

ACADEMIC PROGRAM REVIEW

PROCEDURE MANUAL FOR ACADEMIC AND CLINICAL UNITS 2024-2025



OFFICE OF THE PROVOST
Academic Affairs

Academic Program Review Management Group

Office of Academic Affairs

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Website for Academic Program Review

<http://academicaffairs.arizona.edu/apr>

List of Academic Program Reviews for Academic Year 2024-2025

College of Agriculture, Life and Environmental Sciences

- Biosystems Engineering [Combined Review with College of Engineering]
- Natural Resources and the Environment

College of Architecture, Planning and Landscape Architecture

- Architecture[†]
- Real Estate Development

College of Engineering

- Biomedical Engineering
- Biosystems Engineering [Combined with College of Agriculture, Life and Environmental Sciences]

College of Fine Arts

- Art[†]
- Dance[†]

College of Health Sciences

- Clinical Translational Sciences

College of Medicine – Phoenix

- Child Health[†]
- Orthopedics[†]
- Surgery[†]

College of Medicine – Tucson

- Emergency Medicine
- Pediatrics[†]

College of Science

- Astronomy / Steward Observatory
- Ecology & Evolutionary Biology
- Hydrology & Atmospheric Sciences
- Neuroscience (includes Neuroscience & Cognitive Science Undergraduate Program)

College of Social and Behavioral Sciences

- Journalism[†]
- Linguistics
- Mexican American Studies

Graduate Interdisciplinary Studies

- Roshan GIDP Persian & Iranian Studies
- Second Language Acquisition & Teaching

[†]College of Medicine clinical units

[‡]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, Public Health, and Health Sciences), the Senior Vice President for Health Sciences will also provide oversight of the review. The Associate Vice Provost for Academic Affairs 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 Associate 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) review committee, (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.

Schedule for the Site Visit

- As early as possible in the fall semester, it is the unit's responsibility to schedule the Review Committee's meetings with key administrators.
- The Office of Academic Affairs will assist with scheduling meetings with the Provost and deans.
- Three weeks before the visit, a draft of the site visit schedule should be prepared and sent to Kat Francisco in Academic Affairs. Sample schedules are provided in [Appendix F](#); however, the draft schedule should have more details such as names, titles, and restaurant information.
- After the draft schedule has been approved by the Associate Vice Provost for Academic Affairs, the schedule should be finalized and sent to 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 have one meeting with the committee, 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, undergraduate and graduate program directors, 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. 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 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 managed by the unit under review and 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.

To maintain the integrity of program reviews, faculty, staff, and students within the unit being reviewed should refrain from attending social events with reviewers during the review period to prevent any real or perceived conflicts of interest.

Part 2: 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 required 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 supplemental information 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 committee should start soon after the APR orientation so that a draft can be completed in time for a detailed review by the Associate Vice Provost for Academic Affairs who also serves as 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 it with additional data to help tell their stories. The data are best presented in graphical or table form and should be followed by analysis and interpretation.

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/content/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 Associate Vice Provost for Academic Affairs.

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>.

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 electronically to
 - Kat Francisco in Academic Affairs,
 - the college dean,
 - the departmental faculty, and
 - each member of the Review Committee. Consider asking whether they prefer electronic or hard copies.
- 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: Review Committee

A. Selection of the Review Committee

As early as possible, but no later than late August, the self-study committee should suggest possible nominees for the 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. Committee Composition

The review committee consists of **five** members:

- Three external committee members (selected from the unit's current and aspirational peers)
- Two internal committee members
 - one from within the college of the department under review
 - one from a college other than the department's college

At least two of the **external members** of the review committee must hold ranks of **full professors or higher** and represent the various academic areas covered by the program. They must also be familiar with the various research specializations or scholarly work of the faculty in the unit under review. For

professional programs, such as engineering, an industrial, corporate, or professional person with a high-level position could be proposed for the third external reviewer.

Internal committee members should be full professors and should not have a shared appointment or collaboration with faculty in the unit under review. Internal representatives who have leadership experience or a broad knowledge of UArizona systems are especially helpful to the committee.

During the February 20, 2024 Deans' Council meeting, the deans approved the elimination of the recent alumnus/alumna and community member from the APR team of reviewers.

C. Selection Process for the Reviewers

- The department head should contact possible external and internal 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 10 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.

D. Communication with the 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 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 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. The unit head should also consult with coordinators within the college on how information about honoraria, lodging, travel, and reimbursement is communicated with reviewers.

E. The Review Committee Should Examine:

- Undergraduate and graduate programs and student quality, as appropriate,
- Student outcomes assessment,
- Resident education, training and outcomes assessment (for clinical programs)
- Fellow research, teaching, and clinical training (for clinical programs)
- Research, teaching, clinical practice, service, and academic outreach efforts of the faculty,
- Faculty post-tenure review process and outcomes,
- Fiscal and physical resources,
- Recruitment and retention of faculty, staff, residents, fellows, 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 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.
- For clinical programs, attention should be given to the quality of medical student, resident, and fellow education and clinical training, clinical practice provided by the department, outreach by the unit to the community, state, and nation, 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. 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.

The report instructions and charge to reviewers can be found in [Appendix I](#).

Part 4: Discussion of the Findings – Conclusions and Recommendations

Following the receipt and subsequent distribution of the 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 with associate/vice deans as needed, and the program head will be scheduled.

The unit self-study and 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 Review Committee prior to this final meeting.

This concluding conference will be scheduled by Kat Francisco in 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, 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 at: <http://www.academicaffairs.arizona.edu/apr>.

APPENDIX A: APR Task Timeline

Who/What	When (Deadline)
Unit Head	
Attends APR Orientation	Spring
Works with dean's office to create budget for APR	Spring
Submits nominations for Self-Study Committee to dean's office	Spring
Identifies data contact(s) to work with UAIR and the APR Dashboard	Spring
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 10 nominees for Review Committee submitted by Self-Study Committee	July – August
Contacts 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's office for endorsement	July – August
Confirms final site visit dates with dean's office and Provost's office (and Senior Vice President for Health Sciences as appropriate)	August – September
Upon notification of Review Committee members, communicate to committee travel & lodging arrangements for site visit	August – September
Forwards draft copy of SSR to Office of the Provost - Academic Affairs	8 weeks before site visit
Meets with Associate Vice Provost, Academic Affairs for draft SSR Feedback	6-7 weeks before site visit
Submits final draft of SSR to dean for approval	5 weeks before site visit
Sends electronic copies of approved SSR to Provost's Office - Academic Affairs	3 weeks before site visit
Sends SSR and other relevant materials to Review Committee members	3 weeks before site visit
Sends draft site visit schedule to Associate Vice Provost for review	3 weeks before site visit
Sends final site visit schedule to Associate Vice Provost, dean and Review Committee members	2 weeks before site visit
SITE VISIT	
Writes response to the review report and submits to Associate Vice Provost	1 week before final APR Mtg
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 10 Nominees for Review Committee to Department Head	July – August
Submits Draft SSR to Department Head	9 weeks before the site visit
Dean (and/or designated Associate/Vice Dean)	
Works with department head to create budget	Spring
Evaluates nominations submitted by head and appoints Self-Study Committee	Early June
Reviews 10 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 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 [and SVP Health Sciences for Health Sciences Units].	Shortly after receipt of Review Report

Who/What	When (Deadline)
Data Analysts from University Analytics & Institutional Research (UAIR)	
Grants access to APR dashboard	Beginning May
Provides aspirational peer comparison data on faculty scholarly activity	Beginning May
Updates the APR dashboard with seven years of data for units under review	Beginning July
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	Spring Semester
Hosts APR Orientation for colleges and departments faculty and staff	Spring Semester
Meets with unit for initial planning as needed when requested by unit	July – August
Reviews list of Review Committee nominees—selects five members and notifies department head and dean	July – August
Sends official invitation letters to Review Committee	July – August
Reviews and provides feedback on draft SSR to the unit	6-7 weeks prior to site visit
Forwards final, approved SSR to UCATT for review of student outcomes	3 weeks before the site visit
Reviews and provides feedback on draft schedule to the unit	3 weeks before the site visit
Sets charge for Review Committee at start of site visit	Site Visit – Day 1
Shares assessment rubrics with Review Committee	Site Visit – Day 1
Meets with Review Committee and Provost for Exit Meeting the last day of site visit	Site Visit – Day 2
Distributes 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 Health Sciences (For Health Sciences APRs)	
Attends Site Visit Day 2 Exit Meeting with Review Committee	Site Visit - Day 2
Attends Final APR Meeting (Concluding Conference) with Provost, Associate Vice Provost, Dean, Associate/Vice Dean, and Department Head	Shortly after receipt of Review Report
Senior Vice President for Academic Affairs and Provost	
Meets with 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 and its role within the College.
2. List of the number of faculty at all 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.
5. For clinical units, list of the number of fellows and residents. Also list any accredited residency and fellowship programs.

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, residents and fellows, 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 any member of the UAIR team listed on page 2 to obtain the data for your department/graduate program. UAIR 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. UAIR 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 or clinical 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. Include the Productivity Radar chart from Academic Analytics that shows peer comparison activities in articles, awards, books, citations, conference proceedings, grants, etc.
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. For clinical units, include the balance of scholarly work with clinical practice, teaching and mentoring residents and fellows.
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 (may be placed in the appendix) 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 (NIH-style for College of Medicine units) 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.
9. Describe the faculty's collective view of the program's future, its desired directions, and its means for reaching these objectives? How do planning and incentives direct the program to these ends?

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.
5. For clinical units, discuss the working relationship with Banner.

SECTION G: UNIT RESOURCES

1. Describe briefly and appraise support services available in the unit for teaching, research, clinical activities, 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, clinical space, equipment, and how they are typically funded.
3. Describe the units' efforts to find external donors who could help support these resource needs.
4. Describe changes accomplished by the department/program to increase efficiency with respect to business practices, administration, teaching and other departmental functions.
5. 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>.

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. Also confirm that the learning outcomes listed on all face-to-face, hybrid, and online course syllabi for the same courses are the same.
 - g. Describe evidence-based strategies that are used within each degree program, including:
 - Active engagement in the classroom
 - Use of high-impact curricular practices such as capstone courses and projects, collaborative assignments and projects, common intellectual experiences, including strands of diversity and global learning, use of portfolios or other reflective strategies, first-year seminars and experiences, undergraduate research, internships, learning communities, service- or community-based learning, and writing-intensive courses.
 - Structured learning-assistant opportunities for students
 - Structured peer-mentoring programs
 - h. Describe other teaching innovations.
 - 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. What oversight is provided to ensure quality of online course design and to ensure that learning outcomes for online courses are equivalent to on-campus courses, if relevant?
 - k. 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 requires that you do not list students by name. Describe steps taken to recruit and retain students from underrepresented ethnic groups, including the challenges and the successes.

- c. Describe any efforts 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

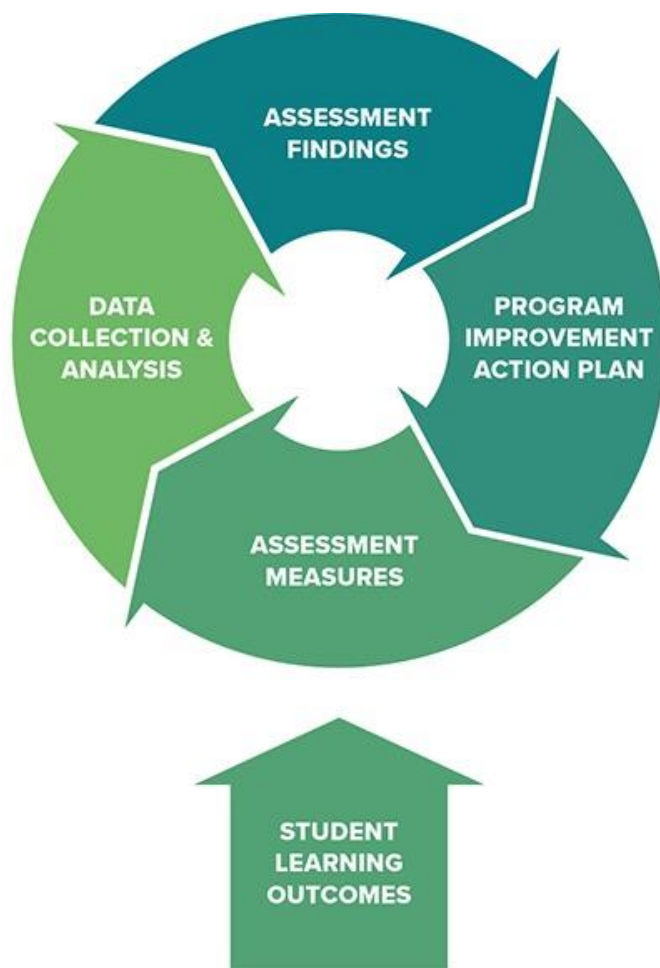


Figure 1: A faculty-driven process for learning-outcomes assessment and program improvement

The assessment of student learning is an important faculty-driven process that allows programs to make evidence-based changes in curriculum to improve student performance. Annually, all degree programs should be reporting and submitting their report of Learning Outcomes Assessment in Planning and Self-study. Include the pdf reports from Planning and Self-study for each annual cycle in your Self-Study Report appendices. Additionally, answer the following questions regarding your assessment processes:

Program Student Learning Outcomes

- a. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?
- b. Describe the extent to which students in the program have met these outcomes.

Curriculum Map

- c. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

Measures and Results

- d. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?
- e. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?
- f. 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.?

Participation in Assessment

- g. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

Action Items and Use of Results

- h. Summarize or highlight action items taken as a result of program's assessment results. How have the results driven improvement over the course of this cycle?

A summary of the unit's assessment efforts will be provided by UCATT and sent to the unit lead administrator prior to the site visit date. This summary will also be shared with the Provost, Associate Vice Provost for Academic Affairs, and deans for discussion during the final APR wrap-up session.

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>.

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 Programs - 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 syllabi of all courses contain learning outcomes and that multiple sections of the same course have the same learning outcomes. Also 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 evidence-based strategies that are used within each degree program, including:
 - Active engagement in the classroom
 - Use of high-impact curricular practices such as capstone courses and projects, collaborative assignments and projects, common intellectual experiences, including strands of diversity and global learning, use of portfolios or other reflective strategies, first-year seminars and experiences, research, internships, learning communities, service- or community-based learning, and writing-intensive courses.
 - Structured learning-assistant opportunities for students
 - Structured peer-mentoring programs
- e. Describe other teaching innovations.
- f. Discuss whether online courses are available for program requirements and whether you offer, or plan to offer any online graduate programs.
- g. Describe how departments ensure instructors are trained to use instructional technology for online instruction.
- h. What oversight is provided to ensure quality of online course design and to ensure that learning outcomes for online courses are equivalent to on-campus courses, if relevant?
- i. Comment on the adequacy of the resources available for graduate students to carry out their studies, e.g., office and lab space, supplies, travel, etc.
- j. 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.
- k. 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

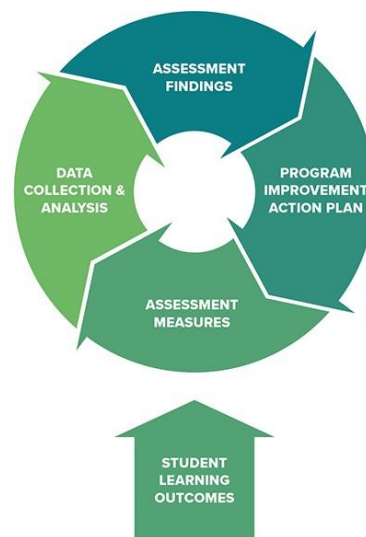
Horgan, Senior Consultant for Graduate Education (dhorgan@arizona.edu), for review and feedback.

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. Provide the number of students who have external or graduate college fellowships or scholarships.
- e. 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.
- f. Discuss the scholarly activities of your graduate students (being mindful of [FERPA](#)), such as conference presentations and publications.
- g. 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.
- h. 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 of student learning is an important faculty-driven process that allows programs to make evidence-based changes in curriculum to improve student performance. Annually, all degree programs should be reporting and submitting their report of Learning Outcomes Assessment in Planning and Self-study. Include the pdf reports from Planning and Self-study for each annual cycle in your Self-Study Report appendices. Additionally, answer the following questions regarding your assessment processes.



Program Student Learning Outcomes

- a. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?
- b. Describe the extent to which students in the program have met these outcomes.

Curriculum Map

- c. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

Measures and Results

- d. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?
- e. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?
- f. 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.?

Participation in Assessment

- g. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

Action Items and Use of Results

- h. Summarize or highlight action items taken as a result of program's assessment results. How have the results driven improvement over the course of this cycle?

A summary of the unit's assessment efforts will be provided by UCATT and sent to the unit lead administrator prior to the site visit date. This summary will also be shared with the Provost, Associate Vice Provost for Academic Affairs, and deans for discussion during the final APR wrap-up session.

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.
6. Medical Students: Describe, in general terms, the teaching activities performed by this clinical unit. Describe your department's role in the College and University in offering courses and one-on-one education for medical students. Who teaches these courses or students, and what is the evidence of instructional quality? How (with particular emphasis on "outcomes") is the quality of these courses and/or instruction assessed? Describe the process for planning and updating these courses.

7. Medical Student Learning Outcomes Assessment
 - a. PROGRAM LEARNING OUTCOMES: List *and number* the measurable learning outcomes for each program offered in the unit. We recommend a total of 4-5 learning outcomes.
 - b. ASSESSMENT PLAN (Activities or measures): List and briefly discuss the activities used to measure the expected 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. These can be included in an appendix of your Self-Study Report. Describe how faculty, staff, students and/or residents are involved in the development and implementation of the activities.
 - c. ASSESSMENT FINDINGS: Report and discuss the actual findings from program assessment activities. Examples of findings may include summaries of rubric scores, board scores, survey responses to targeted questions or narrative responses.
 - d. CHANGES MADE IN RESPONSE TO FINDINGS: Indicate how the assessment findings are used to: 1) improve learning, teaching and clinical training, 2) assist in strategic program planning, and 3) review, evaluate, and modify the curriculum in your programs.

SECTION J: CLINICAL RESIDENCY PROGRAMS

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

1. Overview:
 - a. Describe, in general terms, the residency program(s) offered by this unit. How does (do) the program(s) reflect the basic goals (Section B) of the academic and clinical programs? What changes have occurred in recent years, and what changes are contemplated for the future?
 - b. What evidence (resources, reputation, outcomes, or other criteria) is available concerning the quality of this unit's residency program(s)? How is this information used to strengthen the program(s)?
2. Curriculum, courses, clinical training and research activities:
 - a. What evidence is there of sufficient course offerings and balance among the various specialties? Are there opportunities for residents to do research? Is the clinical training broad enough and with sufficient depth to provide adequate clinical education? What plans are underway to modify the program(s) in the light of available information?
 - b. Do residents have adequate resources to carry out their training, e.g., office and lab space, travel, etc.? Is the workload appropriate and comparable to our peer institutions? What additional resources would be required to improve the quality of the program substantially?
3. Residents:
 - a. What mechanisms are used to recruit quality residents? Is the program competing well for top candidates? How does (do) the quality of residents in this (these) program(s) compare with quality in other similar programs? Has the quality changed over the last 7 years? Explain.

- b. What is the current gender and race/ethnicity composition of the department's residents? Describe the unit's plan for recruitment and retention of residents from underrepresented ethnic groups and the degree to which this plan has been realized. Describe steps taken to create a welcoming and supporting climate inclusive of diversity in the department.
 - c. Discuss the placements in academic institutions and private practice. How does this compare with seven years ago? How do they compare to other programs in this field? How do alumni of your program view their experience, and how are their views solicited? What program modifications do these views suggest?
4. Resident Learning Outcomes Assessment
- a. PROGRAM LEARNING OUTCOMES: List *and number* the measurable learning outcomes for each program offered in the unit. We recommend a total of 4-5 learning outcomes.
 - b. ASSESSMENT PLAN (Activities or measures): List and briefly discuss the activities used to measure the expected 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. These can be included in an appendix of your Self-Study Report. Describe how faculty, staff, students and/or residents are involved in the development and implementation of the activities.
 - c. ASSESSMENT FINDINGS: Report and discuss the actual findings from program assessment activities. Examples of findings may include summaries of rubric scores, board scores, survey responses to targeted questions or narrative responses.
 - d. CHANGES MADE IN RESPONSE TO FINDINGS: Indicate how the assessment findings are used to: 1) improve learning, teaching and clinical training, 2) assist in strategic program planning, and 3) review, evaluate, and modify the curriculum in your programs.

SECTION K: 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 needs of Arizona.

SECTION L: 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. Describe the nature of those efforts and an assessment of successes and challenges.

SECTION M: SPECIAL CONSIDERATIONS: THRESHOLD FOR DEFINING PRODUCTIVE PROGRAMS

This section is for units with degree 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 ABOR 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 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 Reviewer Bio

A reviewer bio needs to be created for each potential reviewer. Submit the bios to the dean's office for endorsement and then to the Associate Vice Provost for Academic Affairs for selection.

Nominee Category [Internal or External]

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@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 Reviewers

The Associate Vice Provost for Academic Affairs will send similar letters to each of the five 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.



ACADEMIC AFFAIRS
Administration Building 501
PO Box 210066
Tucson, Arizona 85721-0066

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

January 18, 2024

Jane Doe
Director and Professor
Department of Earth System Science
University of California, Irvine
Irvine, CA 92697

Subject: University of Arizona Academic Program Review of Environmental Science

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 serve as chair of the Academic Program Review (APR) team for the Department of Environmental Science. I understand that arrangements are being made for the site visit to occur on April 8-9, 2024.

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 three experts from outside the institution and two University of Arizona faculty members from related units.

Your role, in collaboration with your fellow team members, will be to thoroughly evaluate 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 our website at <https://academicaffairs.arizona.edu/apr>. The department 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 kats@arizona.edu or (520) 626-4099, or you may contact me directly at mlbrown@arizona.edu.

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

Sincerely,

A handwritten signature in blue ink that reads 'Meg Lota Brown'.

Meg Lota Brown, Ph.D.
Associate Vice Provost for Academic Affairs

cc: Shane Burgess, Charles-Sander Dean, College of Agriculture, Life and Environmental Sciences

APPENDIX F: Sample Schedules for Academic and Clinical Units

Date of Day 1

Example Site Visit Schedule for Academic Unit

Time	Activity	Location
7:XX am	Explain how 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 <ul style="list-style-type: none"> • Name, Title • Name, Title... 	
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 <ul style="list-style-type: none"> • Name, Unit • Name, Unit... 	
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. Avoid crowded, loud venues.]	

**Tenure-Eligible Assistant Professors and Tenured Faculty cannot have the same meeting time; likewise, Career-track faculty should also have their own 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	
10:15-11:00 am	Meet with chairs of undergraduate or graduate programs <ul style="list-style-type: none"> • Name, Title • Name, Title... 	
11:00-12:00 am	Flexible meeting time; use as needed	
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-x:XX pm	Work on Drafting the Report	
6:00 pm	Working Dinner for Reviewers Only [Include Dinner information; Avoid crowded, loud venues.]	

***Travel time must be included when changing locations. Identify who will escort the committee.*

Date of Day 1**Example Site Visit Schedule for College of Medicine Clinical Unit**

Time	Activity	Location
7:XX am	Explain how 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 College of Medicine Dean & Associate/Vice Dean, Faculty Affairs	
9:00-9:30 am	Meet with Self-Study Committee <ul style="list-style-type: none"> • Name, Title • Name, Title... 	
9:30-9:45 am	Break	
9:45-10:45 am	*Meet with Tenure-Eligible Assistant Professors	
10:45-11:45 am	Meet with Residents	
11:45-1:00 pm	Lunch with Department Head/Chair	
1:00-2:00 pm	*Meet with Career Track Faculty	
2:00-3:00 pm	*Meet with Tenured Faculty Members	
3:00-4:00 pm	Meet with Other Department Heads/Chairs in the College of Medicine <ul style="list-style-type: none"> • Name, Unit • Name, Unit... 	
4:00-5:00 pm	Meet with Clinical Faculty	
6:00 pm	Dinner Off-Campus for Reviewers Only [Explain how the reviewers will get to the restaurant. State reservation information. Avoid crowded, loud venues.]	

** Tenure-Eligible Assistant Professors and Tenured Faculty cannot have the same meeting time; likewise, Career-track faculty should also have their own meeting time.*

Date of Day 2

Time	Activity	Location
7:XX am	Explain how reviewers will travel from the hotel to the first meeting.	
8:00-9:00 am	Meet with Staff	
9:00-10:00 am	Meet with Medical Students in 3 rd /4 th year	
10:00-10:15 am	Break	
10:15-10:45 am	Meet with Banner Administration [Include Names, Titles]	
10:45-11:45 Am	Meet with Directors of Departmental Divisions, Residency Programs, Research Fellows, or Other Campus Individuals	
11:45-1:00 pm	Working Lunch for Reviewers Only	
1:00-1:30 pm	Meet with Deputy Dean, Finance & Business Affairs [COM-T Only]	
1:30-2:00 pm	Break	
2:00-3:00 pm	Meet with College of Medicine Dean & Associate/Vice Dean	
3:00-4:00 pm	Exit Meeting with Sr. Vice President for Academic Affairs and Provost, Assoc. Vice Provost for Academic Affairs, & Sr. VP for Health Sciences	
4:00-x:XX pm	Work on Drafting the Report	
6:00 pm	Working Dinner for Reviewers Only [include Dinner information. Avoid crowded, loud venues.]	

The following instructions for submitting the review report, contact information for the department head or coordinator, and integrity statement should be included at the end of the site visit schedule.

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.

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

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

To maintain the integrity of program reviews, faculty, staff, and students within the unit being reviewed should refrain from attending social events with reviewers during the review period in order for the reviewers to stay objective and prevent any real or perceived conflicts of interest.

APPENDIX G: Rubric for Evaluating Departmental Teaching Quality

FROM FINAL REPORT OF THE TASK FORCE ON TEACHING QUALITY

University of Arizona, January 5, 2015

<https://academicaffairs.arizona.edu/sites/default/files/2024-02/final-report-task-force-teaching-quality.pdf>

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	Some <i>possible</i> types of evidence are suggested for each criterion; these are suggestions, not requirements, and this is not a comprehensive list of possible types of evidence.
			<p>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.</p> <ul style="list-style-type: none"> Evidence: Provide a teaching-quality rubric or other documentation of expectations for high-quality teaching.
			<p>Support for Teaching Development: A department is EXEMPLARY for this criterion if it has in place standard processes for encouraging professional development in support of 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.</p> <ul style="list-style-type: none"> Evidence: Provide data on faculty participation in teaching-improvement professional-development opportunities (e.g., training completion data from EDGE Learning or LinkedIn Learning; participation in campus or disciplinary teaching workshops or institutes). Evidence: Enumerate teaching awards won by departmental faculty members. Evidence: Enumerate faculty participation and/or leadership in teaching-focused scholarly projects either internally (CUES, Provost's Investment Fund, etc.) or externally (state/federal agencies, private foundations). Evidence: Enumerate faculty participation in ongoing teaching-focused innovation on campus (i.e., participation in General-Education refresh, participation in Instructional Teams, participation in Faculty Learning Communities, etc.)
			<p>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.</p> <ul style="list-style-type: none"> Evidence: Document teaching-evaluation guidelines or rubrics, including the kinds of evidence required for review of teaching.
			<p>Applying Findings to Teaching Improvements: A department is EXEMPLARY for this criterion if it has an ongoing process that includes steps in which peer observation, student feedback, and other evidence of teaching quality are reviewed and incorporated into department plans for improvement of both programmatic and individual goals. All steps of this application phase are linked to the department's established set of expectations for teaching quality.</p> <ul style="list-style-type: none"> Evidence: Document process and recent actions where teaching evaluation resulted in changes to individual courses or programmatic changes.

APPENDIX H: Rubric for Student Learning Outcomes Assessment

The UArizona Council for Assessment is currently working to develop a new rubric for Student Learning Outcomes Assessment. In the meantime, units can view the checklist for Academic Program Assessment for Student Learning below.

Program Name:

Assessment Practices	Yes	Some- times	No
Program Information			
The program's core goals are articulated in a mission statement.			
<i>Comments:</i>			
The program's mission is reflected in the learning outcomes.			
<i>Comments:</i>			
Program learning outcomes are measurable.			
<i>Comments:</i>			
Program learning outcomes clearly articulate what students should be able to do or know (demonstrate knowledge, apply knowledge) upon the completion of the program, e.g., Can complete the stem: "Graduates of the program will be able to..."			
<i>Comments:</i>			
Undergraduate program learning outcomes are aligned with the Institutional learning outcomes.			
<i>Comments:</i>			
Curriculum			
The curriculum map connects learning outcomes to the required program curriculum.			
<i>Comments:</i>			
The curriculum map indicates the points in the curriculum where learning outcomes are introduced to the students, reinforced, mastered, and assessed.			
<i>Comments:</i>			
Plans			
The program has a realistic schedule or timeline to collect learning outcome data.			
<i>Comments:</i>			
The program uses appropriate tools or instruments to collect data on direct measures of student learning for each outcome.			
<i>Comments:</i>			

The program uses appropriate tools or instruments to collect data on indirect measures of student learning for each outcome.			
<i>Comments:</i>			
The program sets realistic targets or benchmarks for each measure of student learning.			
<i>Comments:</i>			
For each outcome being measured, the program gathers actionable evidence and reports this evidence as results for each measure.			
<i>Comments:</i>			
The program analyzes the results for each measure.			
<i>Comments:</i>			
Assessment results are used at the program level to develop an appropriate action plan(s).			
<i>Comments:</i>			
Action plans are explained in detail.			
<i>Comments:</i>			
Action plans have an appropriate timeline for implementation.			
<i>Comments:</i>			
Process – will not be evaluated in the current cycle but will be incorporated in the new rubric moving forward.			
The program’s assessment processes are transparent, including roles and responsibilities.			
Faculty work together to develop benchmarks.			
Faculty work together to develop scoring tools to assess student achievement.			
The program faculty allocates time to analyze and discuss results, and to reflect on ways to improve student learning and achievement.			
The program has a process for communicating essential elements of the assessment plan to students.			
Overall Comments			
The University of Arizona, Center for Assessment, Teaching and Technology (2023)			

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) within 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, addressing appropriate topics for the following criteria:

- **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 consist of 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.

The information on this page is also available online at: <https://academicaffairs.arizona.edu/apr/charge-reviewers>