

Office of the Provost

The New NAU Charter

VISION

NAU aims to be the nation's preeminent engine of opportunity, vehicle of economic mobility, and driver of social impact by delivering equitable postsecondary value in Arizona and beyond.

MISSION

NAU transforms lives and enriches communities through high-quality academics and impactful scholarship, creative endeavors, and public service.

COMMITMENT

NAU will educate, support, and empower students from all backgrounds, identities, and lived experiences to reach their full potential and contribute to a more just, equitable, inclusive, prosperous, and sustainable future.

Academic Program Review Guidelines

AY 2025 – 2026

For academic units engaged in APR self-study.

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Completion Checklist & FAQ

Checklist for APR Submission:

- ✓ Executive Summary (Max 1 and ½ pages)
- ✓ Table of Contents
- ✓ Core Sections
- ✓ Optional Sections (If applicable)
- ✓ Appendices A-D (additional ones as needed)
- ✓ Data Interpretation (Not just numbers—provide reflection)

Key Questions

Q: How long should the APR self-study be?

A: Aim for clarity and conciseness but be thorough. There is no required page limit.

Q: Where do we find enrollment and student success data?

A: Data will be provided by the Office of Strategic Planning, Institutional Research and Analytics (SPIRA) via an email from the Associate Vice Provost (AVP) for Curriculum, Assessment, and General Studies. You only need to interpret the trends. Please contact the AVP for any unique or additional data requests.

Q: What if a section doesn't apply to our program?

A: The core sections must be completed by all programs. If the Optional research section is not applicable, talk with your dean about including a narrative to showcase a different part of your program (creative activity, etc.)

NAU aims to be the nation's preeminent engine of opportunity, vehicle of economic mobility, and driver of social impact by delivering equitable postsecondary value in Arizona and beyond ([The New NAU Charter](#)). To learn about postsecondary value and its impact on students please visit the Postsecondary Value Commission website (www.postsecondaryvalue.org)

[Elevating Excellence](#) is Northern Arizona University's strategic framework aimed at advancing academic excellence by fostering student success, enhancing faculty and staff support, and driving impactful research and innovation. Through a commitment to inclusive excellence, high-quality programs, and continuous improvement, NAU strives to empower learners and elevate its role as a leader in higher education.

Purpose

The primary purpose of Academic Program Review (APR) is to strengthen and improve academic programs. It enables faculty to evaluate the effectiveness and progress of academic programs and identify the future direction, needs, and priorities of those programs. *Academic Program Review is one mechanism through which NAU can work to ensure academic excellence.*

Institutional Accreditation and ABOR Policy 2-225

NAU's institutional accreditor is the Higher Learning Commission. Criteria for HLC accreditation requires institutions to engage in regular academic program reviews to ensure the quality of its educational offerings ([Criterion 4.4](#)).

Arizona Board of Regents policy ([ABOR 2-225](#)) requires review of all academic programs every seven years. The Provost may schedule an earlier review in response to changes or for other reasons. Similarly, a Dean may request an earlier review. On rare occasions, APR may be delayed at the request of a Dean to the Associate Vice Provost for Curriculum and Assessment (AVP-CAGS), and subject to the approval of the Provost.

In alignment with ABOR and HLC requirements, NAU's departments, schools, and programs engage in the collaborative process of [Academic Program Review](#). Degree programs engaging in a discipline-specific [specialized accreditation](#) by organizations external to NAU are reviewed in compliance with the standards and

procedures established by the accrediting organization and following the accrediting organization's calendar of review.

Programs seeking first-time or renewal of specialized accreditation, please see NAU's Accreditation Protocol.

All programs, *regardless of accreditation status*, will engage in the final stage of the APR process and develop action plans to review with the Provost's office and will submit progress reports as described in these guidelines.

Academic Program Review is overseen and coordinated by the Associate Vice Provost for Curriculum, Assessment, and General Studies who also provides support for programs undergoing specialized accreditation and re-accreditation review.

Unit of Review

An academic unit (department or school) is typically the basic unit of APR review. Normally, **all** programs at **all** locations (e.g., FLGMTN, statewide, NAU Yuma, Online, etc.) in an academic unit are reviewed simultaneously. In some instances, particularly if a unit has one or more degree programs with discipline-specific specialized accreditation(s), sections of the APR may be done separately, and in different years for academic programs within the unit. Programs that do not reside within an academic unit, including programs such as General Studies, are reviewed independently of college academic units. The unit of review for the Honors College is the college.

The Academic Program Review Process

The Associate Vice Provost for Curriculum, Assessment, and General Studies (AVP-CAGS) maintains schedule of academic program review (WEBLINK).

Requirements

Each academic program is required to be reviewed in accordance with ABOR policy 2-225. The table below illustrates how the NAU APR aligns with the ABOR policy requirements.

<i>ABOR Requirements (Policy 2-225)</i>	<i>NAU APR Requirements</i>
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For both undergraduate and graduate programs in the unit, assess:	For both undergraduate and graduate programs in the unit, provide:
1. Adequacy of physical and fiscal resources available to the unit 2. Quality of the faculty and staff 3. Research and scholarly or creative activities 4. Student performance 5. Outcomes of the program 6. Level of degree productivity 7. Plans and performance related to diversity in hiring of faculty and staff 8. Recruitment and retention of students from underrepresented groups	• Program Overview & Alignment • Student Enrollment & Success Trends (meets ABOR Policy Req. 4, 5, 6) • Curriculum & Assessment (meets ABOR Policy Req. 4, 5, 6) • Faculty & Resources (meets ABOR Policy Req. 1, 2) • Service & Community Engagement • Strategic Planning (meets ABOR Policy Req. 7, 8) • Research & Scholarship or Other (meets ABOR Policy Req. 3)

Timeline

Specially accredited programs must comply with their accreditor-determined timelines. A list of current accredited programs can be found on [NAU's Institutional Accreditation](#) webpage. For programs undergoing APR in 2025-2026, the following timeline applies according to the college in which the program/academic plan is situated.

Programs subject to Academic Program Review	Self-study	Site Visit	College
	Fall 2025	Spring 2026	CEFNS, COE, CAL, SCE
	Spring 2026	Fall 2026	SBS, HHS, NAU-Yuma, Honors

To prepare for the AY 2025 – 2026 APR year, an orientation to the process will be held, and other key deadlines will be adhered to following the timeline below:

	Programs in CEFNS, COE, CAL, Honors	Programs in SBS, SCE, HHS, NAU Yuma
April 14-25, 2025	Orientation to Self-study	
July 31, 2025	A list of four possible Spring 2026 site visit dates & 6-8 potential reviewers with Dean approval	
September 15-26, 2025		Orientation to Self-study
January 2, 2026	Dean-approved self-study due to AVP-CAGS	A list of four possible Spring 2026 site visit dates & 6-8 potential reviewers with Dean approval
July 3, 2026		Dean-approved self-study due to AVP-CAGS

Initial Planning

1. Notification of the Review: The Unit Leader and College Dean of the academic unit scheduled for review are contacted by AVP-CAGS to discuss the timing of the review.
2. APR Orientation Meeting and Selection of Strategic Questions: The APR process is initiated with an orientation meeting. The orientation will serve as an introduction to APR, its processes and purposes, and provide guidelines for successful completion. The Unit Leader and other unit faculty taking a leadership role in the APR process will attend the orientation.

Individual unit meetings will follow the orientation and together with the AVP-CAGS, the unit will review the template and decide on the optional sections. Guided by the Unit Leader, the faculty will formulate potential Strategic Questions to be reviewed by the Dean. The Dean may provide input, edits, or suggest other questions for the unit to consider. Strategic Questions approved by the College Dean are to be submitted for review to AVP-CAGS.

3. Formation of the Self-study Committee and Development of the Self-study Plan: The Unit Leader consults with the College Dean regarding an appropriate composition for the Self-study committee. The composition of the Self-study team committee is unique to the composition of each unit's faculty, types of academic programs, and teaching, research, and service obligations.
 - Large units having undergraduate and graduate programs may want to engage a representative (or two, if there are many undergraduate and/or graduate programs) on the Self-study committee who leads a committee of faculty related to that level or program.
 - Units with multiple programs at the same level frequently have representation for each program.
 - Units with a heavy teaching agenda of service-related courses frequently engage faculty from those courses in writing various sections of the report.
 - Units with heavy research agendas typically engage faculty from those areas in writing the research sections of the report.
 - It is recommended that at least three academic unit faculty participate who have a good understanding of the academic unit

and the discipline/ profession.

- Based on the breadth and depth of the strategic questions selected by the unit and/or Dean, representation would likely reflect the conversations and issues of importance to the unit.
- The Self-study committee should also include staff and student representatives, where possible.

After establishing the committee, the Unit Leader should lead its members in development of a plan and timeline for completion of the Self-study within a semester. The AVP-CAGS will check-in with the Unit Leader and/or the Self-study team periodically throughout the process.

Purpose of the Self-study

A Self-study Report presents an academic unit's self-reflection on its strengths, challenges and potential, and serves as a roadmap to its future. It addresses any specific limitations or weaknesses while also describing what the academic unit does best and what it could do better in both the immediate- and long-term. The report is the primary document used by External Program Reviewers to evaluate the academic unit's use of human and fiscal resources to create and maintain quality academic programs, research, and service to the university.

The feedback that the academic program review generates from students, faculty, administrators, and external reviewers lends greater clarity to the academic unit's goals and objectives while illuminating its accomplishments and opportunities for growth.

Procedures and Timeline for Writing the Self-study Report

The Self-study Report communicates basic information about the unit, addresses the strategic questions important to the unit, to the College Dean, Provost's Office, and external and internal reviewers.

Keep the following in mind as you write the Self-study Report:

- The Self-study Report is the faculty's opportunity for self-reflection.
- The Report should be comprehensive but concise.
- It is essential that the process and results be open and available to all members of the academic unit (faculty, students, and staff).

Program Data Reports: In preparation for writing the Self-study Report, the AVP-CAGS will request the data reports from the Office of Strategic Planning, Institutional Research, & Analytics (*SPIRA*). The Chair will receive these data reports from the AVP-CAGS Data reports comprise the following:

Student data categories for non-accredited programs*:	Each category of student data is further divided by:
• Enrollment • Completions • SCH • Retention • Time to Degree	• Gender • IPEDS Ethnicity • Student of Color (SOC) and/or Underrepresented Ethnicities (URE) (if not, IPEDS is ok) • First Gen status • Pell Eligibility • AZ Residency • Hispanic/Non-Hispanic • Academic Career (undergrad/grad)

*Programs pursuing specialized professional accreditation/re-accreditation will inform the AVP-CAGS of any data needs.

- Cline Library will provide a standard library report while the unit is writing its Self-study.
- Please work with your Dean's office to obtain budget information for the years since your last site visit.
- FAAR Data – You will need to provide a list of faculty that are FTE over last five years, and the provost's office will provide you with the following data from FAAR:
 - Highest degree, rank, current employment status
 - SOE allocation of effort in teaching, research, service for last three academic years
 - Teaching enrollments and # of sections: fall + spring (AY) for three years
 - Scholarly productivity: last five years combined, split by activity type

Drafts and Revisions of the Self-study:

Units will submit a draft of the Self-study Report to the unit college Dean by an agreed upon date. The Dean will provide feedback to the academic unit within two weeks of submission. The Chair or their designee will incorporate feedback into revisions. The Dean-approved draft of the Self-study is due to the AVP-CAGS **before Commencement** at the end of the writing semester for review.

Distribution of the Final Self-study Report:

Once the Self-study is finalized, the AVP-CAGS will forward the final version of the report to the College Dean, Provost, relevant Vice Provosts, and Vice President for Research (if the unit has a Ph.D. program and/or research-intensive mission).

The Site Visit and External Review (Appendix A)

The review team will comprise **two external reviewers** and **one internal consultant**. The purpose of the external and internal reviewers is to provide insights and feedback to assist the unit in achieving its future goals.

1. Selecting External Reviewers: External reviewers should be proposed based on the goals, strategic questions, and analyses of the academic unit. To avoid conflicts of interest, potential reviewers should *not* be people with whom anyone in the department / program has close relationships. **Do not contact potential reviewers** – *all communication with potential reviewers should be handled by the AVP-CAGS.*

Provide a ranked list of 6-8 reviewers that has been discussed with and approved by your dean. Please send the AVP-CAGS the following information:

- Name
- Affiliation
- Rationale (2-3 sentences on why this person would be a good reviewer)
- Contact information

The AVP-CAGS will review the recommendations and select the external reviewers, subject to the approval of the Provost. The AVP-CAGS will send formal letters of invitation to the selected external reviewers. Individuals on the list are contacted until two reviewers provide an affirmative response.

2. Once the final selection is completed and two reviewers have committed to the site visit, one internal (NAU faculty) consultant selected by the Provost's Office will be added to the review team.
3. The AVP-CAGS will distribute the Self- study Report to the internal consultant and external reviewers at least one month in advance of the site visit.

The Site Visit *(See attached: Planning Guide for External Reviewers & Site Visit)*

The site visit is typically scheduled for the semester following the submission of the Self-study Report. The site visit consists of entry/exit meetings with members of the Provost's Office, various meetings with the college's Dean, the Unit Leader, faculty members and students, and tours of academic unit facilities.

1. Site Visit Preparation: The Unit Leader will provide a list of four 2-day

timeframes for the unit's site visit. The AVP-CAGS will narrow the list down to two 2-day time frames based on the availability of the Provost and invite the Vice Provosts who oversee graduate programs, online programs, statewide programs, etc. who should be included in the site visit schedule as indicated by the unit's program offerings.

2. External Reviewers' Travel, Reimbursement and Service Payment: The external reviewers' travel arrangements (flight, hotel, etc.) should be made by the academic unit via NAU's [service team](#) to ensure compliance with policy. Use of the service team is not optional. The unit should submit an individual service ticket for each member of the external review team. The finance service team will work with the external reviewers to make travel arrangements. Reviewer travel, lodging, and meal expenses should be paid for by the unit (collect necessary forms and receipts during the visit). The external reviewers shall not bear any of the costs associated with their travel to NAU. Subsequently, the Provost's office will reimburse the unit for travel expenses. The Provost's office will pay and disburse the external reviewers' stipend (\$1000 each) upon receipt of their written report.

Those units seeking program accreditation/re-accreditation are responsible for the accreditation fees and costs associated with external site reviewer visits.

Units will prepare a short data report in preparation for the Site Visit Entrance Meeting (see attached Site Visit Entrance Meeting Preparation).

External and Internal Reviewers' Report(s)

External reviewers have the option of submitting a combined reviewer's report authored by both reviewers, or submitting multiple reports authored by each individual reviewer. The internal reviewer/ consultant has the option to provide useful feedback to the academic unit and the Provost's Office but does not participate in the report writing. Within six weeks following their visit, the external reviewers should submit their completed report(s) to the AVP-CAGS, who will distribute it to the Provost, relevant Vice Provosts, the college Dean, and Unit Leader. After the Unit Leader receives the report, the Unit Leader should, in turn, distribute the report to the unit faculty and discuss the evaluation and recommendations made by the external reviewers and internal consultant. If the external reviewers submit their report to the Unit Leader or college Dean, that individual should forward it to the AVP-CAGS.

Note: it is not desirable for the Unit Leader or college Dean to have any input into

the external reviewer's report. The external reviewers should be directed to contact the internal consultant or the AVP-CAGS for answers to any clarifying questions they may have.

Development of Action Plans

Following the site visit and receipt of reports from reviewers, the Unit Leader will work with the unit representatives to create Action Plans. The purpose of developing Action Plans is to review the feedback from the external reviewers and incorporate perspectives and analyses into the unit's future goals and prioritize efforts over the coming years to maintain current strengths, and address challenges. The Action Plan focuses on the achievement of college-related goals of the unit (e.g., advising, enrollments, replacing laboratory or other equipment or facilities, hiring faculty, changing marketing approaches, etc.). If you are an accredited program this can take the form of whatever your accreditor requires, if anything. If your accreditor does not require an action, or strategic plan, please use the APR format for action planning.

1. Action Plan Orientation: The AVP-CAGS will meet with the Unit Leader to discuss process and timelines for completing the Action Plans. Before, or during the orientation, the Unit Leader will be provided with a timeline, template, and sample Action Plans.
2. Academic Program Action Plan Development: The Unit Leader will facilitate discussion of the Self-study and the reviewer's feedback among the unit's stakeholders. Through these discussions, the academic unit will incorporate the feedback from reviewers and committees and prioritize the goals. If the unit did not engage in [strategic planning](#) exercises during the Self-study process, they may want to do so after they receive the external reviewer report. [SWOT](#) and [NOISE](#) analyses are well known strategic planning tools. The goal is for the unit to articulate the priorities and efforts they will assume to maintain their current strengths, address challenges, and achieve their priorities in preparation for the next Academic Program Review.

Action Plans are due to the Dean no later than 8 weeks after receipt of the External Reviewers' Report. The final action plan with the Dean's approval is due to the AVP-CAGS no later than 12 weeks after receipt of the External Reviewer's Report.

3. The Chair and the Dean will:
 - Confirm the priority of the goal;

- Develop the efforts or actions that will be taken to achieve the goal; and
- Identify the timeframe needed for goal completion.

In this manner, the APR Action Plan will contain the priorities and efforts the unit will assume to maintain their current strengths, address challenges, and achieve the unit's priorities.

4. APR Action Plan Leadership Meeting: The college Dean will send the draft APR Action Plan to the AVP-CAGS for review. An action plan meeting will be scheduled including the Unit Leader, college Dean, Provost, AVP-CAGS, relevant Vice Provosts, and Vice President for Research (if appropriate). By the conclusion of the meeting, all participants should agree upon the actions to be taken, and any revisions needed to the draft action plan.
5. Finalized APR Action Plan: The Unit Leader should submit the proposed final action plan to the college Dean by the dates agreed upon during the orientation. The plan should reflect the discussion among all parties during the action plan leadership meeting. In turn, the college Dean should present the proposed final action plan to the AVP-CAGS. The final action plan will be filed and used for reference for annual decision making and during the three-year Midpoint Review and next Academic Program Review.

The Provost's Office retains copies of the Self-study, external reviewers' report, and the APR Action Plan.

Progress Reporting Based on Action Plan

The AVP-CAGS will request a progress report in year three after the site visit. This report will entail a summary of progress relative to the APR Action Plan and any updates that have impacted the implementation of the plan

Planning Guide for External Reviewers & Site Visit

External Reviewers

External reviewers, as recognized experts in the disciplinary/professional field of the unit undertaking program review, provide critical judgment, ensure the objectivity of the program review process, and determine how the program compares to other programs in the region and nation. Reviewers should bring an informed and unbiased view to the evaluation of the program. External reviewers should judge whether the plans of the department are appropriate, considering such factors as the current condition of the program, trends in the discipline, the nature of the faculty, and the characteristics of the students and the community the program serves.

Desirable qualifications of the external reviewers include:

- Prior program review service or training for a reviewer's role;
- Expertise in the academic and professional area(s) fitting with the department;
- Experience with similar institutional/departmental context;
- No close relationships with personnel in the unit undergoing review, or other potential conflicts of interest;
- Sufficient time to devote to the task (this becomes more important to consider for people who are also fulfilling administrative roles like Dept Chair, or Associate Dean, etc.).

These are some additional considerations for selecting potential external reviewers:

- if the unit is thriving, and foresees few changes in the future, they will likely focus on reviewers from universities with similar goals and programs
- if the unit finds weaknesses in one or more of its academic programs, reviewers should be selected who have strong programs and can provide insights into how to strengthen its programs.
- if a unit is looking to expand its academic programs, it might obtain a reviewer who has recently expanded a program successfully.
- if a unit is facing a particular challenge, obtaining a reviewer or specialist who has successfully overcome a similar challenge would be beneficial.

National and/or regional associations or professional networks may make available or be willing to provide the names of individuals who are qualified to serve as external reviewers.

The Unit Leader will submit to the college Dean's office a ranked list of six to

eight potential external reviewers, including

- Name
- Affiliation
- Rationale
- Contact

At the same time, the Unit Leader will also submit to the college Dean's office, a list of at least four 2-day timeframes for a site visit. The Unit Leader should verify that essential department / program personnel will be available before sending the dates to the Dean's office. These timeframes should be sent to the AVP-CAGS as soon as agreed upon by the Unit Leader and Dean's office. The AVP-CAGS will match these timeframes against the Provost's calendar to find two that will work as options to present to the external reviewers.

The Dean's office will review and forward a ranked list of potential reviewers to the AVP-CAGS. The AVP-CAGS will review the recommendations and select the external reviewers, subject to the approval of the Provost. **The AVP-CAGS will handle communications with potential reviewers – please do not contact individuals to ask if they will serve as external reviewers.** The AVP-CAGS will send formal letters of invitation to the selected external reviewers. Guidelines and general information about NAU are also sent with the invitation. The AVP-CAGS also selects the internal faculty reviewers assigned to the review and notifies the Dean and Chair.

Site Visit

The Unit Leader, in cooperation with the office of the Dean, AVP-CAGS, and others as needed, will formulate an itinerary for the site visit to include:

- An entrance interview is scheduled during the first morning of the visit including the external and internal reviewers, Provost, Dean and Associate Dean, AVP-CAGS, and Vice Provosts as applicable **[Day One 9AM – 10AM and AVP-CAGS will schedule]**
- During the first morning of the visit, if possible, interviews with the college Dean and the Unit Leader. This meeting may be a joint meeting (Dean and Chair together) or two separate meetings, depending on the preferences of all involved.
- Interviews with unit faculty, staff, and students and possibly with chairs of supporting academic departments and unit advisory committees (if pertinent).
- The external reviewers may request tours of facilities.
- An exit interview is scheduled at the conclusion, or close to the conclusion of the site visit including the external and internal

reviewers, Provost, Dean and Associate Dean, AVP-CAGS, and Vice Provosts as applicable. **[Day Two 1PM – 2PM and AVP-CAGS will schedule]**

- The external and internal reviewers should be provided the opportunity to review the draft itinerary before finalization.

Travel & Lodging

The unit is responsible for initiating a ticket with the travel service team to plan the external reviewers' travel. In addition, the department is responsible for adhering to the policies required by the service team to allow for reimbursement of meal expenses, (alcohol is not reimbursed). The Provost's Office will initiate and process the \$1000 stipend to the external reviewers upon receipt of the final report. The Provost's office will reimburse the unit for the external reviewers travel expenses. Other expenses (such as report preparation, postal costs, catering, local transportation, meals for non-Reviewer participants) are the responsibility of the unit and will not be reimbursed by the Provost.

Important: The department will be the point of contact for all travel arrangements for the external reviewers. The department is responsible for submitting a transfer of funds form to the Provost's Office for the reimbursement of allowable travel expenses at the conclusion of the site visit. All required documentation must be obtained by the unit and accompany the reimbursement request. The Provost's Office will coordinate with the external reviewers to obtain a completed vendor registration form and to determine their preferred method of payment. The Provost's Office will be the point of contact for the payment and disbursement of the \$1000 stipend.

Guidelines for External Reviewers

The AVP-CAGS will schedule an orientation with the external reviewers and internal consultant in the week before the site visit is scheduled to take place. They should have had the unit's Self-study for at least eight weeks prior to this orientation and the Site Visit itinerary should be available to them by the time this orientation takes place.

The external reviewers are free to request additional data, or other information that they believe will inform their review at this time. To the extent possible the AVP-CAGS will fulfill these requests but may enlist the aid of the Unit Leader.

Sample Site Review Team Itinerary

Note: Although this is a sample itinerary, please keep the Entrance and Exit Meetings at the times listed below.

Allow for short breaks and escort time to and from meetings.

DAY 1

	Contact Phone Number:
7:30a – 8:45a	Breakfast with Chair and/or Dean
9:00a – 10:00a	Entrance Meeting – AVP-CAGS will schedule
10:15a – 11:00a	Meet with Self-study committee
11:00a – 12:00p	Meet with program faculty
12:00p – 1:30p	Lunch
1:45p – 2:30p	Tour facilities
2:45p – 3:30p	Meet with department curriculum & assessment committee
	Meet with Chairs from supporting units (if applicable)
	Meet with alumni or advisory boards (if applicable)
6:00p – 7:30p	Dinner

DAY 2

	Contact Phone Number:
7:30a – 9:00a	Breakfast & Reviewer work time
9:15a – 10:15a	Open forum
10:30a – 11:30a	Meet with students
11:30a – 12:45p	Lunch
1:00p – 2:00p	Exit Meeting – AVP-CAGS will schedule

Site Visit Entrance Meeting Preparation

Academic Program(s):

Department:

< provide brief description of program(s); modality; # of faculty; # of students >

Three-year Faculty Count

- SPIRA (IRA) > Reports > Faculty & Staff > Full Time Regular Faculty Data > Headcount by Department and Tenure Status
 - Department will provide number of faculty in each rank
 - Grant Funded Staff: Request for data fulfilled by Cole Charlebois' office and department

Rank	Three-year Faculty Count*			Three-year Staff Count*			Indicate number of grant funded staff positions: _____
	AY	AY	AY	AY	AY	AY	

Graduate Program Applications/Admissions/Yield

- bi.arizona.edu > Admissions > Fall 20XX Daily Admissions Dashboard > Admissions Analysis
 - Department will provide three year look at applications, admissions, and enrollment yield for each of their graduate programs
 - *To obtain mean years to degree would require special reporting

	<i>Program Applications</i>	<i>Admissions</i>	<i>Yield</i>	<i>Apps/Yld</i>	<i>Mean Yrs to Degree</i>
Fall 20XX					Special
Fall 20XX					Reporting
Fall 20XX					Necessary

Retention Rates

- SPIRA (IRA) > Reports > Retention Rates > Graduate Retention Analysis – Fall > New Master > Full/Part Time > Department
- SPIRA (IRA) > Reports > Retention Rates > Undergraduate Retention Analysis by College, Department and Academic Plan > First Time Freshmen > Full Time/Part Time > Department

Graduation Rates

- SPIRA (IRA) > Reports > Graduation Rates > Graduate Graduation Analysis – Fall > New Master > Full/Part Time > Department
- SPIRA (IRA) > Reports > Graduation Rates > Undergraduate Graduation Analysis by College, Department and Academic Plan > First Time Freshmen > Full Time/Part Time > Department

<department will provide retention rates and graduation rates over the previous three years in two tables for each of their academic programs>

Five-year Degree Seeking Enrollment by Program and Campus (Flagstaff only)

- SPIRA (IRA) > Reports > Enrollment Data > Degree Seeking > SEMESTER > College and Academic Plan

Degrees Awarded by Program and Campus (Flagstaff only)

- SPIRA (IRA) > Reports > Degrees Awarded > Academic Awards – Fiscal Year > FISCAL YEAR > College and Academic Plan

<department will provide degree seeking enrollment and degrees awarded by program over the previous five years in two tables for each of their academic programs>

Undergraduate Regular Course Sections by Modality

- Enterprise Reporting > Student Reports > Course and Class Information > All Classes By Academic Unit > Select Term > Select Academic Unit > Spreadsheet download > filter by Instructor (Need PI only) and by Instr Mode
 - Note: Honors counts as a section; all sections with 1 or more students are included

<department will provide course sections by modality for each course prefix owned by the department in a table format>

PROGRAM	CAMPUS	Fall 20XX Sct/Enr	Mean Fall 20XX
Lower Division	FLGMTN		
	DSLN		
Upper Division	FLGMTN		
	DSLN		
Grad Lvl	FLGMTN		
	DSLN		

Budget

- Request for data fulfilled by Cole Charlebois' office

SCH (Student Credit Hours) by Subject and Campus

- SPIRA (IRA) > Reports > Class Data > FTE and SCH > SEMESTER > SCH and FTE by Subject and Campus
 - SCH data for previous five Fall semesters.
 - Note: only include SCH in this report.