academic program reviews

policies and procedures

University Program Review/
Accreditation Office
(UPRA)

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Introduction

Purpose and Guiding Principles

The Arizona Board of Regents (2-208) requires Academic Program Reviews at least once every seven years. Periodic program reviews provide a mechanism for faculty to evaluate the effectiveness, progress, and status of their academic programs on a continuous basis. At ASU, the Executive Director for Institutional Accreditation and Academic Program Review serves as the University Program Review and Accreditation (UPRA) Officer and is responsible for oversight of program reviews. The Office of the University Provost oversees the Academic Program Review process. Academic Program Review (APR) covers all program inventory of an academic unit including undergraduate and graduate programs as well as other curricular offerings such as certificates.

The APR process is intended to provide a comprehensive assessment of the current status of an academic unit based on its programs, activities, and achievements since its last program review while also providing the unit the opportunity to think strategically regarding its program offerings and its future direction. Through preparation of the self-study report, the unit under review provides comparisons with its peers, identifies strengths and weaknesses in its curriculum and instruction; assesses student quality and educational (learning) outcomes; provides an account of faculty contributions in teaching, research/creative activities, and service; assesses resource availability and needs; and summarizes special features or services provided by the unit. Finally, and perhaps most importantly, the APR process and preparation of the self-study report should allow the unit, in conjunction with the university, to plan how to build on existing strengths, maximize opportunities for growth, and solve current problems.

The APR process allows the unit to evaluate thoroughly and candidly:

- The mission and goals of the program and its relation to those of the university.

- Its future direction and strategic initiatives.

- The reputation of the program among peers in the discipline.

- The educational objectives, curriculum, and student learning outcomes of undergraduate and graduate programs.

- The quality of teaching and retention and graduation rates for undergraduate and graduate students.

- The quality and diversity of faculty and staff and their contributions to program mission and goals.

- Resources (e.g., laboratories, physical facilities).

- Readiness for accreditation, if appropriate.

The APR process should provide a candid assessment of program strengths and weaknesses and should result in program improvement. To this end, the academic unit under review is asked to address all of the data points that are available at the Academic Program Profile data site (https://app.vpaa.asu.edu/) for a systematic evaluation of all of its program offerings. The format of the self-study report is intended to be data driven, reflective, and assessment-based rather than narrative-based. The document should offer a descriptive analysis of all of the curricular offerings of the unit, the scholarly/research accomplishments of program faculty, and the future plans of the unit for its programs. The guiding principles for the APR process include:

- The process should be broadly participatory involving faculty, students, staff administrators, and relevant community constituents.

- The APR should provide a framework for excellence; an opportunity to explore, enhance, and integrate student learning and faculty teaching, service and scholarly efforts into the unit's mission and goals.

- The process should facilitate short-term and long-term strategic planning in areas such as curricular development, resource allocation (e.g., financial, physical), faculty/staff hiring/workload and research foci.

- The APR provides opportunity for the university to account for its use of public resources and facilitate support among its various constituencies.

The sections that follow are divided into two parts. The first part is Program Review Procedures and includes instructions to units preparing for the APR process and the preparation of the self-study report. The second part provides Instructions to Site Visitors. Those directly responsible for the APR process should familiarize themselves with both parts along with the related appendices. At the end of the document you will find a checklist that specifies exactly what needs to be done and who is responsible for completion of each step.

Program Review Procedures

The Academic Program Review consists of four phases; the Preparatory Phase, the Development and Preparation of the Self-Study Report, the Site Visit and Site Visit Report, and the Unit Response Report and Wrap-Up Phase.

Phase I. Preparatory Phase

A. Notification

In advance of the review, the UPRA Officer will notify the head of the academic unit and the academic dean that a review has been scheduled.

B. Appointment of the Self-Study Committee

Following notification of the upcoming review, the head of the academic unit should forward committee nominations, including the name of the committee chair (the committee should not exceed six faculty members) to the APR Office (along with the academic dean's written approval – which may be by email). In general, this committee should consist of a representative group of faculty from the unit under review. The self-study committee will be responsible for organizing and conducting the review process and for preparing the self-study report.

C. Meet with Academic Dean

Once a committee is appointed, the academic unit chair and self-study committee are encouraged to meet with their academic dean to discuss any requests for specific information/issues that the dean would like included in the self-study. Such information should be addressed in the "Unit Response to Supervisory Dean" section of the self-study report.

D. Unit Meetings with University Program Review Staff

Prior to the commencement of work on the self-study, each unit will participate in an orientation meeting with the Executive Director for Institutional Accreditation and Academic Program Review, and the Associate Director who will work with the unit on the APR and the self-study process. The orientation meeting with the self-study committee of the unit under review will be held to provide an overview of the process of preparing the self-study report, discuss the required format of the self-study report, relevant university data, reimbursement by the unit to the site visitors, the amount of honorarium to be offered, and to provide other general direction.

Questions regarding the assessment of the curricular offerings and student learning outcomes can be directed to the University Office of Evaluation and Educational Effectiveness (UOEEE).

E. Nomination of Site Visitors

(Please refer to appendices A2 and A3)

Using the Site Visitor Nomination Template (Appendix A3), the head of the academic unit under review, in consultation with appropriate departmental committee and faculty, should submit a list of names and qualifications of nine potential site visitors, including six names of discipline-based faculty and three local professional and/or disciplinary area community members who are also, preferably, recent graduates of the program under review. The academic dean's written approval should accompany the list or follow by email. It is essential that units describe in some detail the nominees' areas of expertise, credentials, and prior professional relationship to the unit. Please include complete contact information on the nomination form, including their physical mailing address, their email address, and website, if relevant. The site visit is always scheduled for one or two full day(s). See Appendix A2 for examples.

F. Site Visitor Selection

Based on academic expertise and professional experience, three site visitors are selected by the UPRA Office (two faculty members, and one community member, preferably a recent graduate). **All initial communication with site visitors should originate from the UPRA Office**. Once the site visitors have accepted the invitation to serve on the APR site visit team, the unit under review will provide them with the necessary paperwork for reimbursement of their expenses, make hotel reservations for the non-local site visitors, request a copy of travel itineraries, and send them a confirmation using the appropriate Site Visitor Logistics Template (see Appendix A10).

Phase II. Self-Study Report: Development and Preparation

A. Document Preparation

The self-study report is an interpretive document that uses data to assess current program status and future directions (please refer to Appendix A1: Academic Program Review Self-Study Report Template for a detailed description of the self-study document). The university provides a standard Academic Program Profile (APP) dataset to the units. This dataset is tightly integrated into the template for the self-study document. Data should be analyzed and discussed in relation to a unit's mission and goals. Although the report is compiled and written by the self-study committee, the unit head is responsible for the content, accuracy, and completeness of the work and should actively oversee the report preparation.

B. Document Distribution

The academic dean should be given the opportunity to review and approve in writing the self-study report and executive summary (see Appendix A9), before it is forwarded to the Executive Director and Associate Director for Institutional Accreditation and Academic Program Review who will review it further for content, completeness, and accuracy. When necessary, suggested changes/improvements will be returned to the self-study committee for revision. The document will be distributed to site visitors when the unit, the UPRA Officer, and academic dean all agree that the document is of sufficient quality.

C. Submission of Self-Study

The completed self-study report should be submitted electronically to the UPRA Office along with the written approval of the academic dean (which may be by an accompanying email).

Phase III. The Site Visit and Site Visit Report

A. Site Visit

During a site visit with specific parameters (see Appendix A4: Information Regarding Site Visit Arrangements and Appendix A5: Sample Site Visit Activities and Interviews), the site visit team will analyze the self-study report document, collect additional relevant information, meet with appropriate faculty, administrators, student and community groups, and prepare a report identifying program strengths, concerns, and recommendations. Entry and exit meeting times are set by the UPRA Office. The unit under review determines the rest of the meetings for the visit, makes all arrangements for the meetings (including update of participants' calendars), and provides the UPRA Office a site visit schedule along with academic dean written approval of the schedule.

B. Site Visit Report

Once the site visit is complete, the site visitors will be asked to submit a site visit report within three to four weeks of their visit. The site visit team is also asked to provide an assessment of the future direction and strategic initiatives of the unit as they relate to the unit's mission and vision for its programs. The site visit

report is submitted electronically to the **UPRA Office** for review and appropriate distribution. The site visit report should be accompanied by a signature page executed by each visitor indicating their concurrence or disagreement with the report. Once the final site visit report is received, the unit under review will reimburse the visitors for their expenses and pay the agreed-upon honorarium.

Phase IV. Unit Response Report and Wrap-Up Phase (Appendix A6)

Once the site visit report is received, it will be reviewed and shared with head of the academic unit under review, and the academic dean.

A. Unit's Response Report to the Site Visit Report

The head of the academic unit, along with the dean, should review and discuss the site visit report with the faculty and prepare a unit response report that addresses the program concerns and recommendations (e.g., program strengths and deficiencies, faculty and student quality, resource needs, future plans, strategic initiatives, etc.).

This unit response report should be submitted to the academic dean (for written approval) and submission to the UPRA Office by the date specified (usually eight weeks after receipt of the site visit report). The unit response report will be shared with university officials as appropriate.

B. Wrap-Up Phase

The wrap-up phase will include an assessment of the site visit team's findings and the unit's response by university officials. This phase may also include a meeting of the unit head, the UPRA Officer and the academic dean, if there are concerns or if further clarification is deemed necessary before the final wrap-up of the APR.

C. Report to the Provost

The dean will prepare a summary for the Provost describing important information about the review. This should be a focused statement about the value derived from the review, any issues that arose, and, in specific bulleted points, the report should include recommendations from the external reviewers alongside the academic dean and unit head's response to each. After meeting with the Provost, the academic dean will report back to the unit under review in writing to include guidance for the direction he or she wishes the unit to proceed in the future.

D. Permanent Record of the Program Review

The self-study report, site visit report, report to the provost, dean's report to the unit on future direction, and unit response report will be considered the permanent record of the APR process and stored electronically with the UPRA Officer. A summary report prepared by the UPRA Officer will be forwarded to the Arizona Board of Regents.

Instructions to Site Visitors

Academic Program Reviews (APR) serve many purposes, the most important of which is to provide information to academic units and the university on ways to capitalize on the strengths or improve existing programs and to identify opportunities for future development. The site visit team plays an important evaluative role in the process by providing objectivity and helping the unit and university determine where the program fits within the discipline at regional, national, and international levels. **One of the site visitors should take the lead in drafting the report**, but all are full participants and contributors to the report. We urge site visitors to familiarize themselves with Part I of this document as well as the APR template in Appendix A1 that provides program review guidelines. The following information describes specific site visitor functions, responsibilities and suggestions for maximizing the effectiveness and outcome of the site visit and site visit report. Site visitors will be granted (upon provision of the required identification information) ASU Courtesy Affiliate access and space on the ASU Dropbox for Education server to collaborate on producing the final site visit report.

Out-of-Town Visitors and Local Community Member/Recent Graduate Arrangements

The unit under review will reimburse any appropriate site visit expenses (as delineated in Appendix A4, Information Regarding Site Visit Arrangements) and an honorarium for each of the out-of-town site visitors and the local community member/recent graduate.

Site Visit Overview

Prior to the site visit, the UPRA Office will send electronic copies of the self-study report, and a site visit schedule (provided by the Unit under review) to the site visit team. The documents will also be posted to the Dropbox site. Site visitors will, in turn, provide a current CV to the UPRA Office to be shared with participants in the APR.

During the site visit, the site visitors meet with faculty, students, alumni, community representatives, and unit administrators. Interviews are also scheduled with various university administrators (e.g., academic dean, Provost's Office, when applicable). In addition, the site visitors also tour the university and examine special facilities and other resources relevant to the unit. The site visit begins and ends with entry and exit meetings including the Executive Director (UPRA Officer), the academic dean of the unit under review, and the Associate Director for Institutional Accreditation and Academic Program Review.

Within three to four weeks after the site visit, the site visitors submit **to the UPRA Office** a site visit report that summarizes program evaluations and recommendations (see below). The UPRA Office will distribute copies to the head of the academic unit, the academic dean, and the Provost's office or designee. Once the site visit report has been submitted, site visitors will receive their expense reimbursements and honorarium from the unit under review.

Guidelines for Preparing the Site Visit Report

There is not a specific format requirement for the site visit report. The contents and length vary depending on the nature and size of the program under review. Although we ask that the report address each of the substantive areas described below, other program dimensions important to program quality and future development may also be addressed.

1. Mission and Goals

   - Are the mission and goals adequately addressed, do they seem appropriate given the university mission, and are there on-going mechanisms in place within the unit to evaluate the currency and relevance of those goals?

   - Assess the contribution of the unit in advancing the state of the discipline/ profession and the program's position relative to peer institutions.

2. Strategic Initiatives and Future Direction of the Unit

   - Please provide an assessment of the strategic initiatives identified by the unit and the future direction of the program as articulated in the self-study report — the state of the discipline, emerging areas in the national scene, peer institutions and aspirational peers as identified by the unit should be taken into consideration as this assessment is done.

3. Learning Objectives and Curricular Effectiveness

   - Does the unit have a clear understanding of curricular content and sequence? Are there appropriate learning objectives and outcome measures?

   - Based on your knowledge and/or understanding of the discipline, is the undergraduate and graduate curriculum current and does it provide adequate training/education for graduates of the program?

   - Are areas of program emphases (e.g., concentrations, certificates, tracks) appropriate in view of available resources (human and physical), and do they address community, regional, or national needs? If not, what would the site visit team recommend?

   - Does the academic unit have adequate processes in place to evaluate the effectiveness of their undergraduate and graduate programs (i.e., outcome measures)?

4. Student Recruitment, Retention and Placement

   - Are there unit processes in place to insure quality recruitment and retention practices? In what ways does the unit address student retention? Is the diversity of the student population appropriate or should efforts be undertaken to further diversify the program?

   - Assess the depth and quality of efforts by the unit to retain students and foster graduation rates, reduce the time to degree and increase faculty involvement with undergraduate and graduate students in both teaching and research.

   - Is there adequate attention placed on career advisement, development, and placement for both undergraduates and graduates?

5. Faculty and Staff Quality

   - How does the level of faculty research/scholarly activity compare with peer institutions? Are external funding levels appropriate? Please note any exceptional faculty contributions to the mission of the unit and university.

   - Is the faculty research/scholarly agenda appropriately integrated into student learning? Are there missed opportunities that should be considered?

   - Assess the level and suitability of faculty diversity.

6. Resource Utilization

- Does the unit make appropriate use of existing resources including physical (e.g., lab, office space), educational (e.g., university instructional, advising), and internal fiscal resources?

7. Community Engagement

- Assess the level of engagement and impact with community professionals/constituents. If improvement is necessary, what steps might the unit take to foster stronger relationships?

8. Other Considerations

- New curricular initiatives. If the unit has proposed, or plans to propose, a new program (e.g., degrees, certificates), please evaluate the potential for quality, success, faculty workload responsibility, resource adequacy, and quality of student recruitment and placement.

9. Conclusions and Recommendations

- What do you consider to be the major strengths of the program?

- What areas need greatest improvement? What do you consider to be the major limiting factors for future growth and development of the unit? What opportunities exist for future development?

- Once all members of the site visit team have reviewed and concurred with the contents of the report it, along with signature pages, should be sent electronically to apr@asu.edu or by mail to:

<center>University Program Review and Accreditation Office
Executive Director for Institutional Accreditation and Academic Program Review
Office of the University Provost
Arizona State University
PO Box 877805
Tempe, AZ 85287-7805</center>

Each site visit team member should also sign and forward the signature page for site visitors (see Appendix A7 for template). Once the **Site Visit Report and signature pages** have been received by the UPRA office, notice will be given to the unit to reimburse site visitor expenses and honorariums.

Academic Program Review Self-Study Report
Arizona State University

Academic Year:
Unit Name:
Director:
College Name:
Dean:

I. Overview

Provide a written overview of the unit mission and strategic directions. Include a brief summary outlining strengths of the unit (e.g. faculty, program offerings, collaborative programs), and any programmatic challenges that might exist.

Table 1: Overview Data Summary of the Unit

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Undergraduate Headcount – Degree Seeking (Fall)[1]							
Undergraduate Headcount – All[2]							
Master's Headcount (Fall)							
Doctoral Headcount (Fall)							
# of Undergrad Degrees awarded							
# of Master's Degrees awarded							
# of Doctoral Degrees awarded							
Tenured/Tenure Track (T/TT) faculty Headcount							
Total degrees awarded per T/TT Faculty Headcount							
Total Student FTE							

II. Mission and Strategic Directions

Describe unit's mission statement and vision/strategic directions. Include a discussion of the academic unit's major strengths and areas of prominence in teaching, scholarship, and service in community, national, and international arenas.

III. Peer and Aspirational Peer Comparisons

Table 2: Summary of Comparisons of Your School/Department at ASU and Your Peer/Aspirational Peer Institutions – Fall 2011

Institution	Undergrad Headcount (Degr-Seek)	Graduate Headcount (Degr-Seek)	Tenure Track Faculty[3]	Total Faculty (FTE)[1,3]	Staff FTE[2,3]	External Funding ($)	Other data	Rank (if available)
ASU								
Median								
ASU's rank								

[1] Faculty includes all tenure/tenure track, lecturers, as well as clinical faculty and instructors based on state funding.
[2] Administrative and technical support staff based on state funding.

Discuss/analyze unit's ranking relative to peers/aspirational peers including metrics when available. (Please use data provided by the Office of Institutional Analysis and other disciplinary sources as well as your peer data listed above.)

IV. Undergraduate Education

Please include a table listing the titles of all undergraduate degrees offered by the unit as it appears in the online Academic Catalog. Concentrations and minors should also be listed. A brief description of each program including the general university requirements, the college requirements and the requirements for the major must be provided. Please reference the sample programs of study that are enclosed in the appendix.

Table 3A: Current Undergraduate Degree Programs Offered by Unit

Please expand as needed.

		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Headcount (Fall)							
	Sr. headcount (Fall)							
	Degrees Awarded[1]							
	Graduation Ratio[2]							
	Headcount (Fall)							
	Sr. headcount (Fall)							
	Degrees Awarded[1]							
	Graduation Ratio[2]							
	Headcount (Fall)							
	Sr. headcount (Fall)							
	Degrees Awarded[1]							
	Graduation Ratio[2]							

[1] Total degrees awarded for academic year (summer, fall and spring semesters)
[2] Percentage of degrees awarded/senior headcount

Table 3B: Headcount of Students Concurrently Enrolled in Majors or Undergraduate Certificates in the Unit

Please expand as needed.

Undergraduate Degrees or Certificates		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Fall Enrollment (headcount)							
	Fall Enrollment (headcount)							
	Fall Enrollment (headcount)							
	Fall Enrollment (headcount)							
	Fall Enrollment (headcount)							
	Fall Enrollment (headcount)							
	Fall Enrollment (headcount)							

Table 4 (A/B) Other Curricular Initiatives

A. Service Course contributions	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Lower Division Undergrad Student FTE[1]							
Upper Division Undergrad Student FTE[1]							

[1] Compare student FTE with headcount of undergraduate majors to discuss teaching service to the university.

Please expand as needed.

B. Other Curricular Offerings[1]		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Headcount							
	# awarded							

Program Analysis

1. Assess the patterns of enrollment in degrees and certificate programs noting areas for growth, disestablishment, currency (e.g., size, viability of program). Please provide sample programs of study in Appendix A.

2. Assess graduation rates for each program and strategies for improvement. What is the undergraduate four-year and six-year graduation rate? What is the retention status from freshmen to sophomore, from sophomore to junior and junior to senior?

3. List any new degrees, minors, concentrations and/or certificates that you plan to launch in the next two years.

4. Discuss service course load and other curricular offerings relative to other programmatic directions (e.g., quality, viability). (See table 4 A/B)

5. Discuss the quality of undergraduate education in this program?

6. What is the diversity of the student body?

7. How do you determine that the content of the degree program is rigorous? Are there disciplinary or professional standards? Do you review other curricula? Do you have an undergraduate capstone course and does it require some synthesis of knowledge from the undergraduate degree experience? Do you use a portfolio to assess students?

8. What innovations have been incorporated into the teaching activities in the department or school?

9. How is technology used to augment and enhance learning for students in face-to-face programs?

10. If online degree programs are offered, how is that program assessed and how do the graduates perform compared to those in the face-to-face program?

Table 5: Undergraduate Student Profile

		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	College 2015-16
Total Undergrad headcount (Fall)[1]									
% women									
% Ethnicity	**American Indian**								
	Asian American								
	Pacific Islander[6]								
	African American								
	Hispanic								
	2 or More Races[6]								
	White								
	Unknown								
% Minority total									
% International									
% returning freshman to univ.[2]									
% returning freshman to dept[3]									
Total Degrees awarded[4]									

[2] Percentage of first-time, full-time freshmen who returned to the university for a second year.
[3] Percentage of first-time, full-time freshmen who returned to the department for a second year.

Table 6: Graduation Rates of First-time, Full-time Freshman Entering Cohort (Percentage Graduating by most recent fall semester)

Cohort	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Headcount of First-time, Full-time Freshman Entering Cohort							
Dept. graduation rate[1]							
ASU graduation rate[1]							

[1] Percentage of first-time, full-time freshman cohort who graduated by most recent fall semester

Student Learning Outcomes Assessment

1. Provide a summary of the findings included in the Annual Learning Outcomes Assessment Report filed with the University Office of Evaluation and Educational Effectiveness (UOEEE) since the last program review.

2. The UPRA Office strongly encourages each academic unit to maintain ongoing communication with the UOEEE who can assist faculty in developing student learning outcomes and assessment plans. The contact number for UOEEE is 480-965-9291 or through email at uoeee@asu.edu.

Satisfactory Progress Policy

Please provide the Satisfactory Progress Policy for your undergraduate students.

Undergraduate Student Satisfaction Survey

Percent of graduating seniors who say experiences at ASU contributed 'very much' or 'quite a bit' to knowledge, skills, and personal development in the following areas

Table 7: Undergraduate Student Satisfaction Survey[1]

Student Satisfaction Item	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	College 2015-16
Speaking clearly and effectively								
Using computing and IT								
Writing clearly and effectively								
Acquiring work-related knowledge and skills								
Overall academic experience in major								
Concern of faculty for individual students								
College/Department advising on courses and requirements								
Availability of required courses								

[1] From Graduating Senior Report Card

Undergraduate Student Satisfaction Survey Analysis

Identify and discuss areas for improvement.

Strategic Undergraduate Directions

Please discuss future directions/strategic initiatives of your undergraduate program(s).

V. Graduate Education

Please include in the table below a listing of the titles of all graduate degrees offered by the unit as it appears in the Online Academic Catalog.

Table 8A: Current Graduate Degree Programs Offered by Unit

Please expand as needed.

	Graduate Degrees	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Fall Enrollment (headcount)							
	Degrees Awarded[1,2]							
	Fall Enrollment (headcount)							
	Degrees Awarded[1,2]							

[1]Total degrees awarded for the academic year beginning in the summer followed by fall and spring semesters.

Table 8B: Headcount of Students Concurrently Enrolled in Majors or Graduate Certificates in the Unit

Please expand as needed.

	Graduate Degrees or Certificates	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Fall Enrollment (headcount)							

[1] Total certificates awarded for the academic year beginning in the summer followed by fall and spring semesters.

Table 9: Graduate Student FTE and Other Graduate Curricular Offerings

Please expand as needed.

	Graduate FTE and Other Curricular Offerings	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Graduate student FTE							

A brief description of each program including the core requirements, the concentrations offered, and the culminating experience requirements for the major must be provided.

Satisfactory Progress Policy

Please provide the Satisfactory Progress Policy for your graduate students.

Graduate Student Profiles

Table 10: Master's Student Admissions and Profile

Master's programs		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	College 15-16
Number of Applicants									
Number of Admissions									
Number of New Students Enrolled									
Selectivity[1]									
Yield[2]									
Average GRE	Verbal								
	Quantitative								
Headcount (Fall)									
% women									
% Ethnicity	American Indian								
	Asian American								
	Pacific Islander[4]								
	African American								
	Hispanic								
	2 or More Races[4]								
	White								
	Unknown								
% Minority total									
% International									
Degrees awarded[3]									

[1] Selectivity = % of (# admitted students / # applied students)
[2] Yield = % of (# enrolled students / # admitted students)
[3] Total degrees awarded for the academic year beginning in the summer and includes fall and spring semester
[4] New Federal reporting categories for ethnicity are in effect beginning in fall 2010.

Master's Student Analysis

1. Assess the enrollment patterns and diversity of the graduate student profile (e.g., minority students, gender, international students and part-time and full-time students).

2. Assess the quality of the master's student population with areas of strength and areas for improvement.

Table 11: Doctoral Student Admissions and Profile

Doctoral Programs		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	College 2015-16
Number of Applicants									
Number of Admissions									
Number of New Students Enrolled									
Selectivity[1]									
Yield[2]									
Average GRE	Verbal								
	Quantitative								
Headcount (Fall)									
% women									
% Ethnicity	American Indian								
	Asian American								
	Pacific Islander[4]								
	African American								
	Hispanic								
	2 or More Races[4]								
	White								
	Unknown								
% Minority total									
% International									
Degrees awarded[3]									

[1] Selectivity = % of (# admitted students / # applied students)
[2] Yield = % of (# enrolled students / # admitted students)
[3] Total degrees awarded for the academic year beginning in the summer and includes fall and spring semester
[4] New Federal reporting categories for ethnicity are in effect beginning in fall 2010.

The following section is adopted from the Assessment of the Illinois Doctoral Experience, Published online under Graduate College at Illinois (http://www.grad.illinois.edu)

Doctoral Student Analysis

1. Assess the admissions and enrollment patterns and diversity of the graduate student profile (e.g., minority students, gender, international students and part-time and full-time students).

2. Assess the quality of the doctoral student population and areas for improvement.

3. Assess the graduation rates relative to size of student population.

4. Assess placement of graduate students (intended placement relative to actual placement in faculty positions, etc.).

5. **Program size**
   a. What factors affect the target number you set for new admissions each year? (Include the top four in your narrative)
      ☐ Faculty availability and desire to mentor doctoral students
      ☐ Job placement prospects for new doctorates in your field
      ☐ TA staffing needs for undergraduate courses
      ☐ Faculty demand for research assistants
      ☐ Availability of seats in graduate class
      ☐ Availability of assistantship or fellowship stipend support
      ☐ Quality of applicant pool
      ☐ Other (please explain)

   b. Considering doctoral student/faculty ratio and post-graduation job openings, what should be the ideal size of your program? What factors cause you to have enrollment under/over that number?

6. **Program Structure**
   a. Does your program offer an orientation for new doctoral students? Please outline the goals and process.
   b. Does your program have a departmental graduate handbook? Where is it located? How often is it updated? Are archived copies available?
   c. What are the key milestones and associated timelines for students entering the program, e.g., master's degree completion, qualifying exams, prelims, etc.? What percent of admitted students achieve each of these milestones and what are the options for those who do not?
   d. What percent of students receive support each year? What is the typical funding package? In what forms does funding typically come?
   e. Describe the student progress review process.

7. **Program Assessment**
   a. Did your program participate in any external or campus reviews within the last three years? If so, please provide the results [**an Appendix**].
   b. When were the structure, contents and requirements of your program last examined by program faculty and leadership? If it was less than five years ago, please provide a summary of the results [**an Appendix**].
   c. Please describe program efforts in recruitment and retention of students traditionally underrepresented in your field.
   d. What process is in place for your program to facilitate pedagogical innovations and incorporate changes due to intellectual transformations in the field?

8. **Professional Development Opportunities for Students**
   a. How are students introduced to and participate in the research culture?
   b. How are students introduced to the norms, expectations, and practices of the discipline?
   c. How do students gain information and experience in teaching and in pedagogical techniques?

d. What professional development opportunities are provided to the students? For example, how do students gain experience in grantsmanship? What opportunities do they have for interactions with people in industry and governmental policy? Please provide some examples.

e. Does your program offer doctoral students support for presenting papers or posters at conferences? How much ($), how many (%), per year?

f. How are students trained in the responsible conduct of research (e.g., data acquisition and ownership, conflict of interest and commitment, human subjects, publication practices and responsible authorship, research misconduct, mentor/trainee responsibilities, etc.)?

9. Student Accomplishments (each of the last 5 years)

a. How many of your students have received external prestigious fellowships? Please name the fellowships and awarding organization? [**an Appendix**]

b. How many of your students have received national awards? Please name the awards and the organization? [**an Appendix**]

c. How many competitive campus/college awards and fellowships have your students won for research or teaching? Please name the awards? [**an Appendix**]

d. If publication is a standard expectation for a doctoral degree in your program, please indicate the number of ASU-associated publications for each student who received a doctoral degree from your program in the last three years.

10. Student Placement (each of the last 5 years)

a. Please provide initial job placements of the last 5 graduating doctoral classes [using the table in Appendix-A to be provided].

b. How do you obtain and keep track of this information?

c. What types of job placement assistance/resources do your students have access to?

11. Best Practices

a. What are 1-2 activities your program does very well that you would like to share as best practices with other programs?

b. Are there any other important issues that you would like the doctoral assessment committee to know about your program?

APPENDIX A: STUDENT PLACEMENT INFORMATION –SAMPLE

PROVIDED BY	THE GRAD	COLLEGE	Initial Placement after Graduation		
Year graduated	Student Name	Advisor	Position Title	Organization	If known, where are they working now?
	Student 1				
	Student 2				

Graduate Student Satisfaction Survey

Table 12: Graduate Student Satisfaction Survey Quality[1]:

Percent of graduating graduate students who responded 'effectively' *or* 'very effectively' or responded 'strong' o*r* 'very strong' when asked about their training in the following areas.

Area	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Preparation for further study in your field							
Research skills and methods							
Communication skills							
Knowledge of computer applications in your field							
Writing skills							
Ethical standards in the field							
Quantitative skills							

[1] From Graduate and Law Student Report Card

Table 13: Graduate Student Satisfaction Survey Quality:

Percent of graduating graduate students who responded 'satisfied' or 'very satisfied' with each of the following aspects of your department or program?

Aspect	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Overall academic experience in your major							
Quality of instruction							
Availability of required courses							
Advising on career options within your field							
Concern of faculty for individual students							

[1] From Graduate and Law Student Report Card

Graduate Student Satisfaction Survey Analysis: Identify areas where improvement is necessary and discuss strategic steps to improve student satisfaction in learning and academic experiences.

Strategic Graduate Directions

Please discuss future directions/strategic initiatives of your graduate program(s). List any degrees, concentrations, and/or certificates that you plan to launch in the next two years.

VI. Faculty

Table 14: Faculty Profile

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	College 15-16
Tenured / Tenure Track faculty headcount[1]								
Total degrees awarded per T/TT faculty Headcount								
% Women Tenured/Tenure Track Faculty[1]								
% Minority Tenured/Tenure Track Faculty[1]								
Total Faculty Headcount[2]								
Tenured / Tenure track Faculty FTE[3]								
Total Faculty FTE[2, 3]								
Student FTE/Faculty FTE ratio								
Staff FTE[3]								
RA/TA FTE[4]								

[1] Headcount - Full-time tenured / tenure track faculty (50% or more FTE), including department chairs.
[2] Total faculty includes professors, instructors, lecturers and faculty associates.
[3] Employees FTE paid from state funds only as of the end of September.
[4] RA/TA FTE paid from state, local, and sponsored funds as of the end of September based on Arizona Board of Regents (ABOR) code 7.

In the table below, please provide a list of faculty (e.g., tenure, tenure track, research, clinical), their areas of teaching and research, as well as their current rank and title. Expand the table by adding rows as needed.

Table 15: Faculty Areas of Expertise

Please expand table as needed.

Faculty name	Title and Rank	Highest degree attained	List name of courses taught during the last academic year	Areas of scholarly work and research (please include titles and amount of funding for any funded research during the last two years)

Faculty Analysis

1. Discuss faculty recruitment and retention. What significant faculty hires have occurred since the last program review? What significant faculty departures have occurred since the last program review? What is the faculty record in recruiting and retaining high achieving colleagues?

2. What are the prospects for recruiting future faculty using existing resources?

3. What is the diversity of the faculty?

4. Do workload assignments reflect relative contributions – that is, do those who do high quality and high volume research teach the same as others who are less research active?

5. Are part-time faculty members used and if so, are they deployed effectively in the department/school?

6. What is the process for mentoring junior faculty?

7. What efforts are made to assist associate professors working toward promotion to full professor?

8. What efforts are made to ensure the ongoing professional development of non-tenure track faculty members?

9. What is the career stage distribution of the faculty in the department/school?

10. What is quality of the intellectual life in the department or school? Are there regular and frequent opportunities for speakers, graduate student presentations, etc.? What other examples might there be of the intellectual life of the department or school?

Scholarship

1. Discuss the depth and quality of faculty scholarship. Is the Department/School's quality improving relative to the top-rated programs in the discipline?

2. What factors contribute to the department/school's program reputation? How does the unit wish to be viewed by others?

3. What is the standing of the department or school in the context of external rankings such as those from NRC or other appropriate sources.

4. What is the success of the faculty in competitions for external awards, grants, and fellowships?

5. What is the success of the faculty in attracting high quality graduate students?

6. What is the success of undergraduate or master's students in terms of their career or graduate school objectives? What is the placement rate for graduate students?

7. How adaptable has the department/school been/not been to changes in the discipline or field of study?

8. Please discuss any new faculty hires that relate to your new curricular and strategic directions (e.g., new programs, research initiatives etc.)

VII. Program Resources

1. Describe sufficiency of resources related to technology, physical space, fiscal budgets, library, and human resources.

2. Describe strategic efforts and accomplishments related to research funding and development activities.

Appendix:

Appendix A – Sample Programs of Study

Appendix B – Faculty CVs

Appendix - A2
Guidelines for Recommending Site Visitors

- Recommend six faculty site visitors who are familiar with the discipline and three local professional or disciplinary area community members who are, preferably, also recent graduates of the program under review. Please attempt to diversify your nominations (gender and race/ethnic representation). Please do not nominate multiple individuals from the same Institution. If the academic unit has specialized areas (e.g., professional/disciplinary, basic/clinical), please indicate which site visitors are appropriate for various specialty areas.

- The list should also be forwarded to the academic dean for his/her input and written approval.

- It is essential the UPRA Office be given sufficient biographical information on the nominees to inform the selection process (e.g., area of specialization, prominence in the field, relationship to the discipline). Please use the Nomination Form in Appendix A3.

- Please do not contact the nominees to request biographical information. The UPRA Office will initiate contact with potential site visitors.

- Faculty nominees should be active, respected members of their profession and/or the academic community particularly in the areas of specialization that are important to the unit under review.

- Recent graduate/community nominees should have strong familiarity with the program, should not have financial association with ASU, and should reside in the Phoenix metropolitan area.

- In order to avoid conflict of interest, units are urged not to forward names of individuals such as former/current faculty within the academic unit under review, mentors/friends, or previous ASU teaching faculty/staff from the academic unit under review. Nor should you nominate former/current job applicants, donors, contractors, or administrative council members.

- The UPRA staff will extend invitations to nominated potential site visitors. **Please do not make contact with potential site visitors before the site visit has been set up by the UPRA Office** and you have received copies of the confirmation emails to site visitors who have accepted the invitation to serve.

- Electronic copies of the self-study report and site visit schedule will be made available to the site visitors by the UPRA Office in advance of their site visit.

Dates for the Site Visit:

- The UPRA Office will coordinate with the academic unit under review to present date options for potential site visits.

- The APR site visit is always scheduled for one or two full day(s) at the discretion of the UPRA Officer.

- The **unit under review** will construct, with the academic dean's written approval, the **site visit schedule** and arrange for times to be reserved on the calendars of all participants in the meetings.

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Academic unit being reviewed:

☐ Faculty specialist   ☐ Local member/Recent Grad   ☐ Local member only

Name:

Title or Rank:

Background, including current position:

Degrees	Subject/Major	University/Institution

Academic unit (if applicable):

Current address:

Work phone: (   )   -   (please verify phone number)

Email: Fax number: (   )   -

Relationship to ASU or unit faculty?

It is essential to describe in detail the qualifications that make this person an appropriate site visitor for your unit. Indicate any relevant academic and professional experience qualifying this person as a reviewer. This biographical information is critical to help the University Program Review and Accreditation Office select site visitors and to provide a biographical overview to administrators who will interact with the site visitors. Please suggest reviewers who can provide a balance in representing appropriate areas of emphasis in your program.

Attach vita/résumé of nominee, if available or a copy of biographical information from a published source *(e.g., Who's Who, American Men and Women of Science)*. Do not solicit vitae from nominees because it can create an awkward situation for individuals not invited as reviewers. Duplicate copies of this form should be sent to the academic dean of the college for approval. Please remember not to nominate current faculty assistants, former or present applicants for jobs, donors, or contractors.

Coordination and Site Visit Arrangements

- The unit under review will pay expenses and an honorarium for the out-of-town visitors and the local community member/recent graduate. The unit under review must also cover funding for entertainment, receptions, or other social functions.

- Since the community member/recent graduate of the site visit team will come from the metropolitan Phoenix area, it is not expected that they will incur expenses beyond parking and any meals scheduled during the site visit. Should the unit choose to nominate a recent graduate who does not reside locally, the unit will reimburse the travel and lodging.

- UPRA Office will attend the entry and exit meetings to include the UPRA Officer, the academic dean of the unit under review, the head of the unit under review, and the Associate Director for Institutional Accreditation and Academic Program Review.

- It is the unit's responsibility to arrange tours of its facilities; time for reviewing honors theses; review of master's theses/doctoral dissertations; and to schedule the appropriate meetings as outlined in the following sections.

Hospitality

- Lavish entertaining of the site visitors is not expected nor encouraged. They will have a busy day reviewing the academic unit and will need time to discuss findings. Please leave dinner and evening hours free.

- If faculty members wish to go out to dinner or lunch with the visitors, they or their unit will be responsible for their own expenses.

- The local community member/recent graduate site visitor will be reimbursed for reasonable costs upon submission of their original receipts in accordance with ASU Policy.

- Please leave at least an hour immediately preceding the exit interview with the UPRA Officer so site visitors may organize the major themes of their report.

Visits with Students

- Careful planning should be employed to set up meetings with a representative and sizable group of undergraduate and graduate students (separate meetings are best). A faculty member and student representatives should be given responsibility for organizing these meetings. (These meetings, if left to last minute planning or poorly attended, can leave a lasting impression on the site visit team). The schedule should be finalized **at least two weeks prior to the scheduled visit**.

- Brown-bag lunches, coffee hours, class meetings have worked well. Because students often bring up questions for which the site visitors will want to seek answers, these meetings should be set up fairly early in the schedule.

- After the visitors are introduced and their purpose explained, **the unit meeting coordinator and or faculty member should leave so that students feel free to have a candid discussion with the site visitors**.

- Some time (30 minutes) if possible, should be set aside for the site visit team to review dissertations, theses, and honors projects.

Visits with Faculty Members

- Depending on the size of the faculty, two or three small group meetings might be desirable. Meetings with individual faculty members are discouraged. The head of the academic unit should not attend the meetings with faculty.

- Senior faculty should not be present when junior faculty members are meeting with the site visitors, and vice versa

- Where appropriate, there should be meetings with other relevant faculty groups (e.g., graduate advisory committees, undergraduate curriculum committees whose work relates to the program review).

- If possible, it is strongly recommended that site visitors meet with faculty from other related disciplinary areas with whom the unit under review interacts.

Visits with Unit Administrators

- At least one-half hour should be scheduled for the site visitors to meet with the head of the academic unit. Because site visitors will have developed a better understanding of the unit under review, this meeting should occur in the afternoon on the site visit day (or on the second day for two-day visits).

Visits with University Administrators

- Because the APR is important to college and university planning, **entry** meeting will be scheduled to include the UPRA officer, the academic dean of the program under review, the head of the unit under review, and the Associate Director for Accreditation and Academic Program Review. The **exit** meeting will include the UPRA Officer, the Associate Director for Accreditation and Academic Program Review, the academic dean, and others at the request of the academic dean.

Appendix - A5
Sample Site Visit Activities and Interviews (ONE day)

Although the order of these activities may vary, the **bold items are required events**.

Please note: Entry and exit meeting times are subject to change.

Site Visit Day

8:30 - 9:15 a.m. (Building, room number)	**Entry Meeting** Meet with the UPRA Officer, the academic dean of the unit under review, the head of the unit under review, and the Associate Director for Accreditation and Academic Program Review.
9:15 – 11 a.m. (Building, room umber) (Building, room number)	**Meet with Faculty** Meet with program-related faculty groups (e.g., graduate director/undergraduate director, graduate faculty)
11 a.m. - Noon (Building, room number)	**Meet with Students (Undergraduate - ½ hour and Graduate - ½ hour)**
Noon - 1 p.m. (Building, room number)	**Lunch** Students, faculty, community, constituents, and/or alumni
1 - 1:30 p.m. (Building, room number)	Tour of facilities and laboratories
1:30 - 2:30 p.m. (Building, room number)	**Meet with Academic Unit Head** (Department Chair or School Director)
2:30 - 3 p.m. (Building, room number)	**Site Visitor Preparation Meeting** Required time for site visitors to discuss major issues, begin preparing site visit report and exit meeting discussion points. Unit should have available a quiet room with computer access.
3 - 4 p.m. (Building, room number)	**Exit Meeting** Meet with the UPRA Officer, the academic dean of the unit under review, and the Associate Director for Accreditation and Academic Program Review.
4 - 5 p.m. (Building, room number)	**Site Visitor Meeting** Last meeting for site visitors to discuss major site visit points, and begin working to finalize the site visit report; units should have available a quiet room with computer access.

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Appendix - A5
Sample Site Visit Activities and Interviews (TWO days)

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(Although the order of these activities may vary, the **bold** items are required events.)

Please note: Entry and exit meeting times are subject to change.

First Day

Early morning – 7:45 a.m.	**Designated faculty picks up out-of-town site visitors**
(Prior to entry meeting)	**Breakfast** with (names listed) Travel to Campus
8:30 – 9:15 a.m.	**Entry Meeting**
(Building, room number)	Meet with the UPRA Officer, the academic dean of the unit under review, the head of the unit under review, and the Associate Director for Accreditation and Academic Program Review.
9:30 – noon	
(Building, room number)	**Meet with Faculty**
(Building, room number)	Meet with program-related faculty groups (e.g., graduate director/undergraduate director, graduate faculty)
Noon – 1:30 p.m.	**Lunch** with students, faculty, community
(Building, room number)	constituents, and/or alumni
1:30 – 2:30 p.m.	**Meet with Academic Unit Head**
(Building, room number)	(Department Chair or School Director)
2:30 – 5 p.m.	
(Building, room number)	Tour of the laboratories and other facilities
(Building, room number)	**Meet with graduate students**
(Building, room number)	**Meet with undergraduate students**
5 – 6 p.m.	Gathering with faculty/students/community members and employers of students where possible

Second Day

7:45 – 8:45 a.m.	**Breakfast** with (names listed) Travel to campus
9 – noon (Building, room number)	**Meet with Academic Dean**
(Building, room number)	**Meet with individual faculty groups/members from other units with whom the program interacts**
Noon – 1:30 p.m. (Building, room number)	**Lunch** with students, faculty, community constituent, and/or alumni
1:30 – 2:30 p.m. (Building, room number)	**Site Visitor Preparation Meeting** Required time for site visitors to discuss major issues, begin preparing site visit report and exit meeting discussion points. Unit should have available a quiet room with computer access.
2:30 – 3:30 p.m. (Building, room number)	**Exit Meeting** Meet with the UPRA Officer, the academic dean of the unit under review, and the Associate Director for Accreditation and Academic Program Review.
3:30 – 4:30 p.m. (Building, room number)	**Site Visitor Meeting** Last meeting for site visitors to discuss major site visit points, and begin working to finalize the site visit report; units should have available a quiet room with computer access.

Note: Travel to and from campus will be arranged by the academic unit and return

flights should be scheduled no earlier than 7 p.m.

Unit Response Report

The head of the Program/Unit under review should review the findings of the site visit report with faculty (usually self-study committee) and prepare an outline for a written response. The head of the Program/Unit should consult with her/his academic dean to obtain agreement on major issues prior to report preparation and submission. The unit response report should be submitted to the UPRA Officer, along with written approval of the academic dean, usually within eight weeks of receiving the site visit report.

Outline of the Report

I. Introduction-
Briefly review and respond to major strengths, weaknesses, and opportunities discussed in the site visit report.

II. Strategic Plans to Address Concerns

      A. Issue 1 (identify issue)

            1. Proposed action, expected outcome

            2. Cost/Resource implications

            3. Source of funds/resources

            4. Benchmark and timeline for solution

      B. Issue 2 (identify issue)

            1. Proposed action, expected outcome

            2. Cost/Resource implications

            3. Source of funds/resources

            4. Benchmark and timeline for solution

      C. Etc.

III. Additional Information - Discuss any other program changes and developments related to the APR generally, and the site visit report specifically.

Wrap-Up Phase

- The wrap-up phase will include an assessment of site visit team's findings and the unit's response by the Provost and the academic dean.

- A report of the academic dean will be forwarded to the unit head to summarize this final assessment and future directions for the unit.

- This phase may also include a meeting if there are concerns that need to be addressed before concluding the wrap-up phase.

Appendix - A7
Signature Page for Site Visitors | Reviewers

Each member of the site visit team should complete the form below, attach it to a copy of the site visit report, and email to pamela.garrett@asu.edu or return it to:

University Academic Program Review and Accreditation Office
Office of the University Provost
Arizona State University
PO Box 877805, Tempe, AZ 85287-7805

This report was prepared by:

Name: _____

Institution: _____

Address: _____

_____

I have read the site visit report for the _____ program and

☐   concur

☐   concur with the following reservations:

_____

_____

_____

☐   disagree and have attached a statement

_____   _____
Printed name   Date

_____
Signature

_____

_____

Address

Note: Please do not include confidential information in the above statement

Appendix - A8
APR Self-Study Document Signature Sheet

Academic Unit Name: _____

College/Division Name: _____

The college dean has had the opportunity to review the contents of this self-study document.

Department/School Name: _____

Unit Head Printed Name: _____

_____   _____
Signature   Date

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Appendix - A9
Checklist for Program Reviews

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Academic Unit Head or Staff

☐ Preliminary meeting with University Program Review and Accreditation (UPRA) staff

☐ Recommend self-study committee to UPRA Officer and Associate Director (along with written approval of your academic dean)

☐ Attend UPRA orientation meeting conducted UPRA Officer.

☐ Nominate site visitors and local community member reviewers (with written approval of academic dean)

☐ Review list of nominees and rank by order of invitation preference (with written approval of academic dean)

☐ Coordinate with UPRA Office to establish site visit date(s)

☐ Complete self-study report and submit to UPRA Office and Associate Director (along with the written approval of the academic dean)

☐ Provide UPRA Office with site visit schedule for UPRA approval (make sure all calendars reflect entry and exit meetings, etc.)

☐ Once the site visitors are confirmed, make hotel reservations for the site visitors and arrange for direct billing to ASU

☐ Send instructions and forms to site visitors for expense reimbursement

☐ Request travel itineraries from site visitors and provide copy to UPRA Office

☐ Attend entry meeting for APR

☐ Escort site visitors during visit (various designated representatives from the unit under review)

☐ Distribute site visit report to faculty (when received from UPRA Office)

☐ Authorize business office staff to reimburse site visitors for their expenses and pay honorariums after receipt of their report

☐ Schedule faculty meeting to discuss site visit report

☐ After consultation with and approval of academic dean, forward unit response report to UPRA Officer

☐ Participate in wrap-up phase, if necessary

☐ Review any corrective actions to be taken with academic dean

Academic Dean

☐ Review list of proposed faculty/local community member reviewers and rank by order of invitation preference with academic unit; provide written approval to UPRA Office (this may be provided in accompanying email)

☐ Prepare academic dean's questions (if any) for self-study committee

☐ Approve self-study report before submission to UPRA Office

☐ Provide written approval for self-study report to UPRA Office

☐ Attend entry and exit meetings for APR

☐ Read site visit report and distribute to unit head and self-study committee

☐ Write brief summary report for submission to the University Provost and get feedback guidance

☐ Prepare summary report to the provost and meet to discuss

☐ Prepare report to unit outlining guidance for Unit Response Report

☐ Read Unit Response Report and provide written approval to the UPRA Office

☐ Review with unit head and implement corrective actions as a result of the APR and Provost's guidance

Arizona State University

University Program Review and Accreditation (UPRA) Office

- [ ] Notify unit about review (Produce and distribute one-year notice with UPRA Officer signature)
- [ ] Consult with UPRA Officer staff for potential site visit dates two semesters in advance
- [ ] Prepare One-Year notification letter to initiate the APR process (June 2016 for 2017-18 reviews)
- [ ] Receive approved list of self-study committee members
- [ ] Receive site visitor nominations from unit under review
- [ ] Schedule orientation meeting
- [ ] Provide APR Manual, Word format Self-Study Template, and Orientation Meeting document to unit electronically.
- [ ] Invite participants to view and work on their APR folder in Google Documents or Dropbox
- [ ] Establish dates for site visit and schedule entry/exit meetings
- [ ] Invite site visitor nominees and monitor responses until the appropriate number have been accepted (two academic/one local)
- [ ] Confirm acceptance of site visit nominees in writing – authorize unit under review to initiate contact
- [ ] Receive final self-study report and post to Google Documents or Dropbox
- [ ] Upload materials for site visitors to Google Documents or Dropbox
- [ ] Send pre-site visit email including CVs and links to ASU information (copy to UPRA Officer and academic dean)
- [ ] Receive site visit report and forward to UPRA Officer and Associate Director.
- [ ] Send site visitors "Thank You" letter (by snail mail)
- [ ] Receive unit response report and forward to UPRA Officer and Associate Director
- [ ] Complete wrap-up communications at the direction of the UPRA Officer and Associate Director
- [ ] Notify university to terminate Courtesy Affiliate IDs
- [ ] Generate final data for ABOR Report
- [ ] Draft summary report of the APR for UPRA Officer
- [ ] Coordinate storage of final records of the Academic Program Review

Associate Director, Accreditation and Academic Program Review

- [ ] Consult with head of unit under review to appoint the self-study committee
- [ ] Approve self-study report
- [ ] Approve site visit schedule and authorize distribution
- [ ] Attend entry and exit meetings for APR
- [ ] Review and approve site visit report
- [ ] Review unit response report
- [ ] Communicate wrap-up instructions
- [ ] Draft summary report for UPRA Officer's ABOR report

University Program Review and Accreditation (UPRA) Officer

- [ ] Conduct orientation meeting
- [ ] Sign one-year notice letters regarding upcoming APR
- [ ] Conduct entry and exit meetings for APR
- [ ] Review and approve distribution of site visit report
- [ ] Review unit response report
- [ ] Authorize wrap-up process
- [ ] Approve and provide summary of APR reports to ABOR

Information for Site Visitors
Arizona State University Program Reviews

Site Visitor Name

Travel Arrangements

Transportation

You will be flying into Sky Harbor International Airport in Phoenix, Arizona. Thank you for making an effort to get a reasonable fare. You will be reimbursed for air and ground transportation with receipts. If you have not done so already, please forward an electronic copy of your travel itinerary to Contact Name at Contact Email Address.

Lodging

Hotel reservations have been made for you at the Hotel Name**.** The hotel is located at Hotel Location. The phone number for the hotel is Hotel Phone Number. Please let us know as soon as possible if you need special accommodations (e.g. wheelchair access, etc.). Upon check out, you should pay for meals, personal services and telephone calls, etc. The hotel will bill us directly for the cost of your room.

Local transportation

Someone from Unit Name will be contacting you about transportation from the airport and hotel. We do reimburse for taxi transportation if you are not met personally at the airport. Please be sure to get a receipt.

Expenses and Honorarium

Reimbursement for transportation and food

Forms are enclosed for you to fill out with your expenses. The Department Professional Services Order Form is used to record your expenses after the visit and can be left with us at the end of your visit or mailed to us as soon as you get home. Please send them to: Contact Name and Address. Once we receive your site visit report, all reimbursable expenses will be processed immediately.

Transportation

We must have the ORIGINAL stub from your airline ticket. You should submit receipts for shuttle and/or taxi fares to and from the airport at home or in Phoenix (if necessary).

Meals

Please obtain separate receipts for any meals you pay for, and submit them with the reimbursement claim form. We can reimburse you for your meals (excluding any alcohol) only so please get separate checks.

Meal reimbursement is generally limited to $54.00 per day. If you are reimbursed for meals in excess of the $54.00 limit, the excess amount must be coded by the University as income to the consultant. Therefore, the excess amount will be added to the honorarium and be counted as income.

Honorarium

Your honorarium, will be processed at the same time as your reimbursement. As stated above, expenses that exceed the allowable per diem will be added to the honorarium.

Emergency Contact
The emergency contact person is:

Contact Name

Title, Department

Cell Phone: Personal Cell Phone Number

If you are unable to reach the emergency contact person, you may contact the Academic Program Review Managers.