ACADEMIC PROGRAM REVIEW

PROCEDURE MANUAL
2019-2020

OFFICE OF THE PROVOST
Academic Affairs

Academic Program Review Management Group

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Website for Academic Program Review

http://academicaffairs.arizona.edu/apr

List of Academic Program Reviews for Academic Year 2019-2020

College of Agriculture and Life Sciences
- ▶ School of Plant Sciences

College of Humanities
- ▶ Africana Studies

College of Law
- ▶ All Law Programs

College of Medicine Tucson
- ▶ Department of Medicine[†]
- ▶ Department of Orthopaedic Surgery[†]
- ▶ Department of Psychiatry[†]
- ▶ Department of Medical Imaging[†]

College of Optical Sciences
- ▶ All Optical Sciences Programs

College of Science
- ▶ Department of Computer Science
- ▶ Department of Speech, Language and Hearing Sciences

College of Social and Behavioral Sciences
- ▶ School of Information[‡]

Eller College of Management
- ▶ Department of Finance
- ▶ Eller Master of Business Administration (MBA) Programs

Graduate College | Graduate Interdisciplinary Programs
- ▶ Genetics

Honors College
- ▶ All Honors College Programs

[†]*College of Medicine non-academic units 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; though, 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 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 the UA
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 administers the process. A member of the Office of Curricular Affairs serves as consultant to academic units, particularly as questions arise in the preparation of self-studies, and provides assistance to the Senior Vice Provost for Academic Affairs in the culminating phases of the review process. Assessment specialists in the Office of Instruction and Assessment (OIA) provide support for student learning outcomes assessment. Lastly, experts in University Analytics & Institutional Research (UAIR) assist with analytics, faculty scholarly productivity, academic data, and reports on the Analytics APR Dashboard. 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 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 electronically to the appropriate deans notifying them of the programs under their purview scheduled for review. Associate Deans and 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.
- Later in the spring semester, unit heads and personnel involved in assessment will be invited by the Office of Instruction and Assessment to participate in a workshop that focuses on best practices in student learning outcomes assessment.

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 such 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, honorarium 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 has 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, and
- Be succinct, yet thorough.

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 important that every effort be made to ensure that the process and the resulting report are comprehensive but concise. The text should not be more than about 80 pages, single-spaced.
- 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.
- Include only information available since the last APR report, but not more than 7 years.

Data for the report should include information about the students, faculty, and staff tied to the unit (See Appendix B). 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. 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.

The person designated to pull data from the APR Dashboard will need to be provisioned to access the dashboard in UAccess Analytics.   Notify the APR self-study editor by mid-July 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.

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. If APR data contacts would like dashboard training, they should enroll for Analytics training or office hours. Please access the following website to enroll: http://community.uaccess.arizona.edu/uaccess-analytics-resources.

Another data source available is **Academic Analytics**, which provides aspirational peer comparison data on faculty scholarly activity. The UAIR team will be in touch with each department scheduled for the current APR reporting cycle 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/personal-information/family-educational-rights-and-privacy-act-1974-ferpa.

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 working draft of the self-study report should be sent electronically to the APR self-study editor no later than 8 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 needs to be distributed:
  - Two hard copies of the self-study report without appendices and one electronic copy with appendices to Gail Burd and Kat Francisco in the Office of 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 Office of Instruction and Assessment. The student learning outcomes assessment sections (H.5. and I.4.) will be evaluated using a rubric. (See Appendix I.) The ratings and comments will be provided to the unit head before the site visit, and 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 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 Senior Vice Provost for Academic Affairs. Two suitable site visit dates will 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.

D. 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 on 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 Senior Vice Provost for Academic Affairs.
- The list of nominees must include a **brief biosketch *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 Senior Vice Provost for Academic Affairs.
- When the review team membership and site visit dates are confirmed, the Office of the Senior Vice Provost for Academic Affairs will send letters (Appendix E) formally inviting the chair and review team members to participate. This mailing will include the website address for the *APR Manual* and a list of members invited to serve.

E. 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 review.
- The unit head should make arrangements for hotels and transportation with the review team members from out of town. 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.

F. Itinerary for the Site Visit

- During the summer, or 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 the Senior Vice President for Academic Affairs and Provost, (the Senior Vice President for Health Sciences if appropriate), and the Senior Vice Provost for Academic Affairs.
- 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 the Senior Vice Provost for Academic Affairs and her Executive Associate for review.
- After the draft itinerary has been approved, 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.
- A sample itinerary is provided in Appendix F.

G. 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 in the course of 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.

H. Joint Internal/External Review Committee Final Report
- The committee should provide its final report to the Senior 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 report of the Joint Internal/External Review Committee should make specific suggestions for improvement of the program.
- 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.

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 Senior 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 Assistant Vice Provost for Instruction and Assessment will then contact the program head to schedule a discussion on steps that can be taken to improve assessment.

The unit head should provide a two-page letter of response to Senior Vice President for Academic Affairs and Provost (and, as appropriate, the Senior Vice President for Health Sciences), the Senior

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 the Office of Academic Affairs. 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, a three-page narrative summary report 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. After the ABOR discussion, the summaries will be sent to the units involved in the process.

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/academic-program-review.

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	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 Senior Vice 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 2 hard copies & 1 electronic copy of approved SSR to Senior Vice Provost	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 Senior Vice Provost for review	3 weeks before the site visit
Sends final site visit itinerary to Senior 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 Senior Vice Provost	1 week before Final APR Mtg (Concluding Conference)
Attends Final APR Meeting (Concluding Conference) with Provost, Senior 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
Completes Self-Study Report (SSR) with support from Office of Curricular Affairs	8 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 Senior 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, Senior 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)	Beginning July
Provides coordination & guidance in obtaining institutional data for SSR	July – September
Reviews and forwards feedback on draft SSR to the unit	8 weeks prior to site visit
Prepares SSR Summary for Provost and Senior Vice Provost	1 week before the 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 the Office of Instruction and Assessment	
Holds workshops on assessment of student learning outcomes	Spring before APR site visit
Evaluates SSR on learning outcomes assessment; submits evaluation to Sr. Vice Provost	1 week prior to site visit
Meets with unit head/program director to discuss an assessment plan for units	After the site visit
Senior Vice Provost for Academic Affairs, Teaching & Learning	
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 OIA 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 to 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	Usually in Early December
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 Senior Vice Provost	Shortly after receipt of Review Report
Attends ABOR Meeting to Present Summary Reports to Board for approval	Fall

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 5 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 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 five aspirational peer programs among public research universities. Describe how this unit compares and the sources of information used for the comparison. Academic Analytics data should be included. Contact Jessica Hamar Martinez from UAIR to obtain the data for your department/graduate program. 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 Teacher-Course Evaluations, Peer Review 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.

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 classified staff and professional staff 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://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa.

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 Affairs website, http://academicaffairs.arizona.edu/curricular-affairs, by selecting Academic Program Inventory on the left navigational bar.

2. List the contributions of the unit to foundation and general education courses, including who teaches, how quality is assessed, and how updating is monitored. Describe the planning process and how these courses are coordinated with other courses.

   For Tier One and Tier Two General Education courses, complete the two templates in Appendix H. The templates are also available for download on the General Education Curriculum website: http://gened.arizona.edu/faculty/ge_outcomes_template.

   Provide information on the writing assignments and the learning outcomes for each General Education course that your unit offers. Also include a copy of the syllabus for each Tier One and Tier Two course taught by your unit as listed in Appendix H. The Office of Instruction & Assessment (OIA) will contact you to collect information on how you are assessing the General Education learning outcomes.

   List the writing-emphasis courses for each degree program and describe how those courses fulfill the writing-emphasis requirements.

3. 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 UA South or other distant campuses, 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 accreditation 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 challenge with course availability in your program and in other programs that are needed by your students.

f. Confirm that the syllabi of all courses use 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: 1) D2L for content delivery and to receive student assignments, 2) response devices [clickers], 3) podcasting, 4) UA YouTube presentations, 5) Zoom , 6) Panopto, 7)Tweetchats or other interactive media, or 8) 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.

4. 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.)

5. Undergraduate Program 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. The 2019-2020 academic year begins the third cycle of reporting in Taskstream by Watermark's Accountability Management System (AMS). All campus programs should be reporting on Learning Outcomes Assessment in the new system and submitting their workspaces for review on an annual basis. For the annual cycles that are in AMS, you can generate a multi-cycle PDF for each degree plan and include it in the appendix. (Include attachments as necessary.) For assessment information prior to 2017-18 (or 2016-17 if you were in the pilot group), a summary of your assessment plan, findings and changes in response to findings since the last APR should be included in this section. Note that you do **not** need to re-summarize the information included in the appendices, which is reported in AMS. Refer to Appendix I to view the required areas of reporting and the rubric that will be used by the assessment specialists in the OIA to evaluate this section of the self-study report. For best practices in Taskstream reporting, click here.
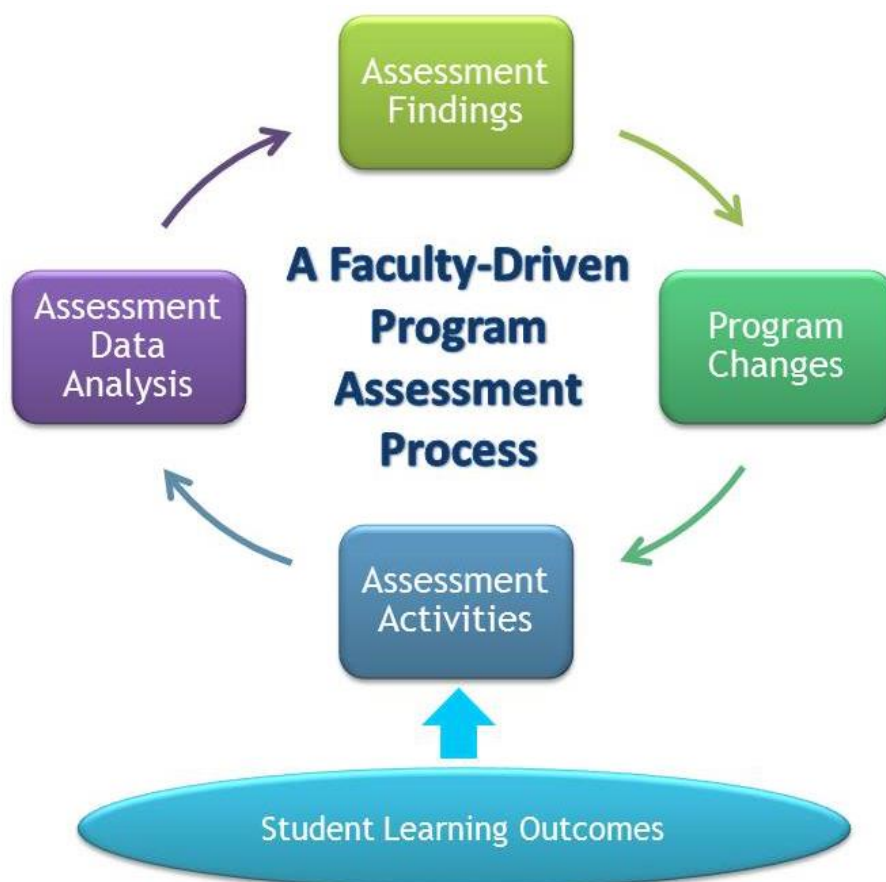

Figure 1: A Faculty-Driven Process for Program Level Assessment of Student Outcomes

Address bullets a-d when summarizing non-AMS reporting.

a. PROGRAM LEARNING OUTCOMES: If different than what is in the appendices, list *and number* the measurable student learning outcomes for each undergraduate degree program offered in the unit. We recommend a total of 4-5 learning outcomes.

b. ASSESSMENT PLAN (Activities or measures): For academic years not reported in AMS, list and briefly discuss the activities used to measure the expected student learning outcomes. Activities should include direct and indirect measures of outcomes. Include copies of the tools (e.g. rubrics) that you use to collect assessment data, if not already in appendix. These can be included in an appendix of your Self-Study Report. Describe how faculty, staff, and students are involved in the development and implementation of the activities.

c. ASSESSMENT FINDINGS: Report and discuss the findings from learning-outcome assessment activities prior to those in AMS. Examples of findings may include summaries of rubric scores, exit exam scores, survey responses to targeted questions, or narrative responses.

d. CHANGES MADE IN RESPONSE TO FINDINGS: Again, prior to AMS, indicate how the assessment findings are used to: 1) improve student learning and classroom instruction, 2) assist in strategic program planning, and 3) review, evaluate, and modify the curriculum in the programs. See Figure 1.

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://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa.

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 masters 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 Affairs website, http://academicaffairs.arizona.edu/curricular-affairs, by selecting Academic Program Inventory on the left navigational bar.

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: 1) D2L for content delivery and to receive student assignments, 2) response devices (clickers), 3) podcasting, 4) UA YouTube presentations, 5) Zoom, 6) Panopto 7)Tweetchats or other interactive media, or 8) 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@email.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. Provide a list of the graduate student placements since the last APR.

e. Discuss the scholarship 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.

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. The 2019-2020 academic year begins the third cycle of reporting in Taskstream by Watermark's Accountability Management System (AMS). All campus programs should be reporting on Learning Outcomes Assessment in the new system and submitting their workspaces for review on an annual basis. For the annual cycles that are in AMS, you can generate a multi-cycle PDF for each degree plan and include it in the appendix. (Include attachments as necessary.) For assessment information prior to 2017-18 (or 2016-17 if you were in the pilot group), a summary of your Assessment plan, findings and changes in response to findings since the last APR should be included in this section. Note that you do **not** need to re-summarize the information included in the appendices, which is reported in AMS. Refer to Appendix I to view the required areas of reporting and the rubric that will be used by the assessment specialists in the OIA to evaluate this section of the self-study report. For best practices in Taskstream reporting click here.
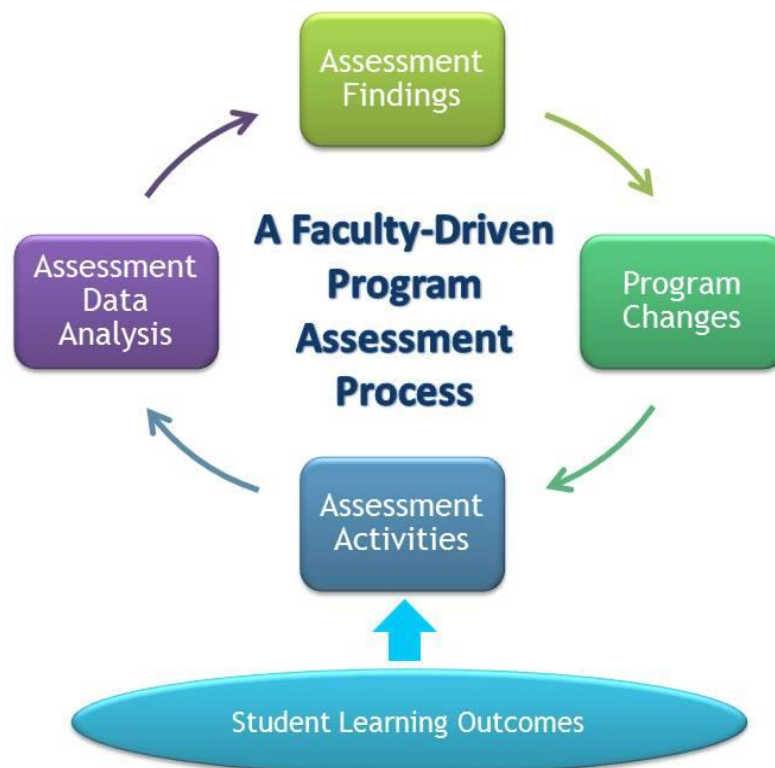

Figure 1: A Faculty-Driven Process for Program Level Assessment of Student Outcomes

Address bullets a-d when summarizing non-AMS reporting.

a. PROGRAM LEARNING OUTCOMES: If different than what is in the appendices, list *and number* the measurable student learning outcomes for each graduate degree program offered in the unit. We recommend a total of 4-5 learning outcomes.

b. ASSESSMENT PLAN (Activities or measures): For academic years not reported in AMS, list and briefly discuss the activities used to measure the expected student learning outcomes. Activities should include direct and indirect measures of outcomes. Include copies of the tools (e.g. rubrics) that you use to collect assessment data, if not already in appendix. These can be included in an appendix of your Self-Study Report. Describe how faculty, staff, and students are involved in the development and implementation of the activities.

c. ASSESSMENT FINDINGS: Report and discuss the findings from learning-outcome assessment activities prior to those in AMS. Examples of findings may include summaries of rubric scores, exit exam scores, survey responses to targeted questions, or narrative responses.

d. CHANGES MADE IN RESPONSE TO FINDINGS: Again, prior to AMS, indicate how the assessment findings are used to: 1) improve student learning and classroom instruction, 2) assist in strategic program planning, and 3) review, evaluate, and modify the curriculum in the programs. See Figure 1.

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, include 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 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. 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.

<table>
<tr><td colspan="2">Threshold for Defining Productive Programs
Arizona University System</td></tr>
<tr><td>Type of Degree</td><td>3-Year Degree Total</td></tr>
<tr><td>Baccalaureate</td><td>24 or more degrees</td></tr>
<tr><td>Masters</td><td>9 or more degrees</td></tr>
<tr><td>Doctorate</td><td>6 or more degrees</td></tr>
</table>

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. 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.

APPENDIX D: Template for Nominee Bio

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

Jane Doe, Degree
Professor of Global Seismology, Department of Geosciences
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 Senior Vice Provost for Academic Affairs will mail 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 Senior 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	Orientation with Senior 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	
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 Senior Vice Provost for Academic Affairs	
4:00-5:30 pm	Draft Report	
6:00 pm	Working Dinner	

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 Gail Burd, gburd@email.arizona.edu, with copy to Kat Francisco ksexton@email.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 TCEs, 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 or lecturer.*

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 OIA, 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: General Education Course Writing Requirements

General Education Course Writing Requirements			
		Are comments on the first draft of at least one writing assignment provided to students with an opportunity for revision?	
Course prefix and number *(for courses with multiple sections with different instructors, create a line entry for each section)*	Number of **pages of writing** required in the course	YES	NO
(Example) *ABE 150*	*10*	*X*	

Your General Education course(s) should each provide an opportunity for student learning to be aligned with at least <u>one</u> of the General Education student learning outcomes. The four Gen Ed learning outcomes are shown in the table below. For each of the program's general education courses, identify which outcomes are addressed and mark the appropriate box with the level of attention it receives (see selections below). ***Note: Each course is not expected to, and many cannot, assess all four student learning outcomes, nor is this an evaluation of the instructors.*** Please complete this chart for every general education course offered by your program. Add additional rows as needed.

General Education Student Learning Outcomes Assessment				
	For each of the learning outcomes identified for your course, mark at what level the instructor addressed that outcome and if assessed, what is the form of assessment used? (I = introduced; P = practiced; A = assessed)*			
Course prefix and number (for courses with multiple sections with different instructors, create a line entry for each section)	**General Education Program Student Learning Outcomes**			
	Think Critically	**Communicate Effectively**	**Understand and Value Differences**	**Use Information Effectively**
(Example) ABE 150	I	P		A Rubric scored research paper

*Introduce: bring the outcome into use or operation for the first time
 Practice: repeated opportunities to demonstrate an outcome so as to acquire or maintain proficiency in it
 Assessed: learning outcome is measured and data recorded

APPENDIX I: Rubric for Student Learning Outcomes Assessment

Office of Instruction and Assessment
2019-2020 Rubric for Assessing APR Assessment Plans

Program:
Date Reviewed:

The program's Academic Program Review Self-Study Report and Taskstream workspaces are reviewed for each of the criteria below and the level of achievement is designated as in the rubric. See back page for more detailed explanation of scoring.

Achievement Level	Criteria
Outstanding Excellent Achieving Needs Development Inadequate	**Program Learning Outcomes** Student learning outcomes identify the intended knowledge, understandings, or abilities that students will acquire through the academic program. The majority of these outcomes are at a high cognitive level. Comments:
Outstanding Excellent Achieving Needs Development Inadequate	**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. Comments:
Met Not Met	**Process of Assessment** Ways in which faculty and staff are involved in the development, implementation, and use of student learning outcomes assessment are described. Comments:
Outstanding Excellent Achieving Needs Development Inadequate	**Assessment Plan** Measures for assessing outcomes, as well as the target and ideal performance levels, are specified and justified. Measures are appropriate as evidenced by tools (rubrics, exit surveys, etc.) that clearly align with learning outcomes. Direct and indirect measures are included. Comment:
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 for the years since the last APR. Comments:
Outstanding Excellent Achieving Approaching Needs Development Inadequate	**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. Comments:
Yes No	**AMS Reporting** The most recent Assessment Cycle has been completed in the AMS workspace.

General Comments:

APR Rubric for 2019-2020

	Outstanding	Excellent	Achieving	Needs Development	Inadequate
Program Learning Outcomes Student learning outcomes identify the intended knowledge, understandings, 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, understand, or are able to do.	Outcomes are included, but do not explicitly describe what students know, understand, 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, understand, 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 Measures for assessing outcomes, as well as the target and ideal performance levels, are specified and justified. 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, as well as the target and ideal performance levels, are specified and justified. 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 for the years since the last APR or post-APR evaluation.	Findings from direct and indirect assessment measures are summarized and clearly reported and include data since the last APR or post-APR evaluation.	Findings from direct and indirect assessment measures are summarized and clearly reported and include the last 5 years of data or since the last post-APR evaluation.	Findings from direct and indirect assessment measures are summarized and clearly reported for less than 5 years of data or data is incomplete since the last post-APR evaluation.	Program-level findings are presented, but are not linked to learning outcomes.	Findings from assessment measures are summarized and clearly reported by outcome for less than 5 years of data. 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. Changes since the last APR or post-APR evaluations are included or referenced.	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. If necessary, Changes from the past 5 years or post-APR evaluation are included or referred to. Action plan assessment is included.	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. Changes from less than 5 years are included or referenced or changes are incomplete since last post-APR evaluation.	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.

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