your programs. Describe your unit's mentoring practices, including graduate students' annual Individual Development Plan conversations with mentors and support for employment goals in multiple career pathways. Analyze your annual survey data of current graduate students' professional development needs.

   e. Discuss the scholarly activities of your graduate students (being mindful of FERPA policy), such as conference presentations and publications.

   f. Provide a table of the trends, time to degree, and number completing the degree for the last seven years, for each graduate degree program, providing student data pulled from the APR Dashboard in UAccess Analytics. Also indicate the six- and eight-year completion rates.

   g. Provide a list of the graduate-student placements since the last APR. Analyze your annual survey data of alumni career trajectories and alumni-identified professional development skills that are important for their success.

4. Graduate-Student Learning Outcomes Assessment:

The assessment cycle (Fig. 1) is an important faculty-driven process that allows programs to make evidence-based changes in curriculum to improve student performance. All graduate degree programs should be reporting on Learning Outcomes Assessment in Planning and Self Study and submitting their workspaces for review on an annual basis. Please list your graduate degree programs below, and hyperlink to each program's Planning and Self Study URL. One of the UCATT assessment team members will be contacting you regarding training on the use of Planning and Self Study and the publishing of assessment plans.
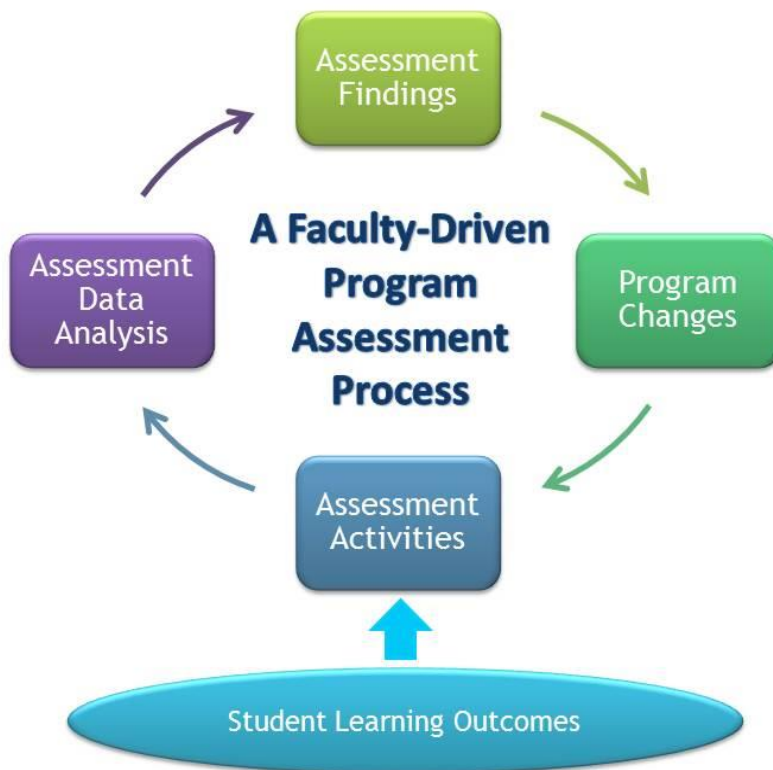
Figure 1: A Faculty-Driven Process for Program Level Assessment of Student Outcomes

In the rest of this section, please reflect on the following prompts in no more than three paragraphs.

- Based on your Assessment Findings and Action Plans since your last APR, reflect on how assessment of student learning outcomes, including post-graduate degree employment in multiple career pathways, has changed/improved your program and student learning.
- Looking ahead, how will you modify your analysis of findings so that you can identify any achievement gaps with regard to student demographics, such as gender, under-represented minority status, first-generation college student, program modality (online vs. face-to-face), etc.?

5. Post-Doctoral Fellows: Describe your post-doctoral fellowship program, if applicable. How many post-docs have positions in your unit? In what ways do your post-doctoral fellows contribute to the unit? List the range of time and mean length of time that post-docs stay in your unit. List the positions post-docs have taken when they leave the program.

SECTION J: ACADEMIC OUTREACH

Outreach refers to educational efforts, leadership, and sharing of knowledge off-campus, for example in the local community and throughout the state.

1. Describe the nature and outcomes of academic outreach activities in this unit.

2. Comment on how these activities reflect the goal(s) of the unit and the particular needs of Arizona.

SECTION K: COLLABORATION WITH OTHER UNITS

Outline the main collaborations of your unit with other departments, schools and/or colleges, including joint or dual degrees and Graduate Interdisciplinary Programs, as appropriate.

SECTION L: FACULTY PLANNING

1. What is the faculty's collective view of the program's future, its desired directions, and its means for reaching these objectives?

2. How do planning and incentives direct the program to these ends?

SECTION M: SPECIAL CONSIDERATIONS: THRESHOLD FOR DEFINING PRODUCTIVE PROGRAMS

ABOR requires that programs with low degree production do an evaluation and report the results to the Board as part of the APR. The table in Appendix C shows the minimum number of degrees a program is required to produce. Units with programs that have failed to attain the required number of degrees over three years will be notified by the Office of Curricular Affairs. Methodology for this report is found in Appendix C. Discuss this issue in the self-study report. Contact the APR self-study editor if you have questions.

APPENDIX C: Identifying Low-Productivity Programs

As part of the Academic Program Review, degree programs will be reviewed for degree productivity using the methodology outlined below. The table below shows the minimum number of degrees a program is required to produce. Units with programs that have failed to attain the required number of degrees over three years will be notified by the Office of Curricular Affairs. Reports on low productivity are provided to the Arizona Board of Regents each year following the APR and potentially at other times, when requested.

Threshold for Defining Productive Programs
Arizona University System

Type of Degree	3-Year Degree Total
Baccalaureate	24 or more degrees
Masters	9 or more degrees
Doctorate	6 or more degrees

Identify programs with degree production below thresholds and report them in the Self-Study Report in Section M; include the relevant parts described below.

Undergraduate

Institutions will review degree information for each academic program for the most recent three years for which degrees-awarded data are available. Each degree and each major earned by a given student will count as a degree for this purpose (following IPEDS).
- Academic programs are expected to award **twenty-four** or more **undergraduate degrees** over the most recent **three-year period**.
- Degrees are counted according to the **fiscal year** for graduates completing in **August through May**.
- Degrees with differing titles (e.g., B.A., B.S., etc.) for a given major will be combined for purposes of the threshold analysis if substantial overlap of course work exists among the different degrees.
- Degrees granted to students with dual majors are counted with each major.
- The review of undergraduate programs excludes interdisciplinary programs.

Graduate

For programs granting degrees at the masters or doctoral level, institutions will review the number of degrees granted in the most recent three years for which degrees-awarded data are available.
- Academic programs are expected to grant **nine** or more **master's degrees** and **six** or more **doctoral degrees** over the most recent **three-year period**.
- Degrees are counted according to the **fiscal year** for graduates completing in **August through May**.

- In programs that offer both master's and doctoral degrees, the doctoral degree numbers will be used to identify productivity of the program (i.e., if the number of doctoral degrees awarded is above the threshold, the master's program need not meet or exceed the threshold for master's degree programs.
- Degrees with differing titles (e.g., M.A., M.S., etc.) for a given major will be combined for purposes of the threshold analysis if substantial overlap of course work exists among the different degrees.
- Dual degrees granted to a student are counted separately.
- The review of graduate programs excludes interdisciplinary programs.

Low degree production may occur because:
- The program no longer accepts students and is in the process of being phased out or has temporarily suspended admissions to undergo restructuring.
- The program was approved by the Arizona Board of Regents and implemented by the institution within the last six years.
- The program is offered at an off-campus location or at an alternate campus that offers unique degree programs or is an online program that is unique from other programs offered at the University. Degrees from university programs that are offered at other sites are counted with the majors and degrees offered on campus. Justifications for the low degree production and a plan for improvements must be provided.

Programs with low degree productivity should be reviewed for viability. If a low-productivity degree is duplicative, a plan should be developed to assess its viability relative to similar programs at other Arizona's state universities and implement steps to modify or eliminate the program.

Review Programs that Are Below the Low-Degree-Production Threshold for Criteria that Might Support Retention

A program might be recommended for retention if one of a variety of institutional priorities is met. These recommendations may be made by the Provost in a report to the ABOR. These might include:
- **Basic academic subject:**
  The program is considered a basic academic subject offered by a majority (8 or more) of our peer institutions. The most recent IPEDS Degree Completion report should be used to compare CIP code and degree levels at the peer institutions.
- **Program quality:**
  Quality may be demonstrated by student, faculty, or overall program quality. Examples of measures include evidence of instructional effectiveness, student performance and outcomes, employer satisfaction, student placement, research/scholarship/creative/artistic excellence, external funding, external recognition and national rankings, and accreditation.
- **Centrality to university mission:**
  Universities have complex missions with multiple goals. A program's contribution to the university mission is evidenced by identifying the university goal that the program fulfills.
- **Contribution to other programs in the university:**
  Universities have responsibilities to provide students access to courses and programs of study that support both broad educational goals (such as general education) and specific student

needs (such as certificate programs). Evidence of a program's contribution to other programs in the university includes the number of student credit hours (or full-time equivalent students -- FTE) taught, courses taught that meet general education requirements, students completing minors, students completing certificates, courses required by other majors, and non-majors in courses required of majors.

- **Contributions to workforce development:**
  The program prepares graduates that are valuable and needed by industry, business, and other stakeholders in Arizona.
- **Program uniqueness:**
  The program is important to Arizona by virtue of its unique educational contribution. Uniqueness is evidenced by a distinctive program focus (such as community partnerships, internships, interdisciplinary, or unique intellectual focus).
- **Program growth:**
  The program has recently been modified and there has been a significant increase in the number of students entering this major such that the number of degrees is expected to meet threshold within the next six years.
- **Program/unit revenue:**
  The unit housing the program generates significant revenue that can be used to support the program.
- **Access**
  The program provides opportunities to earn degrees to students that, for geographic or other reasons, would not be able to participate in other programs. The measure of access will be the number of students enrolled in the program from rural or otherwise under represented populations.
- **Other**

Recommendations for programs not meeting any of the above conditions

Based on the information provided from the reviews outlined above, the University will provide a recommendation to ABOR for each program that does not produce enough degrees to meet threshold. Recommendations may include that the program should be retained, eliminated, merged, or in some way modified. PLEASE INCLUDE ALL THIS MATERIAL IN THE SELF-STUDY.

APPENDIX D: Template for Nominee Bio

Nominee Category [External, Internal, Community, or Alumni]

Jane Doe, Degree
Professor of Global Seismology
Department of Geosciences
Gould-Simpson Building, Room 510
PO Box 210077
Tucson, AZ 85721-0077
CAMPUS

Email: jdoe@email.arizona.edu
Phone: (520) 621 1234
Admin Name: [if applicable]
Admin Email: [if applicable]

Ph.D. (Seismology), 1987, University of Colorado
Doe's research involves using broadband seismology to understand mountain belts, earthquakes, and faulting. She is interested in the evolution of the North and South American Cordilleras, with much of her current research on the south central Andes. She also is working on earthquakes and Earth structure associated with subduction zones and strike-slip plate boundaries. Department Head, Geosciences, University of California at Santa Barbara 2000-2007. Served on National Science Foundation Grant Review Committee 2002-2005; editor of International Review of Seismology 2009-present. Awards include: the 2004 Sally Smith Award for Research in Seismology by the American Association of Seismology and University of Arizona College of Science Innovative Teaching award (2001). Published 80 peer reviewed articles and currently has NSF and DOE research grants.

DO NOT SEND FULL CVs

APPENDIX E: Invitation Letter to Committee Members

The Associate Vice Provost for Academic Affairs will send the following letter to each of the 7 committee members selected from the list of nominees provided by the unit head. One member will be selected by the Associate Vice Provost to chair the committee.

THE UNIVERSITY OF ARIZONA
Office of the Provost

ACADEMIC AFFAIRS

Administration Building 501
Po Box 210066
Tucson, Arizona 85721-0066

October 1, 2017

Ofc: 520-626-4099
Fax: 520-621-9118

John Doe, Ph.D.
Professor, Department of Geosciences
University of California
552 University Road
Santa Barbara, California 93106

Re: University of Arizona Department of Geosciences Academic Program Review

Dear Dr. Doe:

Under Arizona Board of Regents policy, all academic programs at the University of Arizona receive a thorough review every seven years. I am writing to invite you to participate on the Academic Program Review (APR) committee for the Department of Geosciences. I understand that arrangements are being made for the site visit to occur February 27-28, 2018.

The comprehensive academic program review is an essential part of the University of Arizona's effort to enhance the institution, as well as to ensure and improve the quality of its programs. The APR process involves a self-study by the unit and evaluation by a committee consisting of experts from outside the institution, two University of Arizona faculty members from related units, an alumnus, and a community member.

Your role, in collaboration with your fellow team members, will be to evaluate thoroughly all aspects of the unit, including as appropriate, faculty, students, academic programs, research, outreach efforts, diversity, and administration/governance. We will look to your team for a candid report on the unit, assessing the quality of these efforts and for recommendations for their improvement. Time will be allotted in the itinerary for report preparation. The enclosed list shows the team composition.

The APR procedure manual is available on the Provost's web site at http://www.academicaffairs.arizona.edu/. The Dean's office will send you other background documents in preparation for your work. This includes the unit's self-study report, the itinerary, and any additional information that would be helpful to you. If you need further information, feel free to contact my associate, Kat Francisco, at ksexton@email.arizona.edu or (520) 626-4099, or you may contact me directly at gburd@email.arizona.edu or via the same phone number.

I appreciate your willingness to assist us in this important evaluation effort.

Gail D. Burd, Ph.D.
Senior Vice Provost for Academic Affairs

cc: Joaquin Ruiz, Dean, College of Science
     Peter Reiners, Department Head, Department of Geosciences

APPENDIX F: Sample Itinerary

Date of Day 1

Time	Activity	Location
7:XX am	Explain how external reviewers will travel from the hotel to the first meeting.	
8:00-8:30 am	APR Charge with Associate Vice Provost for Academic Affairs	
8:30-9:00 am	Meet with Dean	
9:00-9:30 am	Meet with Self-Study Committee	
9:30-9:45 am	Break	
9:45-10:45 am	*Meet with Tenure-Eligible Assistant Professors	
10:45-11:45 am	Open Meeting with Graduate Students	
11:45-1:00 pm	Lunch with Department Head	
1:00-2:00 pm	Meet Career-Track Faculty Members	
2:00-3:00 pm	*Meet with Tenured Faculty Members	
3:00-4:00 pm	Meet with Other Department Heads in the College	
4:00-5:30 pm	Begin Draft Report	
6:00 pm	Dinner Off-Campus for Reviewers Only	Explain how the reviewers will get to the restaurant. State reservation information.	

Include meeting with Graduate College Dean, etc., as appropriate.
*Tenure-Eligible Assistant Professors & Tenured Faculty cannot have the same meeting time.

Date of Day 2

Time	Activity	Location
8:00-9:00 am	Meet with Staff	
9:00-10:00 am	Open Meeting with Undergraduate Students	
10:00-10:15 am	Break	
10:15-12:00 pm	Meet with chairs of undergraduate or graduate programs or other campus individuals	
12:00-1:30 pm	Working Lunch for Reviewers Only	
1:30-2:30 pm	Meet with Dean	
2:30-3:00 pm	**Travel to Administration Building	
3:00-4:00 pm	Exit Meeting with Senior Vice President for Academic Affairs and Provost, and Associate Vice Provost for Academic Affairs	
4:00-5:30 pm	Draft Report	
6:00 pm	Working Dinner for Reviewers Only	

Include meetings with community members and alumni, as appropriate.
**Travel time must be included when changing locations. Identify who will escort the committee.

The Final APR Report should be submitted within three weeks of the site visit. Email the report to Meg Lota Brown, mlbrown@arizona.edu, with copy to Kat Francisco kats@arizona.edu.

Contact Name(s), Office Number & Cell Number(s)

This should be a person, such as the head and/or admin, who has knowledge of the itinerary and committee members, and who is available throughout the two-day site-visit for a phone call in case of unexpected delays, questions or additional requests from the Committee.

APPENDIX G: Rubric for Evaluating Departmental Teaching Quality

FROM FINAL REPORT OF THE TASK FORCE ON TEACHING QUALITY
University of Arizona, January 5, 2015
http://academicaffairs.arizona.edu/final-report-task-force-teaching-quality

5. Measuring the Teaching Quality of a Department or Academic Program

One goal of this Task Force has been to develop a mechanism that could be used in the Academic Program Review self-study and would demonstrate the quality of teaching performed by faculty in the department. Measures could include Student Course Surveys data, demonstration of student learning in department courses, and peer review of teaching. The goal is to document that the department takes its teaching mission seriously, makes efforts to improve, and shows improvement over time. Graphs, pie charts, and tables with data on teaching quality could be used.

a. Rubric for Evaluating Departmental Teaching Quality

We ask that the following rubric be used to assess teaching quality in a program or department undergoing Academic Program Review. The rubric will be used by the APR self-study committee and department head to provide an evaluation of the quality of teaching done in the department. It will also provide a context for the self-study committee and department head to discuss what improvements are planned for the future. The self-study committee and department head will need to describe what evidence they have used to document teaching quality for the evaluation and provide that evidence as an appendix in the report. Unlike the review of the assessment plan, activities, findings, and changes in response to findings that are part of the APR process, the review of teaching quality data would be done solely by the department self-study committee and department head and presented in the self-study for the APR Committee review.

Note: *In the rubric instructors are defined as tenured or tenure-track faculty, professors of practice, lecturers, and adjunct lecturers. Teaching assistants who are the instructors-of-record for a course may be considered under this rubric, but departments are expected to provide documentation demonstrating that teaching assistants receive significant departmental training on teaching and grading practices before they begin teaching, and should be mentored and report to a member of the faculty.*

Rubric for Self-Assessing Departmental Teaching Quality in the APR Self-Study

Indicate the self-assessment rating with a brief rationale in the appropriate cell.			Criteria for Assessing Teaching Quality
Exemplary	**Developing**	**Needs Development**	
			Expectations for Teaching Quality: A department is EXEMPLARY for this criterion if it has established a set of expectations for high-quality teaching at all levels of the curriculum that are clearly conveyed to all instructors. Expectations are based upon effective teaching practices demonstrated to improve student learning outcomes. All instructors are held to these expectations to the extent that is appropriate to the classes they teach and the terms of their appointments.
			Support for Teaching Development: A department is EXEMPLARY for this criterion if it has in place standard processes for encouraging professional development towards high-quality teaching across the whole unit. These processes include the provision of clear information about and ready access to resources, inside and outside the department that can help all instructors develop the quality of their teaching. All these processes are aligned with the department's established expectations for teaching quality. Avenues for development may include, but need not be limited to, peer coaching, consultations with UCATT, and support for attending workshops and conferences focused on enhancing the quality of teaching.
			Evaluation of Teaching: A department is EXEMPLARY for this criterion if it has an established and transparent process for evaluating teaching quality for all instructors. The evaluation criteria are tightly linked to the department's established set of expectations for teaching quality. The evaluation process includes, but is not limited to, student evaluations, peer evaluation of teaching, and instructor self-reflection. Evaluating teaching quality is a key part of annual reviews as well as promotion and tenure reviews.
			Applying Findings to Teaching Improvements: A department is EXEMPLARY for this criterion if it has an ongoing process that includes steps in which teaching evaluations are reviewed and incorporated into department plans for both programmatic and individual goals improvement. All steps of this application phase are linked to the department's established set of expectations for teaching quality.

APPENDIX H: Rubric for Student Learning Outcomes Assessment

University Center for Assessment, Teaching & Technology

Rubric Evaluation of Assessment Reporting
Academic Program Review 2023-24

Program:
Date Reviewed:

Assessment reporting for this degree program was evaluated on each of the criteria below and the level of achievement is highlighted. See second page for detailed explanations of each criteria.

Program Learning Outcomes					Curriculum Map
Rating					Rating
Comments:					Comments:
2017-18	2018-19	2019-20	2020-21	2021-22	Current APR Assessment Plan Evaluation (2022-23)
Assessment Plan					
Outstanding Excellent Achieving Needs Development Inadequate No submission	Outstanding Excellent Achieving Needs Development Inadequate No submission	Outstanding Excellent Achieving Needs Development Inadequate No submission	Outstanding Excellent Achieving Needs Development Inadequate No submission	Outstanding Excellent Achieving Needs Development Inadequate No submission	Rating **Comments:**
Assessment Findings					
Outstanding Excellent Achieving Approaching Needs Development Inadequate No submission	Outstanding Excellent Achieving Approaching Needs Development Inadequate No submission	Outstanding Excellent Achieving Approaching Needs Development Inadequate No submission	Outstanding Excellent Achieving Approaching Needs Development Inadequate No submission	Outstanding Excellent Achieving Approaching Needs Development Inadequate No submission	Rating **Comments**:
Changes in Response to Findings (Action Plan)					
Outstanding Excellent Achieving Approaching Needs Development Inadequate No submission	Outstanding Excellent Achieving Approaching Needs Development Inadequate No submission	Outstanding Excellent Achieving Approaching Needs Development Inadequate No submission	Outstanding Excellent Achieving Approaching Needs Development Inadequate No submission	Outstanding Excellent Achieving Approaching Needs Development Inadequate No submission	Rating **Comments:**
Process of Assessment					
Comments:		Met	Not Met		
Did the program address the feedback provided on the previous cycles' assessment reporting and make the appropriate changes in subsequent cycles?					

General Comments:

APR Rubric	Outstanding	Excellent	Achieving	Needs Development	Inadequate
Program Learning Outcomes Student learning outcomes identify the intended knowledge and/or abilities that students will acquire through the academic program. The majority of these outcomes are at a high cognitive level.	Outcomes are included and the majority of them explicitly describe what students can analyze, evaluate, or create.	Outcomes are included which explicitly describe what students know or are able to do.	Outcomes are included, but do not explicitly describe what students know or are able to do.	Outcomes are included that describe course level evaluation. No program level outcomes are included that explicitly describe what students know or are able to do.	Outcomes are absent. Rather, the program learning outcomes section describes program goals and objectives rather than student learning outcomes.
Curriculum Map The curriculum map provides an overall view of the assessment plan. The map includes a list of measures aligned with the appropriate learning outcomes. Measures are clearly described, and there is at least one direct and indirect measure for each outcome. In addition to assessment points, identifying where the outcomes are introduced and practiced is encouraged.	The curriculum map contains a complete list and clear description of assessment measures aligned with outcomes. Map includes where learning outcome concepts are introduced, practiced and assessed. Each outcome has at least two assessment measures, one direct and one indirect.	The curriculum map contains a complete list and clear description of assessment measures aligned with outcomes. Map includes at least one direct and indirect assessment measure per outcome.	The curriculum map contains at least one assessment measure for each outcome, however activities are not clearly described.	The curriculum map does not contain at least one assessment measure for each outcome.	Curriculum map is absent, or no activities have been added.
Assessment Plan Direct and indirect measures for assessing all outcomes are reported, with target and ideal performance levels specified. Measures are appropriate as evidenced by tools (rubrics, exit surveys, etc.) that clearly align with learning outcomes.	Measures for assessing outcomes, as well as the target and ideal performance levels, **have been implemented and maintained for the past three years**. Measures are appropriate as evidenced by tools (rubrics, exit surveys, etc.) that clearly align with learning outcomes. Direct and Indirect measures are included.	Measures for assessing outcomes are listed and described, with the target and ideal performance levels specified. Measures are appropriate as evidenced by tools (rubrics, exit surveys, etc.) that clearly align with learning outcomes. Direct and Indirect measures are included.	Measures are listed and described for each outcome. The activities are appropriate measures of outcomes as evidenced by tools. Plan does not include both direct and indirect measures or the target and ideal performance levels are not specified.	Measures are listed and described for each outcome. Some measures may not be appropriate measures of the outcomes, or no tools are included. Plan does not include both direct and indirect measures.	A discussion of assessment measures is absent or vague.

	Outstanding	Excellent	Achieving	Approaching	Needs Development	Inadequate
Assessment Findings Findings describe what was learned from the assessment measures. Findings from ongoing measures are summarized and clearly reported, including sample size,	Findings from direct and indirect assessment measures are summarized and clearly reported and include data since the last APR OR findings are disaggregated by student demographics or delivery modality.	This program has a substantial history of clearly reported findings from direct and indirect assessment measures.	This program has a limited history of clearly reported findings from direct and indirect assessment measures.	Program-level findings are presented but are not linked to learning outcomes.	Findings from assessment measures are summarized and clearly reported by outcome. However, findings are only from direct or indirect measures.	No findings from assessment measures are reported.
Changes in Response to Findings (Action Plan) The findings are used to inform annual action plans to improve the program. Assessment findings are appropriately used as information that drives improvement in learning, instruction, curriculum or strategic planning. Follow-up assessment measures are included to evaluate the action plan.	Changes, in the form of action plans, are described and justified based on the findings, or no changes are warranted based on the findings so far. Action plan assessment is included. Action Plans have been reported since the last APR.	This program has a substantial history of reported Action Plans that are based on Findings from assessment measures.	This program has a limited history of reported Action Plans that are based on Findings from assessment measures.	Program changes are presented but are not linked to learning outcomes.	Changes, in the form of action plans, are described but not justified by findings.	No action plans based on findings are reported.

APPENDIX I: Charge to the Reviewers

The APR Reviewers are expected to read the APR Self-Study from the unit under review prior to the two-day site visit. The site visit may be in-person or virtual via zoom, as decided by the unit under review and the Dean. The site visit includes a series of meetings with different stakeholders to enable the APR Reviewers to gather answers to questions they may have about the unit.

The APR Reviewers are expected to submit a report (five to seven pages) in about three weeks after the site visit to the Associate Vice Provost. The report will be distributed to the Provost, Dean, department head, and Senior Vice President for Health Affairs (as appropriate). The report will be a public document. The department head/director will distribute the report to the faculty, staff, and students in the unit. The department head is invited to write a two-page response to the report, and the report and department head response are discussed with the Provost, Associate Vice Provost, Dean, and department head a few weeks after the site visit to establish an improvement plan.

The APR Reviewers are asked to provide a report that covers the strengths and weaknesses/challenges of the unit and to list their recommendations. Under the strengths, weaknesses/challenges and recommendations, the APR Reviewers are asked to address appropriate topics under the following:

- **Faculty** (scholarship, productivity, funding (as appropriate), diversity, teaching, service/outreach, turnover, composition of tenured/tenure track to career-track and lecturers, and other relevant topics)
- **Academic programs** (curriculum, assessment of student learning outcomes, time to degree, enrollment numbers, and number of degrees awarded)
- **Students** (undergraduates, graduate students, professional students, as appropriate)
    - Diversity
    - Academic backgrounds upon entering and graduating from the program
    - Post-program outcomes (jobs, additional education, etc., of the graduates)
- **Staff** (diversity, turnover, appropriateness for unit needs)
- **Unit collaboration and outreach** to the community (campus, Tucson, state, and nation)
- **Unit planning for the future** (to increase quality, scholarship, rankings, improve teaching, increase efficiency, etc.)

As much as possible and appropriate, the report should have short paragraphs to provide context, but the strengths, weaknesses/challenges, and recommendations should be listed as bullet points. This is especially true for the recommendations since bullet points are easier for the unit to address than long paragraphs.