

University of Nebraska at Kearney

Academic Program Review Guidelines and Procedures for Academic Departments/Programs

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PURPOSE

The University of Nebraska is committed to providing the highest quality post-secondary education for the citizens of Nebraska. As per the Board of Regents Policy Statement on the Relationship of Teaching, Research and Service (1995: RP-2.1.6), “the first priority of the University of Nebraska and each of its campuses is teaching, with special emphasis on teaching the undergraduate or first-professional level student.” Further, the Board of Regents recognizes that periodic review coupled with coordinated, long range strategic planning is essential to ensure the quality of academic programming, both instructional and non-instructional.

As per the Board of Regents Policy Statement on the Relationship of Teaching, Research and Service (1995: RP-2.1.6), “UNK is primarily an undergraduate institution committed to quality undergraduate programs in a residential setting with a select mix of master’s level graduate programs.” To maintain UNK’s commitment to inclusive academic excellence, periodic review of each academic program (both instructional and non-instructional) is needed, as well as being required by the Bylaws of the Board of Regents of the University of Nebraska and by Legislative Bill 663.

The purpose of the Academic Program Review (APR) is to provide a common base for internal review and external evaluation of all University of Nebraska at Kearney (UNK) academic (both instructional and non-instructional) programs. The primary goal of the APR process is to improve the program’s effectiveness and quality. The APR process is intended to be a periodic self-examination with the objectives of providing a clear assessment of the program’s strengths and weaknesses, developing a guide for the program’s future direction and contributing to a strategic plan for the future. Thus, an effective APR (i.e., one that is most beneficial to the program in planning for the future) is based upon quality assurance annual assessment data, one that fully engages the faculty (or staff) and administration during the entire review process. All faculty and staff are expected to take an active role from the development of the Self-Study to the program response and final report to the implementation of accepted recommendations.

To meet these goals and objectives, the APR process has several components: 1) an internal self-study, 2) an external review of the program; 3) a final report that provides a clear plan for applying the results of the review; and 4) specific responses to the program review developed by the Department Chairs and/or Program Directors, College Deans and Senior Vice Chancellor of Academic Affairs (SVCAA); all of which are described in the following sections.

PROCEDURES

The APR process at UNK is overseen by the Office of the Senior Vice Chancellor for Academic Affairs (SVCAA). The Assistant to the SVCAA has the responsibility for monitoring and provide guidance throughout the process of each APR.

The overall goal of the APR process is continuous program improvement. To achieve this goal, a standard procedure has been established to ensure internal consistency and to provide the necessary data for short- and long-term institutional planning. Additionally, this APR procedure meets the requirement for periodic program review required by the Nebraska Coordinating Commission for Postsecondary Education described in LB663 and specified in Title 281, Nebraska Administrative Code, Chapter.

Overview of APR Process

The APR process provides programs an opportunity to improve program quality through a combination of internal self-study and an external review of the program. The APR process, from start to finish, can take up to an entire academic year and successful completion requires careful planning and preparation. A general overview of the activities in each phase is presented below:

	Before Visit	During Visit	After Visit
Department / Program	<ul style="list-style-type: none"> Develop Self-Study Participates in selection of Review Team Coordinates visit schedule with SVCAA's office Provides electronic copies and/or access to completed Self-Study to Review Team, Dean, SVCAA, and Assistant to the SVCAA. 	<ul style="list-style-type: none"> Actively participates in Review Team's visit, including providing logistical support Provides workspace for Review Team Chair / Director hears exit report of Review Team 	<ul style="list-style-type: none"> Responds to all evaluation and review comments prior to final review by SVCAA Submits copy of Department's / Program's Response to College Dean and SVCAA's office
External Reviewer & Review Team	<ul style="list-style-type: none"> Review Self-Study Provide and consolidate feedback from review of Self-Study Plan for on-site visit 	<ul style="list-style-type: none"> Participate in all parts of on-site visit Contribute to review that leads to comments for exit interview 	<ul style="list-style-type: none"> Contribute to final report Complete final report and submit within 30 days from exit interview
Dean	<ul style="list-style-type: none"> Advises in the selection of the Review Team Secures services of approved external reviewer and Review Team Reviews and evaluates the Self-Study 	<ul style="list-style-type: none"> Actively participates in the Review Team's visit Hears exit report of Review Team 	<ul style="list-style-type: none"> Evaluates Review Team Report and Department's / Program's Response; discusses the results with the Department / Program faculty Submits copy of College Dean's Report to Department / Program and SVCAA's office
SVCAA	<ul style="list-style-type: none"> Approves external reviewer and Review Team Reviews self-study. 	<ul style="list-style-type: none"> Hears exit report of Review Team 	<ul style="list-style-type: none"> Evaluates all reports, discusses the results with the Department / Program representatives and the Dean(s), and with the assistance of the Dean(s), includes elements of the report in the Strategic Planning process, and provides written notification to Assistant to the SVCAA that APR process is complete.

As indicated above, the Deans and the SVCAA actively participate in the APR process and incorporate APR findings in their recommendations for short- and long-range institutional planning. In addition, external reporting required by the Board of Regents and the Coordinating Commission for Postsecondary Education may include or be generated from program review documents.

APR Costs

The Department or Program under review will be responsible for the direct costs of producing the Self-Study report. Departments / Programs should plan to provide electronic copies of the Self-Study for each member of the Review Team, Department Chair / Program Director, College Dean, Graduate Dean (if applicable), College of Education Dean (if applicable), the SVCAA, the Assistant to the SVCAA, and Department / Program faculty members.

The office of the SVCAA will pay the following direct costs for the Review Team: 1) transportation, housing, meals and honorarium (\$800) for the off-campus Review Team chairperson and 2) two (2) working meals for the Review Team (normally the team orientation breakfast and a working lunch). The Department/Program is responsible for additional meals for the Review Team. The Department/Program MAY NOT supplement the stipend for the off-campus Review Team chairperson.

Frequency / Deferral Request Process

The intent is to schedule an APR for each Department or Program in a five- to seven-year cycle; although for programs with external accrediting agencies, the APR schedule is adjusted, as much as possible, to coincide with the accreditation cycle. Because of the number of programs in the review process during any given academic year and because the funding for APR site visits have been budgeted based upon the master APR schedule, changes to the schedule will **only** be considered in special circumstances and must be approved by the SVCAA. The process to request a deferral of the APR is as follows:

- Department Chair / Program Director submits a **written** request (with rationale) to the Assistant to the SVCAA and the SVCAA for consideration.
- SVCAA makes decision in favor or against, notifies the College Dean and Assistant to the SVCAA in **writing**, at which time the APR schedule is updated to reflect the decision.

Coordination of APR and External Accreditation

Every attempt should be made to coordinate the Academic Program Review process with any departmental or program external accreditation. This would include both department- / program-specific accreditations and broader accreditation processes such as CAEP and AACSB. If an external accreditation occurs every eight (8) years or less, this becomes the APR cycle for that particular Department or Program (the College Dean or SVCAA may, at any time, call for an APR during the cycle). For external accreditations of nine (9) years or more, the traditional APR process should be utilized during the middle year of the accreditation cycle.

Programs with external accreditation have two options for fulfilling UNK APR requirements: 1) expedited review process or 2) abbreviated review process.

Expedited Review Process

Under this approach, the Department / Program under review utilizes the materials prepared for the external accrediting agency for the APR process.

In order to pursue the expedited review process, the Department / Program and the College Dean submit all of the information that would have been developed through the usual APR process, but the Department / Program does not need to form a Review Team (with an external reviewer) and campus visit. Thus, the materials submitted for the expedited review process should include the following:

- The Self-Study Document for the Program: The Accreditation Self-Study should serve as the foundation for the expedited APR; however, additional editing and/or materials may be needed to ensure that the submitted document adequately addresses the major topics (as outlined in these Guidelines) required for UNK's APR process.
- The Accreditation Team's Report: The Recommendations from the accrediting agency's visit identifying the program's strengths and areas of needed improvement.
- The Department's / Program's Response: The Department / Program should develop a response, in the form of an action plan, to the recommendations outlined in the Accreditation Team's Report.
- The College Dean's Response to the Accreditation Team's Report and the Department's / Program's Response: After receiving and reviewing both the Accreditation Team's Report and the Department's / Program's Response, the College Dean prepares and submits to the SVCAA an evaluative report of the potential impacts from implementing the recommendations and identifies the college resources that will be devoted to implementing those recommendations.

All of the above materials are utilized by the SVCAA in developing the SVCAA's response to the program's review and for use in the strategic planning for UNK. As such, Departments / Programs electing to undergo an Expedited Review Process should submit electronic copies of all review materials to the Office of the SVCAA. They will be archived in the C.T. Ryan Library.

Abbreviated Review Process

The following procedures apply when a Department / Program is utilizing an external accreditation as the basis for undergoing an Abbreviated Review Process for its UNK Academic Program Review, but the required self-study does not address all areas as a traditional APR:

- The APR should be scheduled during the academic in which the external accreditation self-study is due.
- The Accreditation Self-Study and Report should serve as foundation materials for the APR; however, the SVCAA through the Assistant to the SVCAA may request the Department / Program, add materials to the Accreditation Self-Study in order to develop a more complete program review document. It is particularly important that Departments / Programs ensure that all topics required by this manual be addressed in the Accreditation Self-Study or in the supplemental materials provided.
- The Department / Program, in consultation with the College Dean and SVCAA's office, will choose to utilize either:
 - 1) a traditional Review Team comprised of an external evaluator (who serves as chair) and internal (on-campus) team members

Or

- 2) a Review Team, including the evaluator (who serves as chair), comprised solely of internal (on-campus) members. Should an on-campus Review Team be utilized, the chair of the team should be a faculty member from a different department in the same college. This team chair will receive an honorarium of \$400 for serving in this capacity.
- Depending upon the nature of the accreditation visit, and in consultation with the College Dean, the meeting schedule with various campus entities may be abbreviated. For example, if students and faculty were interviewed during the accreditation visit, it may not be necessary for this component of the APR process to be repeated.
 - **All other aspects** of the APR process should proceed as outlined in this document; this includes submission of the Review Team Report and responses from the Department / Program being reviewed and the College Dean.

Departments / Programs electing to undergo an Abbreviated Review Process should submit electronic copies of all review materials (e.g., Self-study, Review Team Report, etc.) to the SVCAA and Assistant to the SVCAA. The materials will also be archived at the C.T. Ryan Library.

THE SELF-STUDY

Purpose

The overall goal of the APR process is continuous program improvement, and the Self-Study is an important component in achieving this goal. The Self-Study presents a comprehensive picture of the department/program(s), mission, program offerings, staffing resources, students, assessment of student learning outcomes and program effectiveness, as well as the Department's / Program's strategies for improvement. The Self-Study should also describe the Department / Program in the context of the University of Nebraska at Kearney.

An effective APR is one that is most beneficial to the program by reviewing, enrollment/persistence/completion data, quality of student learning as well as program effectiveness, faculty instructional/research/service workload, and using the data for planning future changes and improvements. Thus, prior to beginning the self-study process, Departments / Programs are encouraged to engage in a planning process that assists the program in moving from collecting data and documents, identify its past accomplishments and present needs quantifying its future mission, goals, and strategies for achieving those goals. Further, it is expected that all faculty members in the Department / Program contribute to the process in of familiar the Self-Study document presented to the Review Team.

A significant component of the Self-Study is to have quality data that assists in planning for the future direction of the Program/Department. The Self-Study allows the Department / Program to describe "who we are and what we do". The analysis of the program's strengths, weaknesses and areas of improvement should be based upon analysis of data and the evidence collected for the review. The Self-Study informs the Review Team, College Dean, and SVCAA regarding those matters that the Department / Program considers of the greatest importance and how it intends to address areas for improvement.

Responsibilities

Development of the Self-Study is the responsibility of the Department / Program under review. Although one person, normally the Department Chair or Program Director, serves as coordinator of the Self-Study, ***the entire faculty and staff of the Department / Program are expected to be active participants*** in all phases of the review process, including preparation of the Self-Study. In addition, it is expected that each Review Team member and program faculty member will have access to the completed Self-Study ***thirty (30) days prior*** to the Review Team's visit.

The Department Chair or Program Director normally serves as the coordinator of the Self-Study. The coordinator:

- 1) Recommends members for the Review Team in accordance with the APR guidelines.
- 2) Assigns responsibilities to the Department / Program faculty for completing various portions of the Self-Study.
- 3) Ensures the College Dean has opportunity to review and provide feedback on Self-Study report prior to finalizing the document.
- 4) Produces a Self-Study report which conforms to the APR guidelines.
- 5) Provides a tentative schedule for the Review Team's campus visit and coordinates visit schedule with SVCAA's office.
- 6) Ensures each member of the Review Team receives a copy of the Self-Study and UNK APR Guidelines thirty (30) days prior to the campus visit.
- 7) Ensures the Review Team has access to all review materials and facilitates the campus visit.
- 8) Ensures the Review Team's report is reviewed by the Department / Program.
- 9) Coordinates the response to the Review Team Report (prepares Department's / Program's Response) and ensures copies of the report are submitted to College Dean and SVCAA's office.
- 10) Meets with the SVCAA and the academic Dean(s) during their evaluation of the program.
- 11) Keeps the SVCAA and the Dean(s)* informed during the entire review.
- 12) Attends Review Team's oral exit report to SVCAA and Dean(s).

*College Dean, Graduate Dean (if applicable) and/or College of Education Dean (if secondary education, MAEd or MEd program is being reviewed)

Members of a Department / Program are active participants in all phases of the APR process. Specifically, they should (full details on responsibilities provided in Appendix E):

- 1) Assist in gathering data and evidence needed to complete the Self-Study.
- 2) Assist in preparation of different portions of the Self-Study.
- 3) Actively participate in the Review Team's visit including providing logistical support for the Review Team while on campus (e.g., providing transportation to and from campus, escorting Review Team members around campus, etc.).
- 4) Provide the Self-Study coordinator with responses to documents resulting from the APR process.

Off-Campus Reviewer (Review Team Chair)

- 1) Collaboration between Department Chair and Administration to identify an external reviewer.
- 2) Coordinate travel arrangements and contract details with the Office of the SVCAA.
- 3) Read Self-Study and work with the Department Chair/Program Director to develop a schedule for the review, including a list of individuals to be interviewed.
- 4) Lead the review team through the on-campus review.
- 5) Prepare, with the Review Team, exit briefings for the Department/Program faculty, Department Chair/Program Director and administrators (College Dean, Deans of Graduate Studies and Education, as appropriate, and the SVCAA).
- 6) Lead the Review Team in preparing a written report to be submitted within 30 days of the on-site review.

Review Team

- 1) Read Self-Study and provide critical evaluation and feedback on assigned segments of the report.
- 2) Work with the Review Team Chair to develop a schedule for the review, including a list of individuals to be interviewed.
- 3) Set aside time on your schedule for the site visit.
- 4) Participate in the full on-campus review process.
- 5) Assist in preparation of exit briefings for the Department/Program faculty, Department Chair/Program Director and administrators (College Dean, Deans of Graduate Studies and Education, as appropriate, and the SVCAA).
- 6) Assist in preparing a written report to be submitted within 30 days of the on-site review.

Self-Study Process and Content

The Self-Study should be factual, supported by data, as well as efficiently describe and evaluate the department, if applicable each of the programs in the department, and student activities. It should also describe what issues have been addressed since the previous review, and how. While determination of departmental needs is one purpose of the Academic Program Review, the Self-Study should specifically address the Department's / Program's mission, objectives & outcomes statements and strategies for achievement in terms that are consistent with the mission and strategic plan of the unit and of the University.

The following topics **must** be included in the Self-Study document. Departments / Programs may wish to add additional topics to emphasize distinct or unique features of their program.

The Department/Program should limit the Self-Study document to 35 pages, exclusive of abbreviated (2-page) faculty vitas.

- 1) Give a *brief* overview of the program's history, mission, goals, objectives/outcomes statements. Also identify program-specific stakeholders (profession, industry, businesses, professional workforce, etc).
- 2) General Department/program Characteristics: *Briefly* discuss the leadership, governance and organizational structure of the Department / Program. The Department/Program may wish to produce a separate, more extensive, internal document (handbook, policies & procedures, etc. **in evidence files**) with this information, to be used by the department for continuity of leadership, governance, organizational structure, committee structures, etc.

Summarize the number of faculty by rank/title (including research faculty), tenured & tenure-track, FT/PT status, gender, ethnicity/race, and number of adjunct faculty; faculty areas of expertise; teaching assignment (workload); reassigned time (for tenured or tenure track faculty) for research and service. See Appendix H for Institutional Research resources.

Create a Table of annual faculty that includes information above to include: teaching course workload, credit hour production, rank, tenure, enrollment in courses, reassigned time for research, etc.

Provide a brief summary of faculty achievements and contributions to the Dept./ Program. Provide an **abbreviated** 2-page vita for each faculty member in the Department / Program. The vitae should focus on accomplishments within the past five years, specifically as related to teaching, research and service. All vitae should be **loaded in evidence files.**

- 3) Describe the Department's / Program's strategic plan. If a Department / Program does not have a strategic plan, include a statement of and schedule for creating one. Identify how the program's academic, service, creative, and research endeavors support the strategic plan. Include support for faculty development, efforts toward quality faculty hires, transition for retiring faculty and/or roles for emeriti faculty, support for faculty involvement in interdisciplinary or cross-unit academic programs, and adjunct faculty and faculty retention efforts. Relate current and planned program initiatives to the results from the previous APR (or most recent accreditation review).
- 4) Student Profile Data: Identify and analyze year-by-year numbers of student enrollment, majors & minors, retention, persistence and completion since the last review. The data should be disaggregated in a way that identifies any available subgroupings of

students. The point of this section is to draw a picture of who the students are enrolling in and matriculating through the department and program(s). Identify available student scholarship awards by program within the department. Identify numbers of recipients receiving institutional and/or endowed or externally funded program-specific awards.

Table

5) **Quality Assurance**

Curriculum Map: The academic program(s) under review must create a current map consisting of stated program student learn objectives/outcomes/standards and each of courses offered for the provision of the program (exclude General Education courses unless required by major). Construction of the program map should include how each course “introduces”, “rehearsal or review”, and “assessed or mastered” for every stated objective/outcome. Also, identify didactic and skill-based concepts that meet learning outcomes within the map. The Office of Assessment web page contains a document with concise instructions for creating a curriculum map. The curriculum map should be created in and available for review.

6) **Quality Assurance**

Student Learning: Provide and discuss data that reflective of student learning outcomes for each degree and/or certificate program offered by the Department / Program. Describe how the Department / Program uses direct and indirect measures that reflect both formative and summative assessments of student learning. Specifically address how measures inform the faculty of how the program(s) meet its student learning outcomes statements. Provide the assessment instruments (in evidence file) used for collection of data for assessment of student learning. Data presented should be the results from direct & indirect measurement of stated objectives/outcomes (Department/Program may use assessment (Weave) reports for the last three years for this requirement). Please create data tables and or graphs to present data findings or trends. Provide data support for the validity and reliability of the assessments used to measure them. Discuss the overall quality of student work that leads to the assessment of the student learning outcomes. Discuss any changes to the assessment process that have been made since the last AP. Specifically, discuss any changes to the program or assessment process that have resulted from data produced by the quality assurance (assessment) plan/process.

7) **Quality Assurance**

Program Effectiveness: Provide and discuss data from direct and/or indirect instruments (in evidence files) used to measure program effectiveness and are directly tied to program objectives/outcomes. Examples of evidence may include data from: credentialing or licensing test scores & pass rates; job and graduate school placement of graduates; time to degree; exit interviews and surveys of faculty, employers, recruiters, graduates, and alumni; graduate and alumni honors and awards if applicable; comparison or benchmarking with peer institutions if available and relevant. Provide data of graduate placement as it pertains to the program of study. This type of data goes directly to demonstrating program effectiveness through measures of student success. Discuss any program or course changes that have resulted from the quality assurance (assessment) plan. Also provide any other changes, observations or improvements.

8) **Quality Assurance**

Identify program efforts aimed at student success and/or advising procedures:

Provide data that demonstrates support for student success from start to program completion (e.g. trends or processes in place that data can show are effective?). Describe any support services for students that are provided within the Department / Program (e.g., research mentoring, labs, etc.). Identify student access or faculty references for using the Learning Commons for assisting in student success (tutoring, writing assistance, etc.) Provide (in evidence) the unit's policies and/or practices with respect to supporting or promoting student success. For example, present ways in which programs and faculty use student learning data to engage remediation plans for students not meeting program benchmarks. This could also include engagement with additional learning or tutoring resources across campus, etc.

9) **Quality Assurance**

Experiential learning (EL): Provide description of EL required by students enrolled in the department/program. Discuss efforts to integrate EL across program curricula and course structure. Provide data from assessments (include assessments in evidence file) that demonstrates the effectiveness of experiential learning with specific measures of or reference to EL as an indicator of student success! You can also take this opportunity to present intentional (program required) community engagement experiences in which the department's/program's students participate.

10) **Quality Assurance**

Discuss the Department's / Program's recruitment efforts and relate these to the current and available student demographics. Provide data-informed efforts that may be directly related to the needs of the professional area of placement or other identified stakeholders. Provide data presented in #5 to assist in describing informed and targeted program guidance. An example of this could include using application admitted and enrolled student numbers since the last review as insight into potential recruitment efforts. Data should be disaggregated data to reflect demographic representation, such as state, NE county, gender, ethnicity, first generation, etc.). Provide goals for future efforts based upon program data.

- 11) **Institutional Contributions:** Discuss the Department's / Program's contribution to other academic units, such as General Education and Honors Program courses, cross-listed courses that fulfill pre-requisites for other programs, common courses for selected undergraduate or graduate programs. Take this opportunity to demonstrate contributions to International Studies, and engagement with At-promise students or students from varied populations.

Table of course sections of GE or other program courses with enrollment #'s

- 12) **Resource Base:** 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. If applicable, evaluate all the sources of revenue generated and received by the Department / Program in relation to all current and projected costs. Discuss the relation between the budget and the Department's / Program's mission and strategic goals. How would the Department / Program deal with increases or decreases in resources during the next five years? In addition to the University resource base assigned to the Department / Program, provide summary data on extramural support (e.g., endowments, fundraising, grants, contracts) acquired by the unit.

- Library Assessment – The Department Chair / Program Director notifies the Dean of the Library and requests that the Library develop an appraisal of the level of library support afforded their Department / Program over the preceding five years, or since the last APR. This report, developed by the Department's / Program's liaison librarian and in consultation with the Department / Program being reviewed, will be included as part of the final Self-Study document (evidence file). Additionally, include in the Library report of resources, the use or accessing of holdings provided by the Library for the Department/Program. Working with the Library liaison to produce an accounting of the number of times holdings are utilized, is helpful in focusing resources where needed by faculty.

13) Future Direction: Building on quality assurance data discussed in the previous sections of this report, the Department / Program 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 Department / Program and what are the plans to build on those strengths? What are the areas of concern for the Department / Program and how do future plans address those concerns? Are changes anticipated in the Department's / Program's strategic direction, and if so, identify the data from quality assurance measures that supports the change(s) and how does the Department / Program plan to reposition itself? Is the Department / Program responsive to the changing needs of the professional area of study, the students, and demographic changes in the campus, the community, and the state? Is the current organizational structure ideal for the Department's / Program's goals? If the Department's / Program'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 Department / Program address future enrollment trends?

Formatting Self-Study (document or electronic program review)

All Self-Study documents must utilize a cover page (for word/pdf formats) that identifies the program, date, and authors of the Self-Study. In addition, all Self-Study documents must be electronic and suitable for archiving. Departments / Programs are strongly encouraged to consider efficiency in presentation.

The Self-Study document

The Self-Study should be created in a word document or housed within the Program Review function of Weave. A word document version should not exceed 35 pages. The document should be made available to each member of the Review Team, Department Chair / Program Director, Department Faculty, College Dean, Graduate Dean (if applicable), College of Education Dean (if applicable), the SVCAA, the Assistant to the SVCAA (office of Assessment & Accreditation), and the Library Archives.

Charge to the Review Team

Purpose

The purpose of the Review Team is to consider the role of the Department / Program at UNK and assess the quality of the program in relation to that role. To provide a comprehensive review, the Review Team integrates external peers with UNK faculty, students, and alumni.

The Review Team will submit a final written report as quickly as possible, within four weeks (30 days), of the site visit. The external reviewer will not receive payment until this report is submitted and accepted, all efforts should be made by the review team to expedite completion and submission of the report within the prescribed time. This report should be factual and explicit. While the Review Team is encouraged to comment on any aspect of the program deemed important for improved program quality and future development, the Review Team is asked to keep in mind fiscal limitations and the requirements of other programs within the University. The team is, therefore, encouraged to: 1) focus their recommendation on what can and should be done within existing resources; and 2) make one or two suggestions for new investment that would have the greatest impact on program quality.

Composition of the Review Team

A Review Team may be uniquely composed to best examine the particular program's circumstances. At a minimum, however, the Review Team should be composed of the following members (see Coordination of APR and External Accreditation on page 5, if applicable):

- External reviewer & Team Chair - One individual, in the same discipline, from another institution that has a program similar to that under review.
- One UNK faculty member from the appropriate academic affairs / educational policy committee of the Department's / Program's college. This member must come from a different department than the one under review.
- When possible, one UNK faculty member who served on the previous review.
- One undergraduate student from the program and/or one alumnus/ae. We encourage consideration of students from underserved populations (women, international students, non-traditional students, veterans, disabled students, and students from other underrepresented groups).
- If the program under review has a secondary education or K-12 component, or has a MAEd or MEd program, one of the above team members, or an additional team member, will represent the Department of Teacher Education.
- If a graduate program is being simultaneously reviewed, add, at a minimum, the following:
 - One graduate student from the program.
 - One UNK graduate faculty from outside the Department / Program, chosen by the Graduate Dean in consultation with the Department Chair or Program Director. This team member is normally a member of the UNK Graduate Council.

Selection Process

The Review Team is selected by the SVCAA from a list of nominations submitted through the office of the College Dean, provided by the Department's / Program's APR coordinator.

Programs are strongly encouraged to submit names of people who will be both objective and beneficial to the program. The selection process is described below:

- External Member: The external reviewer should be an individual in the same field as the department/program being reviewed. They must be capable of providing an unbiased review of the program, so engaging former students in this capacity is not permitted.
- Department / Program being reviewed submits the names and qualifications of at least two (2) individuals for each position on the Review Team (e.g., external reviewer, UNK faculty member) to the Assistant to the SVCAA (Director of Accreditation and Assessment) and College Dean.
- The College Dean reviews the nominations submitted by the Department / Program. If in agreement with the Department's / Program's nominations, the College Dean forwards the names to the SVCAA for approval; if the College Dean does not agree with the submitted list of nominees, the College Dean requests new nominations be sent forward.
- The SVCAA reviews the nominees for each position of the Review Team, makes final selection and notifies the College Dean.
- The College Dean contacts the Department/Program with the names of approved nominees and the Department/Program secures their agreement to serve on the Review Team.
- Other Members: Programs may submit additional names for Review Team participation as desired and appropriate, for example, alumni/ae or members of industry.

Responsibilities

Members of the Review Team examine the Self-Study report, conduct a site visit, and prepare a written report of the Department / Program and its activities in its UNK role. The Review Team Chair, normally the team member from outside the institution, coordinates the Review Team during the visit and is responsible for finalizing and submitting the report to the Department Chair / Program Director.

Prior to completion of the departmental review, the Review Team may hold one or two exit interviews. One of the interviews is with the departmental faculty and department chair. This is designed to allow an assessment of goals, plans, staffing, and resources as well as existing and potential areas of strength and areas which need improvement. The second exit interview provides the administration with a preliminary review and evaluation of the program.

Format and Content of the Review Team Report

The Review Team's written report to the Department Chair / Program Director should follow the team's visit as quickly as possible, preferably within four weeks (30 days). The Off-Campus Review Team Chair will not receive reimbursement/compensation until an acceptable Review Team Report is received, so it is important that this is completed in a timely manner. While the

Review Team is encouraged to comment on any aspect of the program deemed important for program quality and future development, there are specific items the report should address. The report should follow the organization below, addressing the content for each area.

1. Abstract

The abstract should address the overall quality and integrity of the Department / Program, recommended broad directions for the future, and aspects of the Department/ Program which should receive special attention. Identify if the program undergoes external accreditation.

2. Evaluation of the Self-Study Document

This evaluation should address the thoroughness of the Self-Study document and the overall representativeness of the views presented. Include commendations and recommendations.

3. Evaluation of the Mission of the Department / Program

This evaluation should address the mission and goals of the Department / Program in consideration of resources, its role within UNK and University of Nebraska system, and state and national trends in the area. Include commendations and recommendations.

4. Evaluation of the Department / Program Objectives/Outcomes

Address the Program Objectives / Outcomes statements. The review should identify the quality of statements. Specifically, are they stated in actionable and measurable terms?

5. Evaluation of Student Learning & Department / Program Effectiveness (quality assurance)

The focus of this section should be focused on the Quality Assurance (Assessment) plan for the Dept./Program. This evaluation should review the quality of program objectives/outcomes. The evaluation should also review disaggregated data of measures for each of the Dept./Program's objectives/outcomes statements. The evaluation should address how the quality assurance plan specifically measures student learning and program effectiveness/student success. Identify actions taken that reflect continuous improvement as a result of the implementation of the assessment plan. Data should be directly tied to objectives/outcomes but may additionally reflect academic achievement; effective teaching; effective use of information technology; curriculum quality; issues specific to external accreditation.

6. Evaluation of Department / Program Resources

This section should include address structure and policies of the department or program. Review facilities and equipment, library and information technology resources, and Department / Program budgets.

Qualifications of faculty for delivery of program(s). Review of faculty course load, review of research activity and service provided by faculty. Include any faculty recognitions, awards, achievements.

Identify year-by-year numbers of student enrollment, persistence and completion since the last review. Provide any indicators of program quality and student achievement.

7. Recommendations for the Future

A list of specific recommendations, with appropriate rationale, that the Department / Program should address for the continued enhancement of the program (based on Evaluations 2 – 5

above). In making these recommendations, the Review Team is asked to keep in mind that many of the recommendations that would improve a given program might not be feasible because of the expense involved and the requirements of other programs within the University. The team is therefore strongly encouraged to:

- 1.) focus recommendations on what can and should be done within existing resources; and,
- 2) make one or two suggestions for new investment that would have the greatest impact on program quality.

RESPONSES TO THE PROGRAM REVIEW

Department's / Program's Response

Within thirty (30) days following receipt of an acceptable Review Team Report, the Department / Program provides a written response to the Dean(s) (including Graduate Dean and College of Education Dean, if applicable) regarding the recommendations in the Review Team Report. These responses, which form the basis of an action plan, should include:

- 1) Responses to all specific APR recommendations as they relate to program, college and UNK strategic plans;
- 2) Timelines for accomplishing agreed upon changes;
- 3) Identification of those responsible for implementing those changes;
- 4) Resources required and program contribution to those resources;
- 5) Indication of how success in accomplishing these changes will be measured; and
- 6) A statement of how these changes relate to the program, college, and UNK strategic plans.

The Dean(s) may recommend revision of the written response to the members of the Department / Program. A copy of the finalized report must be submitted to both the College Dean's and the SVCAA's office.

In addition to the action plan generated as a direct response to the review process, a mid-term assessment of progress in achieving those actions will be conducted and reported in the Departmental / Program Update (full details on following page).

College Dean's Report

Following receipt of the Review Team's written report, the College Dean should meet with faculty in the program to discuss the review process, Review Team recommendations, and strategies for implementing the recommendations. Within 30 days following acceptance of the Department's / Program's written response to the Review Team Report, the College Dean then reports in writing to the SVCAA (copies distributed to all faculty and staff in the program and to

Graduate Dean and College of Education Dean, as appropriate). The College Dean's Report should include the following information:

- 1) General evaluation of the Department / Program;
- 2) General comments on the Review Team Report;
- 3) General comments on the Department's / Program's Response to the Review Team Report;
- 4) Comments on all recommendations in the APR report and how the Department / Program responded;
- 5) Recommendations involving changes in faculty and staff responsibilities in the Department / Program;
- 6) Anticipated Department / Program changes that result from review recommendations;
- 7) An evaluation of the recommendations from the Review Team in terms of how they relate to Department / Program, college, and University strategic plans; and
- 8) An indication of what college resources will be devoted to accomplishing recommendations that are supported by the College Dean.

SVCAA's Report

The SVCAA will review the Department's / Program's Self-Study, the Review Team Report, the Department's / Program's Response and the College Dean's Report. Within thirty (30) days following receipt of the College Dean's Report, the SVCAA will report to the College Dean on the overall review process, adding recommendations he or she may have. Elements of the report will be included in the Strategic Planning process. Provides written notification to Assistant to the SVCAA that APR process is complete. Copies of all APR documents are first kept by the Office of the SVCAA and then sent to the Library Archives.

APPENDIX A: ACADEMIC PROGRAM REVIEW COSTS

The office of the SVCAA will pay the following direct costs for the Review Team members:

- Transportation, housing, meals and honorarium for the off-campus Review Team chairperson. The honorarium is \$800 and will be paid after receipt of an acceptable Review Team Report. ***These arrangements must be made by the Office of the SVCAA.***
- Two working meals for the Review Team, normally the team orientation breakfast and a working lunch. Where possible, meals should be arranged with the campus food service and scheduling should be coordinated with the SVCAA's office. Reimbursement for meals will be made in accordance with University Accounts Payable Policies: Food/M meal Expenses. ***The orientation and working lunch must be arranged by the Office of the SVCAA.***

The Department or Program under review will be responsible for the direct costs of producing the Self-Study report. Programs should plan on providing electronic copies or access of the Self-Study for each member of the Review Team, Department Chair / Program Director, College Dean, Graduate Dean (if applicable), College of Education Dean (if applicable), the SVCAA's office, and program faculty members.

APPENDIX B: GUIDELINES FOR SITE VISIT

Generally the Review Team will be scheduled for a one and one-half day campus visit which incorporates the following elements:

- 1) Departments / Programs will develop the site visit schedule in coordination with the SVCAA's office. A draft schedule for the visit should be provided to members of the Review Team for input and comment before being finalized.
- 2) Departments / Programs will schedule appropriate meetings for the Review Team (e.g., with tenure track faculty, tenured faculty, faculty research and teaching groups, program faculty committees, non-tenure track faculty and/or staff, and students).
- 3) Faculty members of the reviewed program shall have an opportunity to meet privately with Review Team members who are external to UNK.
- 4) At the start of the review, the Assistant to the SVCAA will schedule an orientation meeting with the Review Team, College Dean, and Department Chair / Program Director.
- 5) All programs should schedule the Review Team for separate meetings with the:
 - a) College Dean of the program being reviewed,
 - b) Department Chair or Program Director,
 - c) Dean of Graduate Studies if applicable
 - d) Dean of Education if applicable
 - e) Department or College Director of Assessment (if different than Dept./Program Chair)
 - f) Undergraduate students, and
 - g) Graduate students (if applicable)

Students must have an active voice in the review either as full members of the Review Team, or as a group to be interviewed by team members. The College Dean will consult with the Department / Program being reviewed before making a recommendation to the SVCAA as to the nature of student involvement. If students are to represent their perspective of the program by meeting with other students and the Review Team, the unit will choose, as appropriate, one undergraduate and one graduate student to serve as liaisons to the Review Team. If students serve as full members of the Review Team, the Department Chair / Program Director will submit a list of potential student members to the College Dean who will forward the nominations to the SVCAA.

The program being reviewed is responsible for informing its constituents (faculty, staff, students) 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, the purpose of the meetings must be made clear to all participants at the outset - meeting participants are there to provide input about overall quality and direction of the unit - there are other avenues and procedures for dealing with grievances.

- 6) On the final day of the site visit, the Review Team will provide separate oral exit reports at a meeting with program faculty, staff and Chair or Director. A separate meeting with College and University administration may be planned.

APPENDIX C: SUGGESTED REVIEW TEAM SCHEDULE

The following schedule is only *suggested* and should be modified to fit the needs of the individual Department / Program and external reviewer.

The orientation for the Review Team will be organized by SVCAA's office, in coordination with the APR Coordinator (Department Chair / Program Director), and scheduled for the morning of the review. (A dinner the night before the review may be requested if necessary.) The following individuals should be invited:

- 1) The Assistant to the SVCAA
- 2) College Dean
- 3) Dean of Graduate Studies (if graduate program is reviewed)
- 4) Department Chair / Program Director
- 5) Review Team Members

After the initial briefing by the Assistant to the SVCAA, the Review Team should conduct a brief organizational meeting to discuss the review process and schedule revisions.

DAY 1

8:00 a.m. to 8:45 a.m.	Orientation breakfast with Review Team members, Department Chair/Program Director, College Dean, Graduate Dean (if applicable), and the Assistant to the SVCAA.
8:45 a.m. to 9:30 a.m.	Meet with College Dean
9:30 a.m. to 11:00 a.m.	Separate meetings with Director of Assessment, Graduate Dean (if applicable), and College of Education Dean (if applicable)
11:00 a.m. to 12 noon	Meet with Department Chair / Program Director
12 noon to 1:00 p.m.	Working Lunch (Review Team Members only)
1:15 p.m. to 2:15 p.m.	Meet with students
2:30 p.m. to 5:00 p.m.	Meet with faculty
7:00 p.m. to 10:00 p.m.	Work Session as necessary

DAY 2

8:00 a.m.	Follow-up meetings with student or faculty representatives, library personnel, or other individuals as review team requests
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9:00 a.m.	Open time for Review Team to schedule work or further interviews with faculty, etc.
10:30 a.m.	Preparations of recommendations for the exit interview
(The above should be scheduled as necessary.)	
12 noon	Working Lunch (Review Team members only)
1:15 p.m. to 2:15 p.m.	Oral reports to Department faculty and Chair
2:30 p.m.	Oral exit report to the SVCAA, the College Dean, the Department Chair / Program Director, the Graduate Dean (if applicable), and the College of Education Dean (if applicable)
3:30 p.m.	Adjourn

If all the necessary elements of this schedule are accommodated earlier, the exit report can be scheduled earlier in the day.

APPENDIX D: FORMAT AND CONTENT OF THE REVIEW TEAM REPORT

Format and Content of the Review Team Report

The Review Team's written report to the Department Chair / Program Director should follow the team's visit as quickly as possible, preferably within four weeks (30 days). The Off-Campus Reviewer (Review Team Chair) will not receive their reimbursement and honorarium until an acceptable Review Team Report is received, so it is advisable for the team to finalize and submit its report as soon as possible.

While the Review Team is encouraged to comment on any aspect of the program deemed important for program quality and future development, there are specific items the report should address. The report should follow the organization below, addressing the content for each area.

1) Abstract

- i. The abstract should address the overall quality, strength and integrity of the Department / Program, recommended broad directions for the future, and aspects of the Department / Program which should receive special attention.

2) Evaluation of the Self-Study Document

- i. This evaluation should address the thoroughness of the Self-Study document and the overall representativeness of the views presented. Include commendations and recommendations.

3) Evaluation of the Mission of the Department / Program

- i. This evaluation should address the mission of the Department / Program in consideration of resources, its role within UNK and University of Nebraska system, and state and national trends in the area. Include commendations and recommendations.

4) Evaluation of the Department / Program Objectives/Outcomes

- i. This evaluation should address the Program Objectives / Outcomes statements. The review should identify the quality of statements. Specifically, are they stated in actionable and measurable terms?

5) Evaluation of Student Learning & Department / Program Effectiveness

- i. The focus of this section should be reflected in the Quality Assurance (Assessment) plan for the Dept./Program. This evaluation should demonstrate disaggregated data of measures for each of the Dept./Program's objectives/outcomes statements. There should be an indication to the validity and reliability of the assessments used to measure them.
- ii. Address student success & academic achievement; effective teaching; effective use of information technology; curriculum quality; faculty research, service, and development; and, if applicable, issues of accreditation. In

addition, include commendations and recommendations for all the above.

6) Evaluation of Department / Program Resources

- i. This evaluation should address structure and policies, the qualifications of faculty, the quality of the students, facilities and equipment, library and information technology resources, and Department / Program budgets. Include commendations and recommendations.

7) Recommendations for the Future

- i. A list of specific recommendations, with appropriate rationale, that the Department / Program should address for the continued enhancement of the program (based on Evaluations 2 – 5 above). In making these recommendations, the Review Team is asked to keep in mind that many of the recommendations that would improve a given program might not be feasible because of the expense involved and the requirements of other programs within the University. The team is therefore strongly encouraged to:
- ii. 1) focus their recommendations on what can and should be done within existing resources; and 2) make suggestions for new investment that would have the greatest impact on program quality.

APPENDIX E: ROLES AND RESPONSIBILITIES IN AN APR

The Department Chair or Program Director:

- Assigns responsibilities for completing the review and documents to all members of the Department/Program.
- Recommends members for the Review Team in accordance with the APR guidelines.
- Guides production of a Self-Study report which conforms to the APR guidelines. This report should be electronic, and sent to the SVCAA, Assistant to the SVCAA, the College Dean/s, and review team.
- Ensures the College Dean has opportunity to review and provide feedback on Self-Study report prior to finalizing the document.
- Provides a tentative schedule for the Review Team's campus visit and coordinates visit schedule with the Assistant to the SVCAA.
- Works with administrative associates for SVCAA and dean(s) to schedule a time for them to attend the exit report.
- Works with SVCAA Office Associate to make travel arrangements and to initiate contract process for outside reviewer.
- Works with SVCAA office associate to make meal arrangements (inquire about dietary restrictions).
- Ensures each member of the Review Team receives a copy or has electronic access to the Self-Study and UNK APR Guidelines thirty (30) days prior to the campus visit.
- Ensures Review Team has access to all review materials and facilitates the campus visit.
- Reserves work/interview room for review team.
- Ensures the Review Team's written report is reviewed by the Department / Program.
- Responds to the Review Team Report (prepares Department's / Program's Response) and ensures copies of the report are submitted to College Dean and SVCAA's office.
- Attends Review Team's oral exit report to SVCAA and/or Dean(s).

The Review Team:

- Examine the Self-Study report
- Conduct a site visit
- Prepare a written report of the Department / Program and its activities in its UNK role.
- The Review Team Chair (outside reviewer) coordinates the Review Team during the visit and is responsible for finalizing and submitting the report to the Department Chair/Program Director.

Off-Campus Reviewer (Review Team Chair):

- Coordinate travel arrangements and contract details with the Office of the SVCAA.
- Read Self-Study and work with the Department Chair/Program Director to develop a schedule for the review, including a list of individuals to be interviewed.
- Lead the review team through the on-campus review.
- Prepare, with the Review Team, exit briefings for the Department/Program

faculty, Department Chair/Program Director and administrators (College Dean, Deans of Graduate Studies and Education, as appropriate, and the SVCAA).

- Lead the Review Team in preparing a written report to be submitted within 30 days of the on-site review.

Assistant to the SVCAA:

- Serves as university-level coordinator for APRs; Maintains Master APR Schedule
- Point of contact for Departments/Programs during planning and execution of the APR.
- Notifies Departments/Programs of upcoming APR in January prior to the academic year in which the review must take place.
- Coaches the Department/Program through completion of the Self-Study.
- Receives a copy of the completed Self-Study and forwards to the Library Archives.
- Attends the first meeting or Orientation Breakfast to give the Review Team its charge.

SVCAA Office Associate:

- Prepare and send contract to Review Team chair (outside reviewer)
- Reserve hotel for outside reviewer
- Plan/arrange meals for the Review Team Site Visit (orientation breakfast and working lunch)
- Submit payment to outside reviewer after final report is received.

Guidelines for Site Visit:

Generally the Review Team will be scheduled for a one and one-half day campus visit which incorporates the following elements:

- Departments / Programs will develop the site visit schedule in coordination with the Assistant to the SVCAA. A draft schedule for the visit should be provided to members of the Review Team for input and comment before being finalized.
- Departments / Programs will schedule appropriate meetings for the Review Team (e.g., with tenure track faculty, tenured faculty, faculty research and teaching groups, program faculty committees, non-tenure track faculty and/or staff, and students).
- Faculty members of the reviewed program shall have an opportunity to meet privately with Review Team members who are external to UNK.
- All programs should schedule the Review Team for separate meetings with the:
 - College Dean of the program being reviewed,
 - Department Chair or Program Director,
 - Dean of Graduate Studies and Research or designee,
 - Director of Assessment if applicable,
 - Department Faculty,
 - Department Staff,
 - Undergraduate students, and
 - Graduate students (Students must have an active voice in the review.)
- On the final day of the site visit, the Review Team will provide separate oral exit reports at a meeting with program faculty, staff and Chair or Director, and at a meeting with College and University administration.

APPENDIX F: SUPPORTING DOCUMENTS USED IN DEVELOPING GUIDELINES

Academic Program Review Guidelines, UNL (2006).

Available online at: http://www.unl.edu/svcaa/documents/apr_guidelines.pdf.

Executive Memorandum No. 24. UNL, Office of the President (August 19, 2002).

Commission for Development of Criteria for Evaluation and Prioritization of Academic Programs (2000).

Available online at: <http://nebraska.edu/docs/reports/prioritizationplan.pdf>.

University of Nebraska Board of Regents Policies, RP-2.1.6.

Available online at: <http://nebraska.edu/board/bylaws-policies-and-rules.html>

Title 281, Nebraska Administrative Code, Chapter 4; Coordinating Commission for Postsecondary Education, Rules and Regulations Concerning Review of Programs of Public Colleges and Universities.

APPENDIX G: SELF-STUDY DATA RESOURCES FROM INSTITUTIONAL RESEARCH

1. UNK Factbook <https://www.unk.edu/factbook/index.php>

Enrollment by		
	Overall UNK Enrollment	https://www.unk.edu/factbook/enrollment.php
	Academic Programs Site	https://www.unk.edu/factbook/acad_prog.php
	Academic Departments	https://www.unk.edu/factbook/files/fallenr_department.pdf
	Major, Minor, Emphasis	https://www.unk.edu/factbook/files/Acad_Prog/prioritizationcodesmajors23_census.pdf
Degrees by		
	Degrees Conferred Site	https://www.unk.edu/factbook/degrees.php
	College	https://www.unk.edu/factbook/files/degrees_college_fy1920.pdf
	Gender/Minority	https://www.unk.edu/factbook/files/degrees_levelminority_fy1920.pdf
	Academic Departments	https://www.unk.edu/factbook/files/degrees_leveldpt_fy1920.pdf
	Major, Minor, Emphasis	https://www.unk.edu/factbook/files/degrees/prioritizationcodesdegrees23.pdf
Credit Hours by		
	Credit Hours Site	https://www.unk.edu/factbook/SCH.php
	College (fiscal year)	https://www.unk.edu/factbook/files/Acad_Prog/SCH_College_FY.pdf
	College (academic year)	https://www.unk.edu/factbook/files/Acad_Prog/SCH_College_AY.pdf
Faculty by		
	Staffing Site	https://www.unk.edu/factbook/staffing.php
	Full/Part Time	https://www.unk.edu/factbook/files/faculty22_fullpart.pdf
	College	https://www.unk.edu/factbook/files/faculty22_college.pdf
	Legal Sex	https://www.unk.edu/factbook/files/faculty22_legalsex.pdf
	Ethnicity	https://www.unk.edu/factbook/files/faculty22_ethnicity.pdf
	Rank & Tenure	https://www.unk.edu/factbook/files/faculty22_ranktenure.pdf
	Salary, Term & Doct Deg	https://www.unk.edu/factbook/files/staffing/FACULTY_AvgSalary.pdf
	Awards	https://www.unk.edu/factbook/awards.php

2. Data that is not available in the Factbook should be requested from the UNK Institutional Research office at least one month before the Self Study is due. Requests received after this point in time may not be fulfilled by your Self Study deadline.

3. Department persistence and graduation rates are tracked using fall full-time first-time Freshmen (FTF-F) cohorts. A student is counted for a department based on their primary major in their cohort term only. UNK Institutional Research can report persistence and graduation in two ways:
 - a. If students persist at/graduate from UNK: Count students as persisted or graduated even if they change departments after their cohort term.
 - b. If students persist at/graduate from their Cohort department: Count students as persisted or graduated if they maintain a major in their cohort department after their cohort term.

In the event the Department/Program is accredited by an external agency and is required to provide data in a manner different to any of those identified above, please contact the office of Institutional Research with a specific request for different or varied combinations of data.

APPENDIX H: Template for Professional Vita

Submitted as evidence files

Name

University of Nebraska at Kearney

Department of ????

Office address

Kearney, NE 68849

Office Phone #

email address

Title & Rank

Degrees & Institutions

Date awarded (e.g. 2019-present)

Date of degree awarded

For items below, provide only since last APR (5 years)

List in chronological order most recent first.

Teaching (list courses taught, developed, created)

Semester and year taught

Advising

List number of advisees per semester

Semester and year

Mentorship (student research, thesis, etc)

Semester and year

Research, Scholarly activity, Grants

Citations

Service (Dept., College, University, Professional or community)

Semester and/or year

Honors / Awards

Semester and/or year