

**DRAFT**

# **Academic Program Review**

**Policies, Principles and  
Procedures**

**The University of New Mexico**

**Office of the Provost; Office of Graduate Studies; and  
Faculty Senate Standing Committees: Senate Graduate,  
Curricula, and Undergraduate Committees**

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# **Academic Program Reviews**

## **Policies, Principles and Guidelines**

### **I. Introduction and Purpose for Reviews**

Academic Program Review (APR) provides an opportunity for all academic programs at the University of New Mexico to examine their achievements and goals. In addition to preparing a self-study, programs will invite distinguished colleagues to review the program and confer about how it can best move forward. Although some manner of program review has been a part of UNM's culture for most of its history, this comprehensive approach is more relevant to the university's strategic plan. The APR will evaluate the quality of the program and describe how it serves other parts of the university (other academic departments, interdisciplinary programs, centers, service units, etc.), its discipline, the community, and the state.

The results of the comprehensive review process are important for planning, curriculum, professional development, budget and time allocation decisions, and more broadly, for examining how the program presents itself within the university community and to the outside world. The goals of program review are entwined with high aspirations for the University of New Mexico. These go far beyond compliance and accountability issues, although inevitably there are elements of those issues in the operational life of any large organization. Program reviews are a crucial element of university accreditation and are also an important complement to other accreditation processes. For units that undergo professional or other types of accreditation, the APR will precede and provide support for those accreditation efforts.

The APR is structured to help both the unit and the institution make progress in achieving their goals. Looking at past performance is useful insofar as it tells us something about the future prospects for the program. The focus of the APR is solidly on the future.

#### ***University Policies***

In 1994, the Senate Graduate Committee and the Senate Undergraduate Committee of the Faculty Senate approved a revision of the "Unit Review Guidelines" to include undergraduate programs where appropriate. Prior to that decision, program reviews were focused on the evaluation and improvement of graduate education and therefore only included graduate programs. Since that decision, undergraduate education was included or involved in some, but not all academic program reviews. In 2002, the commitment and support to include undergraduate education was reinforced by the Provost, and these revised guidelines reflect that inclusion.

#### ***Guiding Principles***

Several principles guide the revised academic review process:

- The program review process is based on short- and long-term planning for the future, rather than merely evaluating current or past practices.
- The program review process will facilitate increased collaboration and coordination with other campus programs and constituents.

- The self-study document will define the unit's goals and strategy for moving towards those goals in terms that are consistent with the mission and strategic plan of the unit and of the university.
- An action plan will be generated as a direct response to the entire review process and will include a mid-point assessment of accomplishments.
- Academic Program Review is one part of UNM's comprehensive plan for accountability. The results of the reviews will be considered along with other measures of institutional effectiveness.

## **II. General Procedures for Reviews**

### ***Initial Planning and Campus Coordination***

Academic Program Reviews are normally conducted on an 8-year cycle. The APR for accredited programs will usually occur a year prior to the accreditation review, so the APR cycle for accredited programs will reflect their accreditation cycle rather than the 8-year default cycle. Site visits are scheduled for either the fall [generally September through November] or spring [generally February through April] semester. The initial unit review master schedule was developed by the APR Coordinator<sup>1</sup> in consultation with relevant administrators. The schedule was then approved by the Provost and Deans' Council in cooperation with the Graduate, Undergraduate, and Curricula Committees of the UNM Faculty Senate. The master schedule is included as Appendix F. Because of the number of programs in the review process during any given semester and that funding for APR site visits have been budgeted based upon the master schedule, changes to the schedule will only be considered in extreme circumstances and must receive final approval by the Provost.

At the beginning of each semester (in September for fall reviews and February for spring reviews), the APR Coordinator will send general orientation materials to all programs scheduled to be site-visited the following academic year. The general orientation materials will indicate the timeline and major activities required for each unit review.

The APR Coordinator will set up a meeting with relevant Provost's office, school/college, and department representatives for each academic program scheduled for review, to clarify the APR process for that unit. This meeting will be held one year before the site visit is scheduled and is intended to identify specific resources and events necessary for preparing the review.

### ***Preparation of the Unit Self-Study Document***

At least nine months before the site visit, the academic program will name a self-study committee of faculty members, students and other stakeholders charged with the responsibility for preparing the unit's self-study document. The APR Coordinator, Accreditation Director, and an Institutional Research Representative will meet with this committee to provide guidance, identify data resources and suggest a timeline for the completion of the draft document. Sample self-study documents from prior UNM unit reviews will be made available to committee members through the APR website ([www.unm.edu/~apr](http://www.unm.edu/~apr)) or upon request.

The self-study document should be comprehensive, concise, and broadly participatory in nature. It should include an accurate description of a unit's academic programs (including all degree and certificate programs), candid evaluation of its strengths and weaknesses, a statement of its long-term and short-term goals, identification of strategies for measuring progress toward those goals, and an analysis of any changes that the unit has made to improve its progress.

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<sup>1</sup> The Academic Program Review (APR) Coordinator will provide administrative support for each unit review. He/she will function with the oversight of the Provost's Office in the planning and implementation of each academic review.

It is very important for all academic programs to have clear statements of their goals and processes in place for on-going data collection before their self-study year. The self-study process should not signal the beginning of these efforts but rather should provide an opportunity for the program to describe the processes already in place to support student learning and other academic accomplishments.

The self-study is not intended to be the product of one or two members of the department working alone but of the entire faculty. As the self-study report approaches completion, drafts should be circulated throughout the faculty and to appropriate deans and others for comment. The self-study document must be submitted to the APR Coordinator no later than three months prior to the scheduled site visit.

Upon receipt of the self-study document and at least two months before the scheduled site visit, the APR Coordinator will arrange a pre-visit meeting to discuss the clarity and completeness of the self-study document and to identify important issues for the review team. The meeting should include the following individuals or representatives:

- Provost/Executive Vice President for Academic Affairs (or designee)
- Vice Provost for Academic Affairs
- Vice President for Research (or designee)
- College/School Dean and appropriate Associate Deans
- Dean of Graduate Studies (or designee)
- Unit head (more than one person may be included in order to have adequate representation of undergraduate and graduate aspects of the program)
- Chair of the self-study committee
- Representatives of the Graduate, Undergraduate and Curricula Committees of the Faculty Senate
- UNM member of the review team
- Accreditation Director
- Assessment Manager
- APR Coordinator

At the conclusion of the meeting, the committee should approve the self-study document as is or with revisions. The self-study committee will make final revisions if needed, then submit the revised self-study document to the APR Coordinator no later than three weeks before the scheduled site visit to ensure adequate time for the review team to read the document. The APR Coordinator will be responsible for distributing the final self-study document to the external review team and to members of the UNM community scheduled to meet with the review team (see above). All faculty members in the unit are expected to be familiar with the final self-study document prior to the campus visit of the review team.

### ***Selection and Confirmation of Review Team Members***

The head of the academic unit, in consultation with the unit's faculty, will create a list of potential external consultants/evaluators for the upcoming academic program review. Those considered should be prominent faculty and/or practitioners whose talents are relevant to the particular distinctions and aspirations of the unit being reviewed. The potential team members should also

have broad interest in general issues within higher education. Team members having primary expertise in only the graduate or undergraduate aspects of the program should be noted so that the final team will include adequate representation to review both aspects. In academic programs with a professional accreditation component, at least one reviewer should be recommended who has current experience as a site visitor for the relevant accrediting agency or an equivalent level of knowledge of current accreditation standards and procedures. If there is a national organization associated with the unit, the organization may have resources for identifying potential reviewers. The unit head will consult with the school/college Dean and Provost's staff in order to determine an appropriate review team. In most cases, three external reviewers will be appointed. More may be added if necessary for especially complex reviews, and two may suffice for some smaller programs. The unit head should contact potential team members to determine availability and submit the final list to the APR Coordinator.

An internal (UNM tenured faculty) member will also be selected by the head of the unit in consultation with the unit's faculty and with the approval of the supervising dean and the Provost's staff. Internal nominees should have professional or working ties with the program undergoing review.

### ***External Review Team Site Visit and Preliminary Onsite Summary***

The review team's activities will be guided by the "Charge to the Review Team." A draft schedule for the site visit should be provided to the reviewers for input and comments before the agenda is finalized.

Generally, the review team will be scheduled for a two and one-half day campus visit which will include meetings with the following individuals or groups:

- Provost/Executive Vice President for Academic Affairs (or designee)
- Deputy Provost and/or other key members of the Provost's Senior Staff as needed
- Vice Provost for Academic Affairs
- Vice President for Research (or designee)
- College/School Dean
- Dean of Graduate Studies
- Unit head
- Faculty and staff members from the unit under review
- Current and/or former students (undergraduate and graduate)

The unit is responsible for informing its constituents (faculty, staff, students, and community members if the unit is engaged in direct community interactions) about these meetings, with at least one week lead time. All meetings must be conducted in a way that affords reasonable confidentiality for participants. For example, unit faculty and staff should not be present at meetings held to elicit student comments. However, it must be made clear to all participants that the purpose of these meetings is to provide input about overall quality and direction of the unit. Other procedures exist for dealing with grievances.

The review team should be provided adequate time during their campus visit to draft their initial response and plan their final report. The review team will conclude the visit with an exit meeting

in which they provide an oral report of their preliminary findings. The exit meeting will normally be attended by:

- Provost/Vice President for Academic Affairs (or designee)
- Deputy Provost and/or other key members of the Provost's Senior Staff as needed
- Vice Provost for Academic Affairs
- Vice President for Research (or designee)
- College/School Dean
- Dean of Graduate Studies
- Unit head
- Chair of the self-study committee
- Members of the Graduate, Undergraduate, and Curricula Committees of the Faculty Senate
- Accreditation Director
- Assessment Manager
- APR Coordinator

### ***Final External Review Team Report***

It is anticipated that the review team, under the leadership of an elected chair, will provide a final report within six weeks following their visit. The final report will be sent to the Provost and copied to the APR Coordinator. The APR Coordinator will distribute the final report to the campus constituencies for review in preparation for the post-review campus meeting.

The review team is encouraged to comment on any aspect of the unit deemed to be important for program quality and future development. It is useful to begin the report with an overall view of the unit and conclude with a summary which includes specific recommendations. Consider whether activities of the unit are consistent with the stated mission and goals.

Here are some general points to be considered in the final report:

- The overall quality of the unit based on both regional and national standards
- The unit's contribution and mission as related to the strategic directions of UNM
- Impact and visibility of instructional programs
- Profile and distinction of faculty and students
- Student success and learning outcomes
- Contributions to other academic units and collaborative initiatives
- Community service and experiential learning opportunities
- Opportunities for further development
- Appropriateness of short- and long-term goals
- Implications for accreditation, where appropriate

### ***Unit Discussion of Final Review Team Report***

The unit head will discuss the Final Review Team Report with the program faculty (and other constituents, if desired). The unit head will prepare a written summary of the unit's initial response to the Final Review Team Report prior to meeting with the larger campus constituencies.

One of the most critical sections of the self-study document is the identification of the unit's goals and future direction (see Self Study Guidelines, Item #9). Following the external review process, the unit should review their original executive summary of the "desirable direction to achieve its academic mission and goals" for confirmation or revision. In any case, a restatement of the unit's goals and future direction is needed as the basis for the action plan that results from the review process.

The unit's response should address all issues presented in the Final Review Team Report. The unit may also respond to any of the nine elements of their self-study (see "Section III. Self-Study Guidelines: Content and Format") and/or to the original driving questions provided to the review team.

The unit should address programmatic changes (i.e. curricular, procedural, etc.) that were recommended by the review team. There is not a presumption that the review team's recommendations be accepted as presented. Review teams do not have the depth of knowledge about UNM or the New Mexico environment that the UNM community has. However, all recommendations by the review team must be addressed thoughtfully in the unit's response. Proposed changes should strengthen program quality, visibility, reputation, or areas of distinction. The unit should identify elements of the review for which immediate changes can be made with existing resources. Requests for resources should be made with the usual budget and space allocation processes in mind, and must be clearly linked to the university's strategic plan as well as to the unit's goals. The unit should also draft an action plan based on the review team report and unit's response.

### ***Post-Review Campus Constituencies Meeting***

After the university has received the final report from the external team and the unit has crafted a comprehensive response to the report, there should be a clearer sense of the collective university response to the review. The unit representatives will meet with the college/school dean, faculty senate committee representatives, and other central administrators to discuss findings, reactions, and recommendations for action. The unit head or designee will present the unit's response to the external report, highlighting areas for improvement, added emphasis, or further development. Other participants will be invited to offer their responses to the report and the review process. This meeting should take place as soon as possible, preferably within a month after the final report was received.

The purpose of the post-review meeting is to consider the findings of the review and to initiate the action planning process for the unit. The post-review meeting also provides a forum to identify college and university commitments in response to the review (e.g. Office of Graduate Studies assistance with unit recruitment efforts; facilitation of interdisciplinary communication; etc.). Both immediate and long-term commitments should be identified to benefit the unit under review. During the campus constituents' post-review meeting, the initial draft of the action plan will be

presented and discussed so that the action plan can be finalized. Action items that need follow up prior to the mid-point review should be identified at this time.

### ***Action Plan***

The introduction to this policy manual has laid out the philosophical principles critical for moving the university forward. The rationale for responding to the APR with an action plan rests on these elements. In the end, decisions about budget allocations and commitments to the unit should be fully aligned with these principles and the strategic directions of the university.

The overall effectiveness of the review depends upon the adoption and implementation of the recommendations generated from the review process. The action plan will clearly describe the recommendation being addressed, the specific actions to be taken (by whom) to address each recommendation, and the expected timeline for each action. This plan will be prepared by the unit head with the assistance of the APR Coordinator and Accreditation Director and in consultation with the supervising dean, Provost, Vice Provost for Academic Affairs, representatives of the appropriate Faculty Senate committees, Dean of Graduate Studies, Dean of University Studies, and other representatives as appropriate.

To ensure that the action plan remains on course, the APR Coordinator will track the timeline for each major action item and request progress reports from the individual(s) responsible as each item becomes due.

### ***Mid-point Review***

A mid-point review of the entire action plan will be initiated by the APR Coordinator three years after completion of the program review. The unit head will submit a report of progress to the Provost, and it will be distributed to the following individuals and groups:

- Provost/Executive Vice President for Academic Affairs
- Deputy Provost
- Vice Provost for Academic Affairs
- Vice President for Research (or designee)
- The College/School Dean
- Dean of Graduate Studies
- Accreditation Director
- Assessment Manager
- Current and/or former students (undergraduate and graduate)
- Faculty and staff members from the unit under review
- Members of the graduate, undergraduate and curricula committees of the Faculty Senate

At the Provost's discretion, members of this group may meet to discuss the unit's progress and make any modifications to the plan that may be necessary for continued improvement in the period remaining before the next APR.

### **III. Self-Study Guidelines: Content and Format**

The unit's self-study document should reflect the collective perspectives of the faculty (including research and adjunct faculty) within the unit and include input from students, staff, and other central constituents. The self-study is a forum for critical reflection on what the unit is doing, why it is doing it, and how effectively the unit is operating. The self-study should serve to reinforce or redefine the direction of the unit on the basis of the unit's reflection on its past performance and its desired future. Units should examine and incorporate, where possible, information and resources available from national associations with which the unit is affiliated.

The Office of Institutional Research will provide the unit with a compilation of data for the following areas: student profile (enrollment, persistence, time-to-degree if available, degrees awarded, graduate assistantships), faculty (numbers by type, degree, sex, ethnicity; workload) and staff profile (by EEO-6 categories), and student credit hour generation (by course level and student status and by course level and type of instruction). Unit faculty should integrate these data with the unit's own data in their self-study and report their analyses and interpretation of all data presented. The Office of Graduate Studies and the Office of Research Development Services may also provide data for the program (e.g., graduate student applications and admissions information and information on research awards). Units are responsible for providing information on course offerings and budget allocations and expenditures.

The unit's goals for student learning and for all other program initiatives must be presented in terms of indicators such as outcome statements or objectives. The types of indicators and the ways that they are evaluated will vary depending on the unit's goals, its culture, and considerations such as accreditation standards.

All self-study documents are expected to address nine major topics, described below. For accredited units, the APR self-study may follow the format specified by the accrediting agency so long as all necessary elements of the APR are included. It is assumed that units that prepare self-studies for accreditation will be able to prepare the APR self-study in a way that minimizes duplication of effort. The APR Coordinator will be able to advise those units in cases where there does not appear to be a clear match between the data or categories requested.

#### ***Major Topics of the Self-Study Report***

Nine major topics must be included in the self-study document. Units may wish to add additional topics to emphasize unique or distinctive features of their academic programs.

1. General Program Characteristics: Give a brief overview of the program's history, mission, goals, and primary stakeholders. What is the mission and strategic plan for the unit? Discuss the unit's program including academic, creative, and research endeavors, public service, efforts to provide access and success for a diverse student population, and any other major initiatives. How are these linked to the university's mission and strategic plan? Relate current and planned program initiatives to results from the previous academic or graduate unit review (and most recent accreditation review, if appropriate) and to changes that have occurred since then. Discuss the leadership, governance and organizational structure of the unit. Discussion of past efforts, both successful and not successful, may be useful in illustrating the current direction of the unit.

2. Degree Programs and Curricula: Discuss the educational objectives of each degree and/or certificate program offered by the unit. Describe how the unit assesses the effectiveness of each program's curriculum and teaching in meeting its educational objectives, and discuss changes that have occurred and that are planned based on those assessments. When internships, experiential learning and/or community outreach experiences are central to degree programs, they should also be described. Analyze the information regarding courses taught, enrollment patterns, degree/certificates awarded, credit hour generation relative to the educational objectives of each program, and other relevant program data related to educational objectives. Discuss collaborations with other UNM academic units that lead to degree/certificate completion (i.e. interdisciplinary, cross-disciplinary, and multidisciplinary courses and programs). Provide an assessment of the unit's extracurricular activities (such as colloquia, conferences, speaker series, performances, etc.) in relation to the unit's educational objectives. Where appropriate, data on program information may be combined.
3. Student Performance Measures: Explain what the unit expects graduates to know and be able to do upon completion of each program. Show how each program tracks students' achievement of these outcomes, and utilizes the findings to improve teaching and learning effectiveness. Summarize and discuss multiple forms of both direct and indirect evidence of students' academic performance over the past five years. Examples of direct evidence include: quality of capstone projects, papers, theses, dissertations, presentations, performances, portfolios or research; performance on culminating exams, including licensure and certification; internship or practicum evaluations; publications in campus, local, regional, national and/or international venues; and students' awards. Examples of indirect evidence include: job and graduate school placement of graduates; time to degree; exit interviews and student surveys; interviews and surveys of faculty, employers, recruiters, and alumni; graduate and alumni honors and awards; comparison or benchmarking with peer institutions. For accredited programs, the unit should utilize outcomes measures that are responsive to the accreditation expectations.
4. Institutional Contributions: Discuss the unit's contribution to other academic units, such as offering general education core courses for undergraduates, common courses for selected graduate programs, courses that fulfill pre-requisites for other programs, cross-listed courses, and so on.
5. Student Profile and Support Data: Analyze student information for the past five (or more if the data is available) years, including admissions, persistence and graduation/completion rates(if available), time to degree (if available), and any other relevant measures. Discuss the unit's recruitment efforts and admissions criteria, and relate these to the current and desired student demographics. Discuss retention efforts and advising procedures, and relate these efforts to program/certificate completion data. Discuss the financial support awarded to students by the unit. Analyze significant enrollment trends and the unit's response to these trends. Describe the effectiveness of support services for students that are provided within the unit.
6. Faculty Matters: Provide an abbreviated 2-page vita for each faculty member in the unit. The vitae should focus on accomplishments within the past five years. Provide data

summaries for the following: number of faculty by rank/title (including research faculty), FT/PT status, gender, ethnicity/race; courtesy/adjunct faculty by institution; faculty areas of expertise; teaching assignment patterns; both peer-reviewed and non-peer-reviewed publications, presentations, exhibits, etc.; student advising and mentoring; leadership and governance roles, and awards, recognition and honors received for the past five years. Briefly discuss the unit's practices and policies regarding strategic planning for faculty hires, transition for retiring faculty and/or roles for emeriti faculty, support for faculty involvement in interdisciplinary or cross-unit academic programs, workload analyses, support for faculty development, use of adjunct faculty, and faculty retention efforts.

7. Resource Bases: Evaluate the following resources over the past five years as they relate to the implementation of academic programs: support staff; program facilities; other related campus and regional facilities; library collections and other educational resources; computing and technology resources. Evaluate all the sources of revenue generated and received by the unit in relation to all current and projected costs. Discuss the relation between the budget and the program's mission and strategic goals. How would the program deal with increases or decreases in resources during the next five years? In addition to the university resource base assigned to the unit, provide summary data on extramural support (e.g., endowments, fundraising, grants, contracts) acquired by the unit. Indicate who is primarily responsible for each externally supported project or income-generating program.
8. Program Comparisons: Discuss the unit's programs in comparison with any of the following: a) parallel programs in any of our 16 peer institutions as defined by the NM Higher Education Department, peer referent institutions, or an alternative defined set of peer institutions developed by the department, b) regional comparisons of academic programs, c) comparisons made available through national ranking programs (e.g. U.S. News & World Report, National Research Council, Hispanic Association of Colleges and Universities, professional associations, disciplinary organizations, etc.). In cases where peer comparisons are unavailable or inappropriate for a program, the unit should instead focus on the distinctive contributions of the program and other indicators of the program's value.
9. Unit's Future Direction: This is **the most critical section of the self-study**. Building on the data discussed in the previous eight sections of this report, the unit should give an overall assessment of its current effectiveness in the delivery of the academic programs and its plans for the future. What are the primary strengths of the unit and what are the plans to build on those strengths? What are the areas of concern for the unit and how do future plans address those concerns? Are changes anticipated in the unit's strategic direction, and if so, how does the unit plan to reposition itself? Is the unit responsive to the changing needs of the students, the community, and the state? Is the current organizational structure ideal for the unit's goals? If the unit's plans require additional and/or redistributed resources, how will the resources be obtained and how will reallocation decisions be made? If changes in the faculty and staff are projected, how will program effectiveness be maintained or enhanced? How will the unit address future enrollment trends? To respond to these and similar questions, the unit should conclude with an *executive summary* of its immediate and long-range plans to achieve its academic mission and goals.

### ***Preliminary Questions for the External Review Team***

Following completion of the self-study document, the unit should also propose three to five *broad questions* to be addressed by the review team, keeping in mind that the reviewers are in a position to respond from a more global perspective. These questions will be included with the materials sent to each reviewer prior to the campus visit.

## IV. Appendices

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## APPENDIX A: TIMELINE FOR PROGRAM REVIEWS

WHEN DUE	ACTIVITY ITEM/ACTION	PARTICIPANTS/ WHO IS RESPONSIBLE	DISTRIBUTION	DATE DONE
One year before the site visit is scheduled	Orientation meeting for all Units under- going review  (Page 5)	Unit Head Accreditation Director APR Coordinator Institutional Research Representative Other members of the unit as determined by Unit Head		
Nine months before site visit	Select self-study committee and begin self-study  (Page 5)	Unit Head Faculty Students Other stakeholders charged with the responsibility for preparing the unit's self- study document		
Eight months before site visit	Select review team and dates for review team visits  (Page 6, 7)	Unit Head	Unit College/School Dean Accreditation Director APR Coordinator	
Two months before site visit	Self-study report is submitted and distributed for review and feedback  (Page 6)	Unit Head ARP Coordinator	Self-study committee chair Provost/Executive Vice President for Academic Affairs or designee Unit College/School Dean and appropriate Associate Deans Vice President for Research or designee Vice Provost for Academic Affairs Dean of Graduate Studies Accreditation Director Assessment Manager UNM member of the review team Unit Head (and others to represent undergraduate and graduate aspects of the Unit) Representatives of the FS Graduate, Undergraduate and Curricula Committees	

WHEN DUE	ACTIVITY ITEM/ACTION	PARTICIPANTS/ WHO IS RESPONSIBLE	DISTRIBUTION	DATE DONE
Two months before site visit	Pre-visit meeting for self study review  (Page 6)	Self-study committee chair Provost/Executive Vice President for Academic Affairs or designee Unit College/School Dean and appropriate Associate Deans Vice President for Research or designee Vice Provost for Academic Affairs Dean of Graduate Studies Accreditation Director Assessment Manager UNM member of the review team Unit Head (and others to represent undergraduate and graduate aspects of the Unit) Representatives of the FS Graduate, Undergraduate and Curricula Committees APR Coordinator		
Six weeks before site visit	Distribute final draft of self study report	Unit head and APR Coordinator	Review team Provost/Executive Vice President for Academic Affairs or designee Deputy Provost Vice Provost for Academic Affairs Other key Senior Provost's Staff members as needed Unit College/School Dean and appropriate Associate Deans Vice President for Research or designee Dean of Graduate Studies Accreditation Director Assessment Manager Representatives of the FS Graduate, Undergraduate and Curricula Committees	
One month before site visit	Arrange itinerary for site visit	APR Coordinator and Unit		

WHEN DUE	ACTIVITY ITEM/ACTION	PARTICIPANTS/ WHO IS RESPONSIBLE	DISTRIBUTION	DATE DONE
Last day of site visit	Review Team Exit Meeting  (Page 7, 8)	Review team Self-study committee chair Provost/Executive Vice President for Academic Affairs or designee Deputy Provost Vice Provost for Academic Affairs Other key Senior Provost's Staff members as needed Unit College/School Dean and appropriate Associate Deans Vice President for Research or designee Dean of Graduate Studies Accreditation Director Assessment Manager Unit Head (and others to represent undergraduate and graduate aspects of the Unit) Representatives of the FS Graduate, Undergraduate and Curricula Committees APR Coordinator		
Within six weeks after site visit	Report is submitted by Review Team and distributed  (Page 8)	APR Coordinator and Review Team	Provost/Executive Vice President for Academic Affairs Unit College/School Dean Vice Provost Academic Affairs Unit Head Accreditation Director	

WHEN DUE	ACTIVITY ITEM/ACTION	PARTICIPANTS/ WHO IS RESPONSIBLE	DISTRIBUTION	DATE DONE
One month after receipt of report	Prepare a written response and preliminary action plan.  (Page 9)	Unit Head APR Coordinator	Self-study committee chair Unit College/School Dean and appropriate Associate Deans Provost/Executive Vice President for Academic Affairs or designee Deputy Provost Vice Provost for Academic Affairs Vice President for Research or designee Dean of Graduate Studies Accreditation Director Assessment Manager UNM member of the review team Unit Head (and others to represent undergraduate and graduate aspects of the Unit) Representatives of the FS Graduate, Undergraduate and Curricula Committees APR Coordinator	

WHEN DUE	ACTIVITY ITEM/ACTION	PARTICIPANTS/ WHO IS RESPONSIBLE	DISTRIBUTION	DATE DONE
One month after written response	Post review meeting <i>(Page 9)</i>	Self-study committee chair Unit College/School Dean and appropriate Associate Deans Provost/Executive Vice President for Academic Affairs or designee Deputy Provost Vice Provost for Academic Affairs Vice President for Research or designee Dean of Graduate Studies Accreditation Director Assessment Manager UNM member of the review team Unit Head (and others to represent undergraduate and graduate aspects of the Unit) Representatives of the FS Graduate, Undergraduate and Curricula Committees APR Coordinator		
As specified	Action Plan filed <i>(Page 10)</i>	Unit Head in consultation with relevant Provost Office Staff		
As specified	Action Plan updates	Unit Head		

WHEN DUE	ACTIVITY ITEM/ACTION	PARTICIPANTS/ WHO IS RESPONSIBLE	DISTRIBUTION	DATE DONE
Three years after completion of the Unit review	Mid point review <i>(Page 11)</i>	Unit Head	Self-study committee chair Unit College/School Dean and appropriate Associate Deans Provost/Executive Vice President for Academic Affairs or designee Deputy Provost Vice Provost for Academic Affairs Vice President for Research or designee Dean of Graduate Studies Accreditation Director Assessment Manager UNM member of the review team Unit Head (and others to represent undergraduate and graduate aspects of the Unit) Representatives of the FS Graduate, Undergraduate and Curricula Committees APR Coordinator	

## APPENDIX B: ACADEMIC PROGRAM REVIEW SELF-STUDY CHECKLIST

### MAJOR TOPICS

1. General Characteristics of the Unit	Page number
Brief history of the unit	_____
The unit's mission, with a comparison to the mission of the university*	_____
The unit's major goals, with a comparison to the UNM strategic plan**	_____
Overview of faculty, staff, student, and community participants	_____
Leadership, governance, and organizational structure	_____
Academic programs overview	_____
Major research and/or creative endeavors	_____
Public service	_____
Other major initiatives	_____
Previous program/accreditation review & subsequent changes	_____

\*<http://www.unm.edu/~ubppm/ubppmanual/1000.htm> or <http://www.unm.edu/~unmstrat/pg6.html>

\*\* <http://www.unm.edu/~unmstrat/stratplan.doc>

2. Degree Programs and Curricula	
For <b>each</b> degree and certificate program, include the following:	
a. Educational objectives	
b. Methods and results of assessment of the effectiveness of the program in meeting its educational objectives	
c. Changes that have occurred and that are planned based on the results of those assessments	
d. Internships, experiential learning, and/or community outreach, if applicable	
e. Analysis of information provided by the OIR and OGS relative to each degree program	
f. Collaborations with other UNM academic units leading to degree/certificate completion (i.e. interdisciplinary, cross-disciplinary, and multidisciplinary courses and programs)	
g. Extracurricular activities (such as colloquia, conferences, speaker series, performances, etc.) related to the program's educational objectives	
Program _____	Page _____
Program _____	Page _____
Program _____	Page _____
Program _____	Page _____
Program _____	Page _____
Program _____	Page _____
Program _____	Page _____
Program _____	Page _____
Program _____	Page _____
Program _____	Page _____
Program _____	Page _____
Program _____	Page _____

### 3. Student Performance Measures

Learning outcomes for the unit's programs (i.e., what the unit expects graduates to be able to do upon completion of each program) Page \_\_\_\_\_

How does each program track students' achievement of these outcomes? Page \_\_\_\_\_

Indicators of students' academic performance over the past five years Page \_\_\_\_\_

Examples of indicators include

- quality of undergraduate research
- theses, and dissertations
- student presentations and publications
- students' awards
- placement of graduates
- graduates who attain licensure or certification
- evidence of student outcomes from interviews or surveys
- specialized accreditation outcomes

### 4. Institutional Contributions

Unit's contribution to other academic units, such as general education core courses for undergraduates, common courses for graduate programs, courses that fulfill pre-requisites for other programs, cross-listed courses, and so on. Page \_\_\_\_\_

### 5. Student Profile and Support Data

(These topics may be presented separately for each degree program under Section 2.5 above, or when more appropriate, presented for the unit as a whole.)

Analysis of student information for the past five years, including

- application, acceptance, and enrollment numbers Page \_\_\_\_\_
- persistence and graduation/completion rates (if available) Page \_\_\_\_\_
- time to degree (if available) Page \_\_\_\_\_
- other relevant measures Page \_\_\_\_\_

Current and desired student demographics Page \_\_\_\_\_

Significant enrollment trends (if available) Page \_\_\_\_\_

Recruitment, admissions, retention, & advising, as related to the above Page \_\_\_\_\_

Effectiveness of the unit's support services for students Page \_\_\_\_\_

### 6. Faculty Matters

2-page vita for each faculty member in the unit (focus on the past 5 years) Page \_\_\_\_\_

Data summaries for the following: Page \_\_\_\_\_

- number of faculty by rank/title (including research faculty), FT/PT status
- gender
- ethnicity/race
- courtesy/adjunct/contingent faculty
- faculty areas of expertise
- teaching assignment patterns (if available)
- publications (peer & non-peer reviewed)
- presentations
- exhibits & other creative works
- student advising and mentoring
- leadership and governance roles
- major awards, recognitions and honors received in past five years.

Practices and policies regarding strategic planning for faculty hires	Page _____
Retiring faculty and/or roles for emeriti faculty	Page _____
Faculty involvement in interdisciplinary or cross-unit academic programs	Page _____
Faculty workload analysis	Page _____
Support for faculty development	Page _____
Policy for use of contingent faculty	Page _____
Faculty retention efforts	Page _____

## 7. **Facilities and Resource Bases**

Evaluate the following resources over the past five years as they relate to the implementation of academic programs:

Support staff	Page _____
Space for offices, student support services, and instruction	Page _____
Other related campus and regional facilities	Page _____
Library collections and related educational resources	Page _____
Computing and technology resources	Page _____
Revenue generated and received by the unit	Page _____
Extramural support	Page _____
Current and projected costs	Page _____
Relation between the budget and the program's mission and goals	Page _____
Plan for dealing with increases or decreases in resources in the next 5 yrs	Page _____

## 8. **Program Comparisons**

Comparison of the unit's programs with as many of the following as available:

▪ parallel programs in our peer institutions	Page _____
▪ parallel programs in regional institutions	Page _____
▪ national ranking (e.g. U.S. News & World Report, National Research Council, Hispanic Association of Colleges and Universities, professional associations, disciplinary organizations, etc.).	Page _____
Distinctive contributions and other indicators of program value	Page _____

## 9. **Future Direction**

Primary strengths of the unit	Page _____
Plans for building on those strengths	Page _____
Areas of concern for the unit	Page _____
Plans to address those concerns	Page _____
Anticipated changes:	
▪ in the unit's strategic direction	Page _____
▪ in student, community, and/or state programs	Page _____
▪ in organizational structure	Page _____
▪ in faculty and staffing patterns	Page _____
▪ in enrollment	Page _____
▪ in use of funds (reallocation)	Page _____

**Executive summary of immediate and long-range plans to achieve academic mission and goals (this may include or be a strategic plan for the unit).** Page \_\_\_\_\_

## APPENDIX C: DATA SOURCES FOR PREPARATION OF THE SELF-STUDY

Below are data sources and descriptions provided by the Office of Institutional Research (<http://www.unm.edu/~oir/>) for use in preparation of the self-study. The Office of Graduate Studies and Research Development Services/OVPRED will also provide data to the unit, if applicable as noted: Units may use additional available data sources that are relevant to the unit's self-study. All data used in the self-study should include a source reference and carry an appropriate citation of the relevant data source.

Data Category	Data elements	Period covered in data (5 years where possible)
Student enrollment data	a) By major and level (freshman, sophomore, junior, senior, masters, doctoral, etc.). For undergraduates, enrollment reported separately for declared majors in University College and those who have been admitted into program's college.  b) By level (undergraduate/graduate), sex, and ethnicity.  c) By level (undergraduate/ graduate) and FT/PT status.	5-year fall enrollment trend (21-day census enrollment).
Degrees and certificates awarded	a) Number granted by major and degree (BA, BS, MA, MS, PhD, etc.) and certificate <sup>1</sup> .  b) By major, sex, and ethnicity.  <i><sup>1</sup> OIR can only report university-approved certificates. Departments are the source for any professional development certificates they issue.</i>  <i>COE will have to report on Post-Baccalaureate program completers. These students do not earn degrees or certificates, so the information is not available centrally.</i>	By academic year 5-year trend
Persistence, time to degree, and Graduation Rates	<i>Data for these reports are based on methodology used for the Academic Ledger.</i>	5 years Fall Semesters
Student credit hour (SCH) generation	a) Credit hours by course discipline and level (freshmen, sophomore, etc.).  b) Credit hours delivered to majors, non-majors, and to University College students with declared major in program.  c) Credits hours by course level and type of instructor Note: Units may wish to add their own data regarding core curriculum courses, interdisciplinary courses, and other categories of SCH generation relative to their goals.	5 years. Fall semesters.  5 years. Fall semesters.  5 years. Fall semesters.

Data Category	Data elements	Period covered in data (5 years where possible)
Graduate student assistantships	<p>Assistantships as of October 31 of each year. One assistantship per person (primary assignment). No dollar amounts. If the unit wishes to report dollar amounts, the unit will generate that report.</p> <p>a) Headcount of assistantships funded by the department/program (regardless of what academic program student is enrolled)</p> <p>b) Headcount of assistantships for students enrolled in department/program</p>	5 years
Faculty and staff data	<ol style="list-style-type: none"> <li>1) <b>Number of faculty</b> (broken down by research faculty, instructional faculty, and faculty administrators/directors,). Report by contract type: tenure/tenure-track, regular non-tenure track, contingent faculty, and post-docs.</li> <li>2) <b>List of faculty names</b> for tenure/tenure-track faculty and administrators/directors by contract type.</li> <li>3) <b>Number of faculty by sex and ethnicity</b> Combine all ranks together and report for tenure/tenure-track only.</li> <li>4) <b>Number of faculty by highest degree obtained</b> (categories: doctorate, professional doctorate, other terminal degree, masters, and other) for tenure/tenure-track faculty only.</li> <li>5) <b>Staff employment.</b> By EEO category (i.e., Executive, Faculty, Professional, Cler/Sec, Tech/ParaProf, Other) Provided by OIR using October 31 HR census files.</li> </ol> <p><i>Academic units will need to provide the following information: Courtesy/adjunct faculty by institution; faculty areas of expertise; peer-reviewed and non-peer-reviewed publication, presentations, exhibits; student advising and mentoring; leadership and governance roles; faculty awards, recognition, and honors received; practices and policies regarding strategic planning for faculty hires, transition for retiring faculty and/or roles for emeriti faculty, support for faculty involvement in interdisciplinary or cross-unit academic programs, support for faculty development, use of adjunct faculty (OIR can provide adjunct faculty numbers), faculty retention efforts.</i></p>	<p>Employee census date: October 31 of each year (5-year trend for aggregate data)</p> <p>Most recent year only.</p> <p>5-year trend</p> <p>5-year trend</p> <p>Most recent year only</p>
Graduate Student Applications and Admission	<i>Provided by Office of Graduate Studies based upon data provided for Peterson's Annual Survey of Graduate and Professional Institutions.</i>	5-year trend
Research Awards	<i>This information can be accessed on the OVPRED website through the Info Ed Department Tracking (check with your department administrator to see if your department has access). For departments that do not have access, contact Denise Wallen at 277-2256.</i>	

<b>Data Category</b>	<b>Data elements</b>	<b>Period covered in data (5 years where possible)</b>
Course offerings	<b>Units will provide this information.</b>	
Budget allocations and expenditures	<b>To be provided by the unit from financial reports, including all sources of revenue and expenses.</b>	5 years—major category summaries only.

## APPENDIX D: SITE VISIT *SAMPLE* ITINERARY

*Note: This is a sample itinerary only, the unit should create an itinerary in consultation with members of the unit, the APR Coordinator, and the site review team. Please schedule breaks and down time.*

### Day one:

Time	Activity	Who is responsible	
8:00 a.m. – 9:00 a.m.	Orientation breakfast with review team, Vice-Provost for Academic Affairs; Accreditation Director; APR Coordinator, unit head; self study committee	Unit/APR Coordinator	
9:00 a.m. to 9:30 a.m.	Team planning and orientation	APR Coordinator Unit head	
Mandatory meetings 10:00 a.m. to 11:00 a.m.	Meetings with program administrators	Unit	
11:00 a.m. to 12:00 p.m.	Facility tour	Unit	
12:00 p.m. to 1:00 p.m.	Lunch with College/School Dean	Unit	
1:00 p.m. to 5:00 p.m.	Continue meetings with students, faculty, staff members, and the administrators of the program	Unit	
5:00 p.m. to 9:00 p.m.	Working dinner	APR Coordinator	

### Day Two:

Time	Activity	Who is responsible	
8:00 a.m. to 9:45 a.m.	Review Unit materials	Unit	
Mandatory meetings 10:00 a.m. to 10:30 a.m.	Meeting with Provost/Executive Vice President for Academic Affairs	APR Coordinator	
10:30 a.m. to 11:00 a.m.	Meetings with key University Administrators including the Deputy Provost, Vice Provost for Academic Affairs, Dean of Graduate Studies, and the Vice President for Research and Economic Development (or designee)	APR Coordinator	
Confidential meetings 11:00 a.m. to 12:00 p.m.	Meetings requested by faculty or students or community members	Unit APR Coordinator	
12:00 p.m. to 1:00 p.m.	Lunch	Unit	
Non-mandatory meetings 1:00 p.m. to 4:00 p.m.	Meetings with other key stakeholders as time permits	Unit	
4:00 p.m. to 5:00 p.m.	Day one or two - Reception – open to university community	Unit	
5:00 p.m. to 9:00 p.m.	Working dinner	APR Coordinator	

### Day Three:

Time	Activity	Who is responsible	
Morning 8:00 a.m. to 11:00 a.m.	Team meeting to draft report	Unit	
11:30 a.m. – 12:30 p.m. Lunch served	Exit meeting attended by Provost/Executive Vice President for Academic Affairs, Deputy Provost, Vice Provost for Academic Affairs, VP for Research (or designee), Dean of Graduate Studies, College/School Dean, Accreditation Director, Assessment Manager, representatives of the Faculty Senate Graduate, Undergraduate and Curricula Committee, Unit head, Chair of the self-study committee, APR Coordinator	Unit/APR Coordinator	

## APPENDIX E: CURRICULUM TERMINOLOGY DOCUMENT

# University of New Mexico Curriculum Terminology Glossary as of 6/8/06

***Published definitions:*** Definitions that will be made available to students through the UNM Catalog and other print- and web-published materials.

***Operational/policy definitions:*** Additional definitions that will be available to UNM faculty and staff for program development, advisement, and general reference purposes.

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## Certificate

**Published Definition:** In contrast to a professional development certificate, a certificate program is a prescribed course of studies approved through the University's curriculum approval process. A completed certificate appears on a student's transcript, but a diploma is not issued.

**Operational/Policy Definition:** In addition to the published definition, the operational definition includes the following:

1. The UNM Catalog contains information about certificate programs.
2. Approved transcribed certificates (at all levels) are associated with a CIP code and a UNM major.
3. Graduate certificates are approved by the New Mexico Commission on Higher Education (CHE) and the State Board of Finance.
4. Certificates at UNM branches are formal awards approved by the Office of the Associate Provost for Academic Affairs.

## CIP Code

**Operational/Policy Definition:** The Classification of Instructional Programs (CIP) is used nationally to assure comparability of information among institutions of higher education. It allows the classification of instructional programs into broad academic categories.

## Concentration

**Published Definition:** An approved set of courses WITHIN A MAJOR that define a specialty area or specific field of study. Unless specified by the unit offering the major, a concentration is not required.

Note: Within undergraduate elementary education and secondary education degree programs, teaching fields are treated as concentrations in order to be tracked by the Banner system.

**Operational/Policy Definition:** In addition to the published definition, the operational definition includes the following:

1. Former terms include degree track, emphasis, sub-field, area of special concentration, major areas, specialty/ specialized area, curriculum stream, option, disciplinary focus, individual specialization, area of study, etc.
2. Both new concentrations or changes to existing concentrations (by each degree level) must go through the curriculum approval process.
3. Only formally approved concentrations will appear in the UNM Catalog.
4. As UNM moves toward implementing the new Student Information System (SIS), CIP codes will be attached to all concentrations.
5. Concentrations are not currently transcribed, but concentrations will be transcribed when the new SIS is fully implemented. Once full implementation of the new SIS occurs, a statement about transcribing concentrations will be part of the published definition.
6. Once concentrations are transcribed, they WILL NOT be listed on a diploma.

## Degree

**Published Definition:** A title that the University confers on a student who has satisfactorily completed a required program of study. Degree requirements are established by the University, colleges, and departments, and are approved by University faculty, administration, and the Board of Regents. UNM is authorized to award associate, baccalaureate, master's, 1st professional, and doctoral degrees.

## Degree Title

**Published Definition:** The complete approved label of a degree program consisting of the degree designation and the degree major (e.g., Bachelor of Arts in History; Bachelor of Science in Chemistry). Some programs require the name of the major as part of the degree designation (e.g., Master of Architecture–MARCH, Master of Business Administration–MBA, Master of Science in Nursing–MSN).

**Operational/Policy Definition:** In addition to the published definition, the operational definition includes the following:

1. Graduate degrees are approved by the New Mexico Commission on Higher Education (CHE) and the State Board of Finance.

## Diploma

**Published Definition:** An official document naming a degree that has been conferred by the University.

## Emphasis

**Published Definition:** An approved subset of courses within a concentration. Emphases do not appear on a diploma or transcript. Unless specified by the unit offering the major and concentration, an emphasis is not required.

**Operational/Policy Definition:** In addition to the published definition, the operational definition includes the following:

1. Emphases go through the curriculum approval process.
2. Only emphases that have gone through the curriculum approval process will appear in the UNM Catalog.
3. Emphases do not have major codes or CIP codes attached to them.

## Major

**Published Definition:** That part of a degree program consisting of a specified number of hours from a defined group of courses in a primary discipline or field. A completed major is shown on both a student's diploma and transcript.

**Operational/Policy Definition:** In addition to the published definition, the Operational definition includes the following:

1. A new major (by each degree level) must go through the curriculum approval process. In addition, graduate majors are approved by the New Mexico Commission on Higher Education (CHE) and the State Board of Finance.
2. Changes to an existing major must be accomplished in accordance with UNM's Curriculum Forms Process Manual. [NOTE: Web published documents will show a link to this document]
3. Every major will have a CIP code and a unique UNM major code attached to it
4. Only formally approved majors will appear in the UNM Catalog.

## Minor

**Published Definition:** That part of a degree program in an approved secondary discipline or field OUTSIDE THE MAJOR. A minor requires fewer hours than a major. A completed minor is shown on a student's transcript but not on the diploma.

**Operational/Policy Definition:** In addition to the published definition, the Operational definition includes the following:

1. A minor is awarded only if approved by both the major and minor department and/or college.
2. A new minor (by each degree level) must go through the curriculum approval process.
3. Changes to an existing minor must be accomplished in accordance with UNM's Curriculum Forms Process Manual.

## **Professional Development Certificate**

**Published Definition:** A professional development certificate indicates completion of a set of credit or non-credit courses designed to provide participants an opportunity to develop or improve specific job-related knowledge and skills. Professional development certificates are issued by the unit offering the course/s rather than by the Office of the Registrar. Professional development certificates do not appear on university transcripts. Participation in professional development certificate courses may or may not require admission to the University.

**Operational/Policy Definition:** In addition to the published definition, the operational definition includes the following:

1. Professional development certificate programs are approved by the unit offering the course/s rather than through the University's formal curriculum approval process.
2. The UNM Catalog does not contain information about professional development certificate programs.
3. All published materials (print and electronic) must include the words "professional development certificate" wherever they are referenced. They cannot be referred to simply as "certificates," as this term is reserved for official certificate programs that go through the curriculum approval process.

## **Program Level**

**Published Definition:** Program levels at UNM include the following: Certificate, Associate, Baccalaureate, 1st Professional, Graduate Certificate, Master's, and Doctorate.

## **Program of Study**

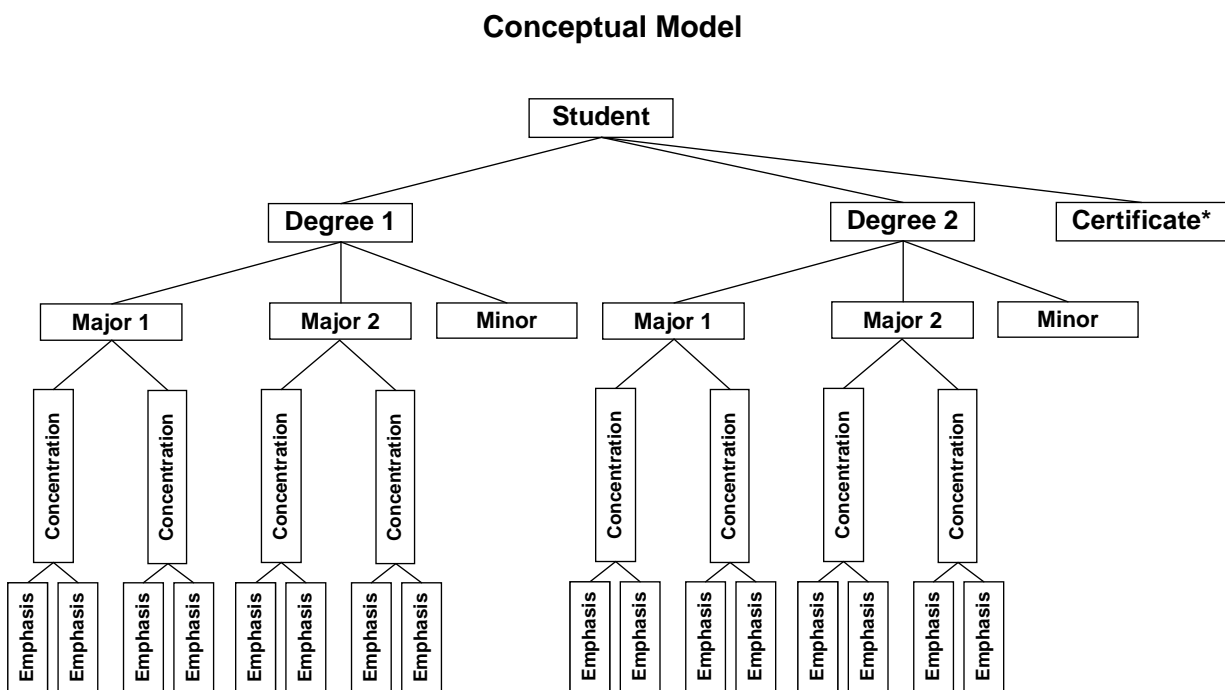
**Published Definition:** An approved course of study leading to a transcribed certificate or degree. A graduate-level program of study typically includes a capstone experience (e.g., thesis, dissertation, professional paper or project, comprehensive exam, etc.)

## Transcript

**Published Definition:** A document that details the entire permanent academic record of a student at the University. An official transcript is a certified copy, for which a small fee is charged. An unofficial copy is available at no charge.

**The following diagram should be included in the operational set of definitions:**

Diagram of the relationship between majors, concentrations, emphases, minors, and certificates:



\* There are three types of certificates: branch campus certificates, stand-alone certificates at the Main Campus, and certificates that are part of a graduate degree program.

## APPENDIX F MASTER SCHEDULE OF PROGRAM REVIEWS

Last Self-Study	Last Site-Visit	Department	School/College	Start Self Study	Self Study Due	Visit
		Language, Literacy & Sociocultural Studies	COE	Fall 2005	Spring 2006	Fall 2006
		Nutrition Program	COE-IFCE	Fall 2005	Spring 2006	Fall 2006
		Sociology	A&S	Fall 2005	Spring 2006	Fall 2006
		Psychology	A&S	Spring 2006	Fall 2006	Spring 2007
2/1/1997		Community & Regional Planning (PAB Spring 2007)	SA&P	Spring 2006	Fall 2006	Spring 2007
		Biomedical Science	School of Medicine	Spring 2006	Fall 2006	Spring 2007
		Latin American Studies	A&S	Fall 2006	Spring 2007	Fall 2007
	9/1/1996	Linguistics	A&S	Fall 2006	Spring 2007	Fall 2007
3/1/1994		Spanish & Portuguese	A&S	Fall 2006	Spring 2007	Fall 2007
		Biology	A&S	Spring 2007	Fall 2007	Spring 2008
	11/1/1995	Mathematics and Statistics	A&S	Spring 2007	Fall 2007	Spring 2008
		Media Arts	CFA	Spring 2007	Fall 2007	Spring 2008
9/1/2000		Geography	A&S	Spring 2007	Fall 2007	Spring 2008
10/1/1996		Anthropology	A&S	Fall 2007	Spring 2008	Fall 2008
	2/1/1995	Philosophy	A&S	Fall 2007	Spring 2008	Fall 2008
4/1/1997		Religious Studies	A&S	Fall 2007	Spring 2008	Fall 2008
		Landscape Architect (ASLA Spring 2009)	SA&P	Spring 2008	Fall 2008	Spring 2009
	4/1/1995	Chemical and Nuclear Engineering	SOE	Spring 2008	Fall 2008	Spring 2009

Last Self-Study	Last Site-Visit	Department	School/College	Start Self Study	Self Study Due	Visit
	2/1/1994	Electrical & Computer Engineering	SOE	Spring 2008	Fall 2008	Spring 2009
	3/1/1996	Civil Engineering & Constr. Mgt.	SOE	Spring 2008	Fall 2008	Spring 2009
	3/1/1995	Mechanical Engineering SOE	SOE	Spring 2008	Fall 2008	Spring 2009
		Educational Leadership	COE/ELOL	Fall 2008	Spring 2009	Fall 2009
10/1/2001	2/1/2002	Organizational Learning & Instructional Technologies	COE/ELOL	Fall 2008	Spring 2009	Fall 2009
	4/1/1994	History	A&S	Fall 2008	Spring 2009	Fall 2009
4/1/2001	3/1/2002	School of Public Administration	SPA	Fall 2008	Spring 2009	Fall 2009
2/1/1996		English	A&S	Spring 2009	Fall 2009	Spring 2010
	11/1/1996	Physics & Astronomy	A&S	Spring 2009	Fall 2009	Spring 2010
		Optical Sciences	Interdis	Spring 2009	Fall 2009	Spring 2010
	11/1/1993	Computer Science	SOE	Spring 2009	Fall 2009	Spring 2010
	4/1/1997	Art Education	COE/ED Spec	Fall 2009	Spring 2010	Fall 2010
10/1/2000		Art & Art History	CFA	Fall 2009	Spring 2010	Fall 2010
		Water Resources	UC	Fall 2009	Spring 2010	Fall 2010
		Women's Studies	A&S	Fall 2009	Spring 2010	Fall 2010
10/1/2000		Economics	A&S	Spring 2010	Fall 2010	Spring 2011
		Bachelor of University Studies	UC	Spring 2010	Fall 2010	Spring 2011
		Chicano/a Studies Program	UC	Spring 2010	Fall 2010	Spring 2011
		Native American Studies	UC	Spring 2010	Fall 2010	Spring 2011
		University Honors	UC	Spring 2010	Fall 2010	Spring 2011

<b>Last Self-Study</b>	<b>Last Site-Visit</b>	<b>Department</b>	<b>School/College</b>	<b>Start Self Study</b>	<b>Self Study Due</b>	<b>Visit</b>
		Architecture Program (NAAB Spring 2006)	SA&P	Fall 2010	Spring 2011	Fall 2011
		African American Studies	A&S	Fall 2010	Spring 2011	Fall 2011
		Elementary Education	COE/Teacher Education	Fall 2010	Spring 2011	Fall 2011
		Secondary Education	COE/Teacher Education	Fall 2010	Spring 2011	Fall 2011
		Early Childhood & Multi-cultural Education	COE/IFCE	Spring 2011	Fall 2011	Spring 2012
Spring 2001		Family Studies	COE/IFCE	Spring 2011	Fall 2011	Spring 2012
Spring 2001		Communication & Journalism	A&S	Spring 2011	Fall 2011	Spring 2012
2/1/2002	3/1/2002	Music	CFA	Spring 2011	Fall 2011	Spring 2012
		Physical Education	COE/PPD	Spring 2011	Fall 2011	Spring 2012
		Health Education	COE/PPD	Spring 2011	Fall 2011	Spring 2012
		Recreation Education	COE/PPD	Spring 2011	Fall 2011	Spring 2012
9/1/2001	2/1/2002	Political Science	A&S	Fall 2011	Spring 2012	Fall 2012
		Nanoscience	Interdis	Fall 2011	Spring 2012	Fall 2012
Fall 2001		Special Education	COE/ED Spec	Fall 2011	Spring 2012	Fall 2012
		Organizational Studies	ASM	Fall 2011	Spring 2012	Fall 2012
		Educational Psychology	COE/IFCE	Spring 2012	Fall 2012	Spring 2013
Spring 2003	2/1/2003	Chemistry	A&S	Spring 2012	Fall 2012	Spring 2013
		Accounting/ASM	ASM	Spring 2012	Fall 2012	Spring 2013
Fall 2001		Counseling	COE/IFCE	Spring 2012	Fall 2012	Spring 2013
Fall 2001		Speech & Hearing Sciences	A&S	Fall 2012	Spring 2013	Fall 2013
12/1/2002	3/1/2003	American Studies	A&S	Fall 2012	Spring 2013	Fall 2013

<b>Last Self-Study</b>	<b>Last Site-Visit</b>	<b>Department</b>	<b>School/College</b>	<b>Start Self Study</b>	<b>Self Study Due</b>	<b>Visit</b>
11/1/2002	2/1/2003	Earth & Planetary Sciences	A&S	Fall 2012	Spring 2013	Fall 2013
		Mathematics, Science, Environmental & Technological Education	COE/ED Spec	Fall 2012	Spring 2013	Fall 2013
2/1/2003	4/1/2003	Foreign Languages & Literature (w. Comparative Literature and Cultural Studies)	A&S	Spring 2013	Fall 2013	Spring 2014
		Finance, International, Technology Management	ASM	Spring 2013	Fall 2013	Spring 2014
		Marketing, Information and Decision Sciences	ASM	Spring 2013	Fall 2013	Spring 2014
9/1/2002	10/1/2002	Theater & Dance	CFA	Spring 2013	Fall 2013	Spring 2014