

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

To

The University of Arizona
Tucson, Arizona

December 6-8, 2010

For

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Craig Alan Beyroudy, Dean, Colorado State University, 121 Shepardson, College of Agricultural Sciences, Fort Collins, CO 80523-1101

Cheryl D. Bullock, Head, Educational Research, University of Illinois at Urbana Champaign, College of Education, 1310 SE 6th St., Champaign, IL 61820-0000

Frank Cerra, M.D., Dean and Senior Vice President for Health Sciences, University of Minnesota-Twin Cities, MMC501 Mail, 420 Delaware St., Minneapolis, MN 55455-0000

Mark L. Cummings, Associate Dean, Statewide Campus System, Michigan State University, A 336 E. Fee Hall, East Lansing, MI 48824-1316

Michael Grant, Professor and Associate Vice Chancellor for Undergraduate Education, University of Colorado at Boulder, 1228 Cornell Drive, Longmont, CO 80503

Jennifer L. Heller, Assistant Director of the Humanities and Western Civilization Program, University of Kansas, 308 Bailey Hall, 1440 Jayhawk Blvd., Lawrence, KS 7574

Abu S.M. Masud, Associate Dean of Graduate School and Professor of Industrial and Manufacturing Engineering, Wichita State University, 1845 N. Fairmount, 107 Jardine Hall, Wichita, KS 67260- 0004

Mark A. Pagano, Dean, Continuing Education and Conferences and Professor, Mechanical Engineering Technology, Purdue University, Stewart Center, Room 113, 128 Memorial Drive, West Lafayette, IN 47907-2034

Douglas M. Priest, Senior Associate Vice President, Finance, and Associate Professor of Higher Education, Indiana University, Bloomington, Byran Hall, Room 205, Bloomington, IN 47405

Judi M. Roller, Associate Dean Emerita, College of Letters and Science, University of Wisconsin-Madison, 8852 Blynn Rd., Mazomanie, WI 53560

Dorothy M. Simpson-Taylor, University of Iowa (retired), 135 Webster Street, Waterloo, IA 50703

Nancy Ellen Talburt (Team Chair), Vice Provost for Academic Affairs and Professor Emeritus, University of Arkansas, Fayetteville; Consultant, 1927 Old Wire Road, Fayetteville AR 72703

John D. Wiley, Professor and Chancellor Emeritus, University of Wisconsin-Madison, 137 East Wilson #1410, Madison, WI 53703

Michael Williford, Associate Provost for Institutional Research and Assessment, Ohio University, 301 Computer Services Center, Athens, OH 45701

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

A fourteen-member review team conducted a comprehensive evaluation of the University of Arizona for continued institutional accreditation. No change requests were submitted for review.

B. Organizational Context

The University of Arizona (UA) is a public, land-grant research university with very high (research) activity and a membership in the Association of American Universities. The UA mission includes a commitment to Access, Quality, and Discovery for its nearly 39, 000 students, 13 colleges, and 345 programs. The freshman class of 7,000 is the largest and most diverse in the institution's history, and the University plans to grow enrollment to approximately 50,000 in the coming decade. Its one branch campus in Sierra Vista (University of Arizona South) may soon be joined by others including a branch campus in Phoenix, already the site of a branch of the UA medical school, which would make the UA the first university in the country with two LCME accredited schools of medicine.

As the only AAU member in the state of Arizona, UA demonstrates remarkable innovation in its numerous research centers, such as the Bio5 Institute for Collaborative Research, the Arizona Genomics Institute, the Arizona Research Institute for Solar Energy, and the Poetry Center. UA is a national leader in interdisciplinarity, housing programs in the Colleges of Optical Sciences, Agriculture and Life Sciences, and Letters, Arts, and Science, among many others, and provides strength to these programs by recognizing them as tenure homes. Translational research is yet another strength at the UA and is exemplified by the Arizona Respiratory Center and the Arizona Cancer Center.

Over the past four years, one effect of the economic downturn has been a state appropriation cut by nearly one quarter, going from \$440 million to \$340 million. UA is "being asked by the state to do much, much more while being given much, much less," according to President Robert N. Shelton in the State of the University Address, November, 2010. The Arizona Board of Regents (ABOR) is looking to enterprise initiatives to sustain and improve quality while controlling costs, and the institution's management of tuition, fees, enrollments, and growth in private funds for endowment and research are other aspects of institutional response. In November of 2010 Arizona voters passed Proposition 107, also known as the Arizona Civil Rights Initiative, a constitutional amendment which bans discrimination and preferential treatment on the basis of "race, sex, color, ethnicity or national origin in the operation of public employment, education or contracting." Despite these challenges, with arguably the best telemedicine program in the nation and a #1 ranking by NSF for research in the physical sciences, the University of Arizona sees great opportunities to continue its work as educator and engine of economic mobility and research to improve the quality of life for people in Arizona.

C. Unique Aspects of Visit

The team chair conducted a pre-visit to UA to plan for the team visit. During the team visit special attention was given to *A Strategic Planning Framework for 2020*, an ambitious and far-reaching statement by the Arizona Health Sciences Centers that lays out a pathway for meeting the health workforce needs of the state while continuing to move ahead in advancing success in research. The magnitude of this venture occasioned meetings with health sciences leadership, faculty, and students in Tucson and Phoenix. While the comprehensive visit team was not assigned the task of responding to the request for the Phoenix branch campus (submitted to the HLC during the visit) attention was given to the work in progress and planning framework because of the potential multi-million dollar impact of this initiative on the complex financial picture at UA.

D. Sites or Branch Campuses Visited

The off-campus site at Phoenix, Arizona, was visited. Team members met at the main campus with leadership, faculty, and student representative constituents from the UA South Campus at Sierra Vista.

E. Distance Education Reviewed

Distance learning programs are offered via the Internet in Nursing at the Doctoral Level (2 programs); in Engineering at the Master's level (2 programs); in Library Science at the Master's level; and in Optical Sciences at the Master's level. Certificate programs are offered via the Internet in Instructional Technology (2 certificates), Reading Education, Mining and Mineral Engineering (2 certificates); Geological Engineering (2 certificates), Industrial Management, Library Science, Gerontology, Optical Sciences, Health Information Administration, and Nursing (4 certificates). Note: new Commission policy on institutional change may cause some of this information to be updated in early 2011. Student credit hours delivered electronically have grown from none before 2003 to more than 12,000 in 2008. Consistent with demographics, globalization, and declining state support, UA will take a leadership role in the state by providing more programs online and focusing on a small number of high-value, high-demand on-line degrees.

F. Interactions with Constituencies (See Appendix 1.)**G. Principal Documents, Materials, and Web Pages Reviewed (See Appendix 2.)****II. COMMITMENT TO PEER REVIEW****A. Comprehensiveness of the Self-Study Process**

The self-study process results were persuasive in documenting the comprehensiveness of the University of Arizona self-study and the number of constituents who participated. As President Robert N. Shelton, states in his President's Message, "Accreditation validates the extraordinary quality and integrity of our academics, research, administration, faculty, staff, resources, facilities and

procedures In addition to quality assurance, institutional and program improvement is a basic purpose of accreditation. In this spirit, we did not view the self-study as a matter of compliance or a staid process of measurement and metrics; we seized this opportunity to take a reasoned, in-depth look at our university and to articulate a vision.”

An extensive listing of materials was made available to team members on-line before the visit and provided information and evidence regarding institutional accomplishments and performance. The self-study report was well organized and detailed and supported primarily by the on-line resource materials, although additional paper documents were provided on campus. The process included special attention to the responses made to the previous visit and to making the experience useful to the institution. The team compliments the institution on the breadth and depth of the self-study process. The culmination of the process during the team visit was characterized by strong support provided by the campus to facilitate the team’s work and by exceptional cooperation between the campus and the team.

B. Integrity of the Self-Study Report

Campus leadership and representatives from faculty, staff, and student constituencies generally affirmed the findings in the self-study report as well as the reliability of the report’s facts and perspectives. The report is written to address major on-campus as well as off-campus constituencies with important information and arguments as well as to provide evidence required for the reaccreditation decision. The report links the major planning initiatives with the report contents in useful ways and identifies challenges the institution must address as well as progress toward achieving goals. The team found the report contents to be generally accurate, valid, and credible.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team considers the response of the institution to previously identified challenges to be adequate except in the case of the assessment of student learning where the institution's work to address the challenge is recommended for institutional attention and Commission follow-up. Detail is provided in the section of this report on Criterion Three.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

(See Appendix 3).

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met.

1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- Following a period of reexamination and change, the University of Arizona has settled on a mission oriented around core values of access, discovery and quality. Students, faculty and staff all noted in discussions about the mission statement that it is most meaningful when considered in the context of other institutional documents—especially the Arizona Board of Regents (ABOR) mission statement, the ABOR's Changing Directions document, the campus strategic plan, and the unit- and department-level strategic plans. The university mission statement serves as an overarching guide for the creation of mission statements directing the activities of departmental and administrative units. This arrangement provides for the formation of unique mission statements related to distinct functions within the university, such as the medical school, whose mission is to provide healthcare education, research, patient care, and services to the people of Arizona. At the same time, this arrangement provides the necessary flexibility for the conduct of strategic planning and goal setting that is both aligned to a common purpose and serviceable to different constituents.
- The mission statement is widely disseminated in publications to both internal and external audiences, including prospective students and new faculty, and in marketing materials. It is also prominently displayed in university-generated web resources. The president and provost frequently refer to the importance of the mission, particularly as it guides new initiatives and budgeting priorities as well as cost-cutting measures.

1b. In its mission documents, the organization recognizes the diversity of its learners, other relevant constituencies, and the greater society it serves.

- In both word and deed, the university fulfills its mission as a land-grant institution in recognizing its obligation to serve the differing needs of its students, faculty, administration, and staff, and the citizens of Arizona. The University of Arizona has developed centers of excellence, such as the Disability Resource Center and the Arizona Telemedicine Program, that offer critical services to meet the individual needs of diverse groups. These and other programs are designed to extend opportunity and provide access to individuals and populations seeking personal knowledge and the expertise of the faculty to improve their quality of life. The UA focus on translational research has led to the development of the Discrimination Research Group and the Native Peoples Technical Assistance Office.
- The President has demonstrated a commitment to diversity as noted in his 2010 State of the University Address, in his response to Proposition 107, in the commitment to funding same-sex partner benefits when they were dropped by the state, in the creation of a Task Force on Faculty Diversity, and through his regular meetings with six community advisory boards.

- Data presented over the past decade show impressive improvement in graduation rates of minority students as a percentage of the total student body. These gains are attributed to several new programs initiated by Admissions and Student Affairs. The overall result is that the university has become more diverse and has made advances consistent with the mission statement.
- The University has launched (Fall 2010) a Diversity Initiative that seeks to integrate the work of various groups, offices, and centers. Representatives from student organizations are enthusiastic about this initiative because it affords opportunities for collaboration and the pooling of resources. Students also affirm that such an umbrella group creates spaces for discussions about intersections such as race and gender and ethnicity and sexuality.
- As part of its diversity commitment, the university recognizes military veterans, estimated at 400 registered students, by means of programs linked through Student Affairs with a dedicated staff member and the Special Advisor for Diversity. Programs are organized and designed to provide veterans with special services such as regular visits of a clinical psychologist from the Veterans Administration and a proactive stance in assisting them to achieve academic success with assistance from the staff person for Veteran Education and Transition Services.

1c. Understanding of and support for the mission pervade the organization.

- Support of the university mission is exhibited throughout the university in part because of the emphasis placed by institutional leadership on the dissemination of information to all areas of the university. Conversations with faculty, students, and staff reveal that this open environment is appreciated and contributes to a high degree of morale in spite of challenging financial conditions. Each college within the university creates a strategic plan required to document its ways of carrying out the university mission through core college activities, an exercise that ensures increased awareness and understanding of the mission at various levels within the institution.
- The university uses electronic networks and social media extensively to disseminate information about ongoing mission-related activities and accomplishments to both internal and external constituents.
- The Arizona Board of Regents formulated the 2020 Vision Plan for Higher Education in Arizona with a focus on improving educational achievements of its citizens, increasing national prominence in research, and providing for an educated workforce for economic and social development. This plan has been shared with a wide audience, is accessible via the website, and serves as a guide for the three state universities. The Board is charged to provide oversight, monitoring, and leadership to the institutions, and a current challenge is maintaining institutional operations and quality despite the declining levels of state funding.

1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- The university has effectively organized structures to manage and support the fulfillment of its mission. The President's Cabinet and the Provost's Senior Leadership team include key leaders and decision makers who take responsibility for implementing core elements of the mission. The President's staff includes two special advisors (one for Diversity and Inclusion and one for Native American Affairs) to facilitate collaboration among various groups on campus and serve as liaisons between these groups and the administration. The Administration and Governance page on the president's website is an excellent portal that describes the dynamic interrelationships among internal governance structures (advisory councils, student groups, committees, senior staff, and elected bodies) as well as external ones such as the Board of Regents (<http://www.arizona.edu/university-administration-governance>). The pages include organization charts, statements on policies and procedures, and collections of resources accessible to university constituents.
- Since 1996, the university has operated with a shared governance arrangement that includes faculty representation in policy areas relating to personnel, curriculum, research, and student affairs. In the current time of fiscal austerity, faculty members cited their high degree of satisfaction with the collaborative leadership process. Staff leadership were appreciative of President Shelton's open forum and feel they have the president's ear. An example of administrative policy leading to staff satisfaction is the implementation of the institutional employment strategy that provides a range of continued employment opportunities to include special hiring pools where some individuals whose employment has been discontinued can be hired for special projects.

1e. The organization upholds and protects its integrity.

- When integrity in Intercollegiate Athletics suffered a lapse reflected in an acknowledged major NCAA violation, the UA internal assessment concluded that the violations were the consequence of individual actions. The institution imposed on itself penalties that included two years probation, recruiting restrictions, scholarship reductions, vacation of wins, and disassociation with an event promoter. Steps taken following this event led to an assessment of compliance issues, enhanced training programs for coaches and athletes, and the replacement of the culpable parties. UA also responded in ways consistent with the upholding and protection of its integrity through more extensive preventive initiatives for the future.
- Information on integrity policy and practice is available on the university website and through educational programs conducted by administrative and departmental units. Policies spell out acceptable conduct in relation to research, personal interactions, plagiarism, and the misrepresentation of personal accomplishments. Policies are also supported by an administrative structure for their implementation. Evidence of

compliance can be noted in the Faculty Senate approved Statement on Professional Conduct, the Code of Academic Integrity, Conflict of Interest statements associated with several administrative and academic units, and the compliance work conducted by the Office for Responsible Conduct of Research and the Office of Institutional Integrity. Policies protect constituents from discrimination, harassment, coercion, and other activities that harm individuals or groups. Information on the services provided for the protection of all individuals within the university is also found in web resources, and published materials are widely disseminated, starting with marketing materials distributed to prospective and admitted students to the University of Arizona.

2. Evidence that one or more core components need institutional attention.

1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Faculty members expressed opinions in favor of earlier involvement in budgetary matters, especially at a time of decreased state funding requiring retrenchment on the part of the university.

Results from the 2009 Staff Advisory Council (SAC) survey reflect a concern for better communications with all levels of staff as well as opportunities for greater involvement in campus life. Staff members also expressed a wish for stronger support from mid-level managers and immediate supervisors.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion met; no Commission follow-up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that core components are met

2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The University of Arizona devotes energy and intelligence to preparing realistically for the future. ABOR's recognition of the budgetary imperative to differentiate the missions of its public universities has enabled UA to focus its resources, both financial and human, on its areas of research excellence, including sustainability; Bioscience and Biotech; Southwest, Native American, Borderland, and Latin American Studies; Creative Arts, Language, and Language Acquisition, among others. UA recognition of and dedication to diversity goes beyond research mentioned under Criterion 1 and is exemplified by significant improvement in its under-represented student retention and graduation rates, up 5 percent and 10 percent respectively over the last 18 years. The university is currently focusing on further increasing the diversity among its faculty so that it begins to mirror that of its students. Global realities are also recognized at UA, which ranks 15th among doctoral and research universities in numbers of students studying abroad. International students account for nearly 7 percent of UA's student body. Numerous programs exemplify internationalization/globalization at UA; illustrative are Mexican American Studies, (Mexican American and Raza studies at the time of the visit), the Water Resources Research Center, and the Udall Center.
- UA leadership is attuned to the demographic and economic trends in the state and the University. Its enrollment management plan is focused appropriately with quality as a primary goal and increase in enrollment as necessitated by increasing student demand and declining state support. Enrollment is slated to increase from the current 39,000, with much of the enrollment growth slated for up to ten new and existing off-campus sites including UA South, the Pima Community College West campus, a downtown location, and Pima Community College East as well as distributed education venues such as Pima Community College Desert Vista. A distance hub in Nogales is charted for more live delivery as well. Though off-campus sites generate tuition at lower rates, the off-campus sites typically have lower operating costs and are needed because of space limitations on the main campus. The off-campus sites are calculated to be capable of serving up to an additional 10,000 students with perhaps a maximum of 4,000 at the main campus. Numerous complementary relationships are being explored as well with community college sites such as Arizona Western College. A joint admissions pipeline has been developed with Pima Community College. UA faculty members are heavily involved in providing summer programs in many disciplines to acquaint Arizona high school students with the University and with their programs of study.

In addition, enrollment of students paying non-resident tuition is targeted to increase from one-third to 40 percent of the undergraduate student body. UA reports having significant appeal for students from California, New York, New Jersey, Pennsylvania, and Illinois (primarily Chicago), and increasingly from Colorado. Such students are attracted by high demand programs such as those in business and science which draw significant employer recruiting, by excellent programs for learning-challenged students, by nationally recognized expertise in areas such as sustainability, and by the institution's enviable setting. Non-resident tuition is slated to rise along with resident

tuition. The after-discount net is 70 percent of university non-resident tuition compared with only 47 percent of resident tuition.

Able enrollment management leaders continue to analyze retention data on individuals, sites, and the student population and to target attention as indicated. Under-represented student retention has improved dramatically. First-year retention rates have increased from 71 percent in 1992 to 76 percent in 2008. At the same time, six-year graduation rates have increased from 41 percent to 52 percent, a very significant achievement. Retention of upper division community college transfers has reached 93 percent. Retention of beginning commuter students is low, and the UA is focusing strategies to link these students more successfully to campus.

- The Arizona Health Sciences Centers' document, *A Strategic Planning Framework for 2020*, is consistent with the strategic direction identified by the Arizona Board of Regents and the President. It lays out a pathway for meeting the health workforce needs of the state while continuing to move ahead in advancing its success in research. The emphasis is on interdisciplinary education and research, hybrid learning, translational research, and the transformation of the clinical enterprise into a leadership role in moving care delivery in a new direction that emphasizes accountability and is patient-centered while promoting quality care and reducing the cost of care. This emphasis is both laudable and refreshing and provides a pathway to the positive future of Arizona health care delivery. In the presence of a challenging financial environment, UA has made real progress in moving along this pathway. Some examples of that progress are the following: the establishment of UA Healthcare, the plan for and progress on the Phoenix Biomedical Campus, the emphasis on interdisciplinary education and research, community relationships, and the continued development of the College of Medicine, Phoenix. These initiatives are an enormous undertaking in terms of resources required but also have great potential for contributions to institution and state.

2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- The UA budget is \$1.4 billion. In the last three years, state appropriations have been cut by \$100 million, with \$20 million of that reduction in the most recent fiscal year. The serious budget issue facing the UA is the strong likelihood of further cuts in the near future. The institution's plans for addressing this situation include the following tactics, many of which are already in place: increasing enrollment (average increase of 2 percent annually in the past); raising tuition, particularly non-resident tuition (likely to be difficult in light of a recent decrease in non-resident enrollment); eliminating and merging programs and cutting staff positions; increasing grant funding; increasing gift funding; increasing class sizes; streamlining the curriculum; and reducing benefits. Although the institution has already instituted tuition increases, tuition remains at or near the bottom of its peers in this area. UA has also implemented differential tuition in both the first and second years as well as in upper division programs and has implemented numerous program fees as well. Financial

ratio analyses for key ratios for fiscal years 2002 – 2010, as provided to ABOR and UA leadership, were provided and document that the institution is living within its resources in that it has maintained positive growth in terms of net revenues to total revenues over the past nine years, although net revenues are relatively small, giving UA a limited ability to react to emergencies or unforeseen needs.

- UA has a strong record of achieving its goals. Results of the Transformation Plan to cope with limited resources include the closure or merger of 42 programs, the reorganization of four colleges into the Colleges of Letters, Arts and Science, discontinuing the employment of 600 individuals, and the merger of 16 departments into eight. Through 2007 the UA has had success in retaining its faculty with 116 retention cases in 1999 with 36 percent retained and only 83 cases in 2007 with 53 percent retained. The Arizona Assurance program, a very ambitious venture, has been funded through a combination of grants and gifts, testifying to the University's ability to increase its gift funds and endowment. The University Foundation Capital Campaign will have endowed chairs and undergraduate scholarships as top priorities. State sales-tax-based Technology and Research Initiative Funds (TRIF) have been utilized for numerous new initiatives including high technology, translational research, and research in water resources, among others. UA is a national leader in sustainability and has participated with the Nature Conservancy in building a rainwater cistern. University roof rainwater is used to supply cooling towers and water features, providing one of many cost-effective sustainability efforts.
- Responsibility-centered management (RCM) is intended as a major response to financial challenges. The six deans interviewed were highly supportive of this initiative, which will bring budgetary decision-making to the academic centers performing the institution's instruction and research. UA has produced a tuition funds flow-modeling chart using actual data from 2006-2008 as it begins implementation of RCM. It has also collected extensive information from peer institutions documenting models, principles, lessons learned, observations, problems, and pitfalls they experienced while implementing RCM. For example, all universities surveyed agreed that data and information detail and dissemination must move from minimal to comprehensive with this budget strategy. UA has done its homework with regard to RCM implementation.
- Periods of budget stress bring stress on human resources as well. Staff members state that the recent loss of over 600 people has been devastating for morale, though they give high praise to the President and administration for their excellent communication during this difficult time. They also credit the University leadership with resolving the occasionally uneven implementation of layoff procedures in some units. Staff members are appreciative for having been given the option this year of selecting a tiered furlough system over further layoffs.
- UA updated its 2003 Comprehensive Campus Plan in 2009 and recognizes the interrelationship of the Campus Plan and the Strategic Plan. Over one million square feet of academic, research, and institutional support space has been added to the

campus between 2003 and 2009. The potential for growth on the main campus is now limited, but the elimination of an enrollment cap and the plans for increased enrollment are acknowledged. A maximum of 4000 additional students can be accommodated on the main campus, and future building growth must be upwards. The extent of the upward growth must be minimal in order not to damage the appearance of the beautiful campus or impinge on historic neighborhoods. The institution is planning public-private partnerships, which has proven very effective for some universities, especially in residential housing. The institution's leadership in sustainability from the Arizona Research Institute for Solar Energy and the UA Water Resources Research Center has aided in reducing the cost of facilities. Building compactly, creating shade, reducing storm water runoff, and utilizing outdoor spaces to meet student needs are just a few of the principles guiding facility construction and management. Continued energy savings initiatives such as that evidenced by the roof replacement program will also be needed. The university has received significant reductions in state appropriations for building renewal, a consequence being that such renewal and building must be funded by issuing bonds.

- 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

Institutional Research and Planning Support provides data for planning and decision-making on student enrollment, persistence, and graduation. The data provided for the self-study reflects strong evaluation and assessment capabilities for much of the institution's operation. Interpretation and analysis of the data is generally insightful although comparative and benchmarking data is less often available or documented. In order to support data collection, especially for business intelligence, UA has been compelled to replace its thirty-year old significantly outdated Legacy and informational technology systems and is in the process of converting to PeopleSoft through the Mosaic Project. This update promises to make information more available and accessible and will place UA in the same technological structures as ASU and NAU, allowing for ease in collaboration. The institution is also benefitting from the now decade-old implementation of PeopleSoft in a number of research university peers. Appendix D consists of a progress report assessing efforts to achieve the goals set out in the UA Strategic Plan. It indicates the limits of strategic planning in the volatile UA fiscal environment while exhibiting the institution's responsibility regarding evaluation and assessment of its planning and goal setting.

- 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.*

ABOR 2020 and the UA's Five-Year Strategic Plan 2011-2015 guide university decision making, along with the 2003 Comprehensive Campus Plan and its 2009 update. These documents align well with each other and exhibit a shared focus. The institution's Strategic Planning and Budget Advisory Subcommittee has university-wide representation and seems intended to address the difficulty in aligning planning

at all levels, among other matters. Improved alignment of planning and budgeting is intended to be an integral part of the implementation of RCM.

Colleges indicate they respond to annual or even more frequent budget-cutting exercises focused on possible cuts tiered by percentages, a strategy common at universities. These budget exercises, combined with academic program reviews, college strategic plans, and the University strategic plan, as well as ABOR 2020, form a shifting basis of guidance for decision-making.

2. Evidence that one or more specified Core Components need organizational attention.

2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

The University of Arizona's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future by virtue of the institution's very careful and adaptive strategic measures, management of volatile revenue streams, and effective but demoralizing cost-cutting initiatives. Growth of enrollment (generally off-campus and out-of-state) may have limited ability to provide additional revenue for the long term, and growth of endowment income cannot be achieved sufficiently rapidly to replace more immediate significant cuts in state funding. The resource base in that circumstance would appear to be greatly limited in its ability to support programs and strengthen quality. The current pattern of net revenue leaves the institution with only a modest safety net. The team commends the work the institution is doing in revenue and cost management and encourages the continued development of connections between planning and special initiatives for budget cuts to ensure that resources continue to be used toward the institution's highest priorities.

The team sees confidence in alignment of planning and implementation of plans as a casualty of recent budget cutting exercises and actions. Unless such confidence can be strengthened, the institution's ability to move forward or address new concerns will be in jeopardy.

There are major categories of risks in the planned changes to medical education at the University of Arizona, and they require continued close institutional monitoring. The challenges inherent in each of these risks can be summarized as follows:

1. Challenges to Success of UA Healthcare through the following:
 - a. Completing the development and implementation of the new merged enterprise to achieve the efficiency, effectiveness and profitability potential that is there
 - b. Achieving sustainable growth of the clinical enterprise in a way that supports the academic mission and growth of the Arizona Health Sciences Center and its medical schools

- c. Achieving the potential transformative change in health care for Arizona and its citizens
- 2. Challenges to Success of the Phoenix Campus through the following:
 - a. Implementing a coordinated and synergistic development effort for UA and the communities involved, while avoiding the scenario of competing campuses
 - b. Realizing the high potential for growth of the biomedical enterprise for the benefit of UA and the State of Arizona
 - c. Allocating resources for the growth of the medical school in a way that is coordinated with that of the Tucson campus
 - d. Defining and managing the role of UA Healthcare with the community hospitals and health systems that are needed for clinical training sites and for the performance of translational research

2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Assessment and evaluation of institutional effectiveness needs university attention in such areas as academic program review, direct review of advising outcomes, development of assessment and evaluation metrics for all organizational units (and scheduling reviews on a regular, recurring basis), and development and application of evaluative assessments of university-wide processes such as planning and the prioritization and goal and objective setting which form the basis for planning.

2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

The UA Transformation initiative and its forerunner, the Focused Excellence initiative, appear to take precedence over long-term planning. College strategic plans are also supposed to align with the University plan but feedback is mixed as to whether this is actually the case. In fact, "mixed" is the word used in general to describe the response to the University's planning, including the work of the Strategic Planning and Budget Advisory Committee (SPBAC). Concerns are expressed, for example, about the unavoidable decoupling of planning and budgeting, which reflects the cynicism some units share about academic program reviews. Analysis suggests this is one result of the recent and frequent state budget cuts.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion met; no Commission follow-up recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met.

3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- The University of Arizona filed a progress report on assessment in 2005 that provided information on the institution's planned program of assessment of student academic achievement. From 2005 to the present, UA has made institutional strides to reorganize offices, create collaborations among different academic units, and conduct experiments with different approaches to assessment. It has established university-wide learning goals and is in the early stages of implementing a comprehensive university-wide system for assessment through direct and indirect measures and appropriate follow-through activities. It has established the Assessment Coordinating Council, a Provost-appointed committee of faculty and staff whose charge is to foster and encourage assessment efforts at UA. Many faculty and department heads reported that the Provost's office communicates regularly and directly with departmental units about the importance of assessing student learning and does so in a coherent, supportive manner.
- Academic units with specialized accreditation have assessment requirements in addition to what the institution currently requires. For example, learning objectives for units in the College of Engineering are established consistent with ABET requirements, and Engineering departments use both indirect and direct assessments of teaching and learning. Reports from ABET accreditation reviews in 2005 identified concerns with program assessment in selected programs, but these had been resolved by the 2007 follow-up. This college is experienced and willing to pass on what was learned from ABET to UA degree programs that do not have the experience of professional society accreditation (and assessment) requirements. Senior administrative representatives affirmed that the agriculture and extension components also have effective assessment activities in place that are working well.
- Student interviews were uniformly positive about the clear expectations that they had from their major programs and from individual courses as well. These results were reported by students in theatre, nursing, English, engineering and computer science and reflect commendable attention to bringing students into the discussion of learning outcomes for their programs of study.

3b. The organization values and supports effective teaching.

- In 2010 the Office of Instruction and Assessment (OIA) was created from other units and was assigned broad responsibilities for supporting innovative and effective teaching and assessment of student learning. This office is staffed at about 25 full-time staff, along with about 5 student assistants and, importantly, has not been subject to staff reductions, as have many other university units. OIA offers one-to-one consultation with faculty who want to innovate and improve traditional and online instruction as well as daylong and hour-long workshops on various topics. Other improvements and innovations are provided including techniques for distance learning and hybrid courses. UA also offers instructional monitoring and mentoring for new instructors, including graduate teaching assistants, within academic departments such as Mathematics. The Graduate College offers comprehensive training, including instructional training, for new graduate teaching assistants.
- In a research university it is worth underscoring that teaching is valued as a major component of faculty responsibility as evidenced by statements from department heads and senior administrators. Promotion and tenure decisions reflect the value placed on high-quality instruction, and there have been instances in which inadequate teaching performance has led to negative decisions. In addition, the scholarship of teaching and learning is formally credited by many units as activity that supports research and teaching and is explicitly recognized. This is especially true in units that offer professional education in particular disciplines (e.g., math education). UA offers many avenues for colleges, departments, students, and others to recognize exceptional instruction. Several annual teaching and advising awards are offered.

3c. The organization creates effective learning environments.

3d. The organization's learning resources support student learning and effective teaching

- The Disability Resource Center exemplifies a serious, effective commitment to improving the way in which students with disability can be successful as students in the classroom and as individuals outside the classroom. The program helps faculty rework their pedagogical methods and techniques such that they work for all students in their classes, and competitive athletic programs have been developed for such students.
- Disability Services, SALT, Honors, and Think Tank provide special environments, resources and services for students. SALT is learning disabilities support emulated on a national scale. Think Tank provides tutoring assistance in math, science, and writing, and individualized instruction is available on a fee-for-service basis. Think Tank sees about 5,000 student visits annually, with 5 visits on average per student. The campus-wide Honors program, large as a percentage of the undergraduate student body, has demonstrated an improved graduation rate from low- to mid-90 percent, an improvement attributed to the Honors Residence halls and a house dedicated to honors students for communal learning.
- UA libraries play a critical role in providing educational sites and resources and were the recipient of a national award for excellence among academic libraries in 2001. Online resources and services enhance access, provide convenience and flexibility,

and foster 21st century skills. More than 85 percent of all periodicals are now online, and 70 percent of current monographs are now in electronic formats. Students have access to more than 500 workstations, nearly 200 laptop loaners, extensive wired practice and study spaces and in person or on-demand research and technology assistance. At UA, the libraries apply a business model to services and focus on satisfying the needs of their users in cost-effective ways.

- Since the previous accreditation team visit, academic advising has been reorganized within each college with the goal of providing more consistency in the student experience. Unsatisfactory past experience with split locations and responsibilities have driven additional changes. A survey of student satisfaction is carried out after each advising meeting and serves as the principal means of assessment of the quality of advising. Forty-two professional advisors have been added, and the survey data indicate improved student satisfaction.
- The mandatory success course for science students on academic probation demonstrates significant effectiveness. UA reports that a control group graduated at a rate of 2 percent in 5 years whereas those in the course achieved a 25 percent graduation rate within 5 years. UA also invests significant and varied resources in trying to reach under-represented populations, especially within Arizona, and has achieved notable success in improving recruitment, retention and graduation rates of those populations.
- By using primarily university resources, UA has provided an environment in which the overall indebtedness of graduating Arizona resident students who have taken out loans has been held fairly stable despite a rise in tuition costs of several thousand dollars (\$4,500 from 2000 to 2010).

2. Evidence that one or more specified Core Components need organizational attention.

3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible

- Except for academic degree programs with professional accreditation, it appears to the team that a limited number of program faculties have formally identified and clearly stated the learning outcomes by which they measure success in their degree programs. Assessments of different kinds are conducted by some programs, although many appear to be assessments without reference to the student learning outcomes for the program. Surveys of students and graduates, analyses of grade distributions, and input measures are often seen as the foundations of program assessment efforts. For example, courses in Chemistry, Biology, Physics, and Psychology were systematically redesigned to improve student success with course grades as the principal metric. Improvements in students' course grades provide very useful information and reflect an important achievement. However what is required for degree program assessment is links between grades and the knowledge, skills, and

competencies and the values, attitudes, and behaviors students should possess as a result of completing course and program requirements. Despite the centralized administrative structure under OIA, it appears that there continues to be a somewhat incomplete perspective on assessment of student learning and a common reliance on grades outside a structure which could identify stated degree program learning outcomes (identified by program faculty) and map them to course objectives and document their relation to grades (overseen by program faculty).

- The 2005 UA assessment plan reported that academic program review (APR) would include mandated student outcomes assessment and a mechanism for incorporating assessment results into curriculum development and program planning. However, a review of APR guidelines and reports indicates that such reviews continue to rely on input measures. The 2010 assessment system draft and the new APR procedure manual reflect an attempt to incorporate into the review assessment of program-based learning outcomes and measurement of those outcomes. Currently, this plan is being vetted and presented to campus groups, but the Provost's Office has indicated that while the new requirement is now in place, it will not apply until next year's protocol begins. It is important to note that assessing student learning only on a seven year cycle, from the beginning or experimental point, is almost certain to be less frequent than needed while it is being established. Faculty should be free to experiment until they feel their assessment gives them the results they want and can use for program improvement, if needed, and can share with students, prospective students and their parents, colleagues, and the institution.
- In 2009, the graduate school undertook a review of all graduate programs based on data available such as completion rates, time to degree, diversity, acceptance rates, GPAs at admission, and incomplete grade rates. Data from this study and National Research Council data collection requirements are used as a major basis for graduate student program assessment. Direct measures of student learning are not included in either of these metrics.
- UA emphasizes student outcomes such as retention, persistence, and graduation as evidence of program effectiveness. While these are vitally important measures, they are not direct assessment measures of effective teaching and learning, and team members note that faculty should choose appropriate and desired measures of learning for their programs that include measures consistent with the Higher Learning Commission fundamental understandings.

3. Evidence that one or more specified Core Components require Commission follow-up.

The University of Arizona was visited in 2000 by a team that found that insufficient progress appeared to have been made in Assessment of Student Learning, consistent with the requirements of Criterion Three. A progress report was requested in five-years time to encourage the development of a more nearly complete program of assessment for the campus. The report was submitted in 2005 and provided

information on how the institution would move forward to create such a program. However, while the visiting team finds many positive developments and especially plans as identified above in this section of the report, the central issue of a completed cycle of assessment of student learning remains. The cycle must start with the identification of program learning goals. The UA has faced great challenges in recent years and addressed them with impressive results. It is not perhaps surprising that something that must be in mind throughout the institution is not yet in evidence for the team to evaluate. It is clear that faculty and staff care about what their students learn. Nevertheless it is required that assessment be done consistent with HLC policy, including minimum standards, on a regular basis, and formally with written records, to provide results to confirm learning and to provide a basis for continued improvement.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion met; Commission follow-up recommended.

Progress report on completion of the cycle of assessment of student learning
6/30/2015.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met.

4a. The organization demonstrates through the actions of its board, administrators, students, faculty and staff that it values a life of learning.

- UA is one of the nation's premiere research universities and promotes a life of learning for its constituents through practice and example involving inquiry, research, publication, and application of learning as a leader in the country. A membership in the Association of American Universities identifies UA as one of the top 63 public or private research universities in America. The self-study also presents evidence that the institution has consistently ranked among the top 15 public institutions in NSF funding. A further measure is the most recent report of The Center for Measuring University Performance which ranks UA 17th overall among public institutions.
- One area of particular excellence in research at UA is the outstanding interdisciplinary research support and associated accomplishments. The institutional support and entrepreneurial attitude has encouraged the faculty to pursue

collaborative endeavors and increased their success. The Office of Sponsored Projects has been instrumental in providing pre- and post-award support for interdisciplinary activities. Between 2003 and 2008, interdisciplinary and collaborative research activity has continued to prosper and in 2008, accounted for approximately 18.6 percent and 26.7 percent of the total sponsored program funding, respectively. This area of study and research has also had a profound effect on the teaching mission of the university. Currently, there are fourteen graduate interdisciplinary programs involving 700 faculty members from 14 different colleges that in 2008 produced 10 percent of all UA doctoral degrees.

- In 2000, Arizona voters approved Proposition 301, which created an innovative source of funds to encourage research growth in high technology areas, and translation of those research results into clinical or commercial applications, important environmental studies in water resources and policy, and education of the workforce for a more knowledge-based economy. A number of specific examples were presented in the self-study such as 1) the Bioresearch efforts which include the BI05 Institute and the Arizona Clinical and Translational Research and Education Consortium and 2) The Institute for the Environment and the Water Sustainability Program.
- The UA practices what it tries to instill in its students by providing for a life of learning for its faculty and staff through the provision of a robust tuition assistance program for its employees. The Arizona Board of Regents has provided a Qualified Tuition Reduction (QTR) and Educational Assistance Program (EAP) that enables eligible individuals to enroll in courses of study at reduced registration fees. The QTR/EAP is reciprocal among the three state universities and may be used for any regular semester course.

4b The organization demonstrates that recognition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- UA has successfully integrated undergraduate research experiences into the undergraduate student experience. In a 2009 survey of graduating seniors, 55 percent indicated that they worked with faculty members on a research program or study. Additionally, it was reported that 17 percent of all employed UA undergraduates were paid from grants and contracts. This situation contributed to the fact that in the same year 38 percent of students reported that they went on to graduate school. The Honors College has also made valuable contributions to advancing the intellectual development of UA students. For Example, the College currently has approximately 3000 students, and in 2009, 589 undergraduate honors students completed a research-based honors thesis. This commitment enhances the campus experience of some of UA's most talented students and contributes to their intellectual development.
- UA has demonstrated excellence in the development of its international experiences for its students. Students have the opportunity to study in more than 50 countries. The number of student exchange programs has tripled in the past decade.

- By virtue of the recent university level faculty reviews of the general education core, the most recent being the UA General Education Review Committee of 2004-2005, the basic structure and learning objectives were concluded to be sound. However, some minor revisions and enhancements were recommended and are continuing to be implemented.
- 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.*
- UA has recognized the importance of preparing students to be more aware of global perspectives in an effort to increase their success in their future careers and life experiences. This preparation includes commitment to general education courses that expose students to many diverse issues. Valuable cross-cultural learning experiences are fostered by bi-national programs involving Mexican American studies, Latin American studies, and proximity to the U.S.-Mexico border. Recently, the University has also created a new Office of the Vice Provost for Outreach and Global Initiatives.
 - The interdisciplinary Second Language Acquisition and Teaching doctoral program includes 16 collaborating departments and provides rigorous advanced training for researchers, teachers, and administrators and led to the establishment through a US. Department of Education Title VI grant of the national center for Education Resources in Culture, Language, and Literacy. The Center's Digital Game to Learn project helps instructors create foreign language computer games for students. UA also houses the largest Turkish language program and the second largest Hebrew language program in the country.
- 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*
- Since the last HLC visit, the UA has had a substantial increase in its sponsored program activity. To gain efficiencies and enhancements in the research services offered to support this increase, it was necessary to consolidate many of the distributed research support functions. Approximately four years ago, the Office of the Responsible Conduct of Research (ORCR) was established. ORCR facilitates adherence of UA research programs to federal compliance regulations and fosters research integrity by providing training and information to UA faculty, students, and staff. A search for a permanent Assistant Vice President for Research Compliance and Policy is underway. Several positive outcomes have resulted from the effort to strengthen and expand these services. The Human Subjects Protection Program which is part of ORCR is proactive and expanded its workshop series and has changed its culture to reflect a customer service approach. The change has increased exposure of these important compliance services. The office is also implementing an electronic compliance management system that will allow staff to expand the reaches of their services even more. These changes will be critical as UA endeavors to double its research enterprise again during implementation of its current strategic plan.

- In the self-study document, it was noted that during recent budget cuts many of the campus's professional development programs in leadership and supervision have been reduced. However, interviews conducted during the visit indicated that these programs are being re-deployed in new formats, such as online-supplemented instruction, that will render them more sustainable.

2. Evidence that one or more specified Core Components need attention.

- 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.*

Although international student enrollments dropped from a high of 3011 in 2002 to a low of 2261 in 2007, they have increased steadily since that time, with growth at the undergraduate level exceeding that at the graduate level. In the 2012-2016 Five-year Strategic Plan, UA has set a goal to achieve an international enrollment of 3730 or almost a 70 percent increase. With declining revenues and fierce competition internally for student aid funds, it will be difficult to attain these goals without a creative and deliberate plan and active support from the University administration. Planning and effort in this area should continue or even accelerate if UA is to meet these goals which are important to both the global awareness and exposure of future UA students and the global outreach UA hopes to achieve in the coming decade.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met.

- 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

The evidence in the self study and in on campus interviews demonstrates that the UA engages significantly with local and statewide communities in broad-ranging and high impact areas that include programs such as personal finance education in K-12,

charter school development, summer programs for learning disabled high school students and their counselors, cooperative extension in all counties in the state, community development through urban design, outreach to native peoples, numerous student based service learning programs, and community based public health programs. Many of these programs have advisory boards, and in the case of cooperative extension, the staff members also live in the communities they serve. Programs benefit from these relationships by receiving feedback from end users. In some cases, true partnerships with individuals, agencies, and communities have been formed. One example of such a partnership is the relation between the UA telemedicine program and rural communities throughout Arizona to collectively bring broadband communication capabilities to many remote areas throughout the state. These examples support the view that development of programs to serve multiple constituents by translating information developed and discovered at UA is robust.

5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

The self-study document provides three good examples of evidence to show institutional capacity and commitment for engagement. These examples focus on specific efforts in the BIO5 Institute, Biosphere 2, and the Norton School of Family and Consumer Sciences. These programs reflect excellent examples of interdisciplinary efforts that engage multiple areas of expertise to focus on translational research that contributes to business development, workforce development, and education of students to teach others about personal financial stewardship. As a result of these efforts, 15 startup bioscience companies have been formed, enhanced science education of the public has developed, and educational programs about personal finance have been developed and delivered to middle school students and higher. Similar examples were brought out in interviews including the Drachman Institute focus on student outreach, the extensive community outreach in performing arts through UAPresents, the incubation of 40 companies through the University Research Park, and coordination of a nationally recognized book festival. It is clear that the capacity for engagement exists on this campus and that numerous faculty, staff, and students as well as academic and non-academic campus units are engaged at various levels.

5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- The self-study document and interviews with external stakeholders provided several relevant examples of responsiveness of the UA to its constituencies. Particularly noteworthy was the university focus on the health, legal, and educational needs of Native Americans in Arizona. A new position in the President's Office, Special Advisor on Native American Affairs, addresses educational, research, and partnership efforts at the university that focus on Native Americans. In addition the Native Peoples Technical Assistance Office facilitates educational and research opportunities for Native peoples at UA and the College of Law. Programs include (1) the Native American Law Students Association, which seeks to create a strong sense of

community among its members and recruits Native American Law Students, (2) the Indigenous Peoples' Law and Policy Program that provides assistance to indigenous communities both here and abroad, (3) the ArizonaNativeNet, providing distance learning to native nations in Arizona, and (4) the Native American Cancer Research partnership, a partnership between Northern Arizona University and the UA Arizona Cancer Center. External stakeholders noted that the UA is viewed as very important to economic development in Arizona.

- Other examples of responses given by stakeholders included a partnership with Raytheon Corporation to increase STEM education of the local community and specifically for K-12 science teachers through a program referred to as the Science Community Lecture Series, a 6-week series of lectures that focus on specific topics of science. Teachers enroll in this program for course credit and read accompanying materials relevant to the topic of the day, attend the seminar, and visit with the speaker. Teachers are provided educational materials to use in their classes to assist with instructing their students. It was also noted that the College of Agricultural and Life Sciences was instrumental in developing and administering a statewide agriculture leadership program. This program has great influence in developing rural leadership throughout the state, including the development of legislators. Finally, the UA was noted for the expertise in water and water value it has brought to the local community. Because of receptiveness to stakeholder input, UA has established curriculum in water policy development and has designed an annual conference on water that connects experts, disseminates current information on water issues, and provides opportunities for students to engage with the public and private sectors.
- The University Distinguished Outreach Professor, a prestigious faculty position recognizing campus leadership in high impact engagement efforts, has been established. There has also been an increase in expenditures of public service funding of \$28.6 million in the 10 years since 1999, a primary indicator of expansion in community engagement as defined by the recent university strategic plan.

5d. Internal and external constituencies value the services the organization provides.

- Evidence was presented in documentation, interviews, and the self-study that both internal and external constituents value the services that the university provides. Evidence of value by internal constituents was revealed in discussions with non-traditional students who spoke enthusiastically about the programs designed to help them succeed. Another indicator of value for programs offered by UA is the increased enrollment in the UA South campus. Over 500 students with disabilities currently use the Strategic Alternative Learning Techniques Center (SALT). Ninety percent of undergraduates and 50 percent of graduate students use the Career Services Unit at some point in their tenure. Thirty-four percent of spring 2008 graduating seniors reported that they had taken a service-learning course in at least one semester as an undergraduate.

- External constituencies also demonstrate their appreciation for UA services. Citizens in Tucson are donating more for UA programs locally than what is found in equivalent national programs. An example is that substantial cuts in private donations have been felt in recent years for national public television and radio. This is in comparison to an increase in local community donations for public television (KUAT-TV) and radio offered through the UA. Another example of value recognized by external constituencies is the Book Festival which attracted nearly 100,000 visitors.

Evidence that one or more specified Core Components need organizational attention.

5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations

Outreach and engagement efforts at the UA do not have the appearance of being well coordinated. There has been considerable change in the organizational structures for outreach and engagement, creating some confusion internally and externally about campus-wide coordination. There is also no clear evidence that a set of assessment tools are available throughout the university to assist programs in obtaining consistent and broad based end user feedback about program impact and relevancy. Assessment is requisite to improving, modifying, and eliminating programs as stakeholder needs change. A set of assessment tools have been developed for faculty involved in outreach programs associated with Biosphere 2. These tools might be scaled up to accommodate the needs of a broader base of programs around campus. Engagement is explicitly articulated as a fundamental expectation in the mission statement and in the recent strategic plan of the university, and the university has enhanced its efforts to be even more heavily engaged with internal and external stakeholders throughout its multiple academic and support units. UA also lacks sufficient formalized institutional policy and process to ensure the coordination, support, and sustainability of a dynamic and effective engagement enterprise for which UA is equally recognized at the same level as it is for teaching and research. The development of a task force on the Future and Furthering of Engagement, being considered at the time of the team visit, could address the engagement environment at the UA and provide an opportunity to focus organizational attention on it.

5c. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Evidence of a holistic campus-wide commitment to engagement is modest. Several programs important to the engagement infrastructure on campus have suffered particularly sizeable budget reductions in recent years including the Museum of Art, the Arizona State Museum, the Center for Creative Photography, and UA Libraries. Fewer than 10 percent of campus units include in their annual reports descriptions of stakeholders impacted by engagement activities. There is no clear evidence of a faculty and staff evaluation and recognition system on campus or an internal granting

program to stimulate new programs and to ensure the sustainability of existing high impact programs. The Drachman Institute, a research and public service arm of the College of Architecture and Landscape Architecture in which every student has an outreach component, is an example of a program dedicated to outreach and engagement but almost entirely dependent on outside resources to support its people and programs. Given the increasing importance of documenting impacts of university programs to the public and the stated directive in the university strategic plan to “improve the condition of the people of Arizona,” a more complete dedication to the support of engagement seems needed.

5c. The organization has the capacity and the commitment to engage with its identified constituencies and communities

The effectiveness of such initiatives as the study abroad and student exchange programs has been hard to assess as a result of the lack of formal assessments and clear measures of what is intended to be achieved. The same is felt by some to be the case with the creation of the new Office of the Vice Provost for Outreach and Global Initiatives. Having clear outcomes that are indicators of the desired result would facilitate a more targeted assessment, evaluation, and refinement of initiatives.

3. Evidence that one or more specified Core Components need organizational attention and Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No change.

B. Nature of Organization

1. **Legal status**
No change.

2. **Degrees awarded**
No change.

C. Conditions of Affiliation

1. **Stipulation on affiliation status**

No change.

2. **Approval of degree sites**
No change.
3. **Approval of distance education degrees**
No change.
4. **Reports required**

Progress Report

Report on the cycle of assessment of student learning
12/30/2015

Rationale and Expectations

The University of Arizona is asked to submit a progress report on the assessment of student learning in degree programs as the Team finds a lack of progress in such assessment consistent with Higher Learning Commission minimum expectations. The report should contain the following elements: an identification of the institutional structure with responsibility and authority for assuring that assessment occurs throughout academic programs and that it includes effective direct and indirect measures; documentation of identification of learning outcomes across degree programs, documentation of measures used to assess learning across degree programs, documentation across degree programs of results from assessment and analysis and use of results, and an evaluation of the extent to which the program of assessment of student learning in degree programs is effective across the institution.

5. **Other visits scheduled**
None
6. **Organization change request**
No change requests were reviewed during this visit.

E. Summary of Commission Review

Timing for next comprehensive visit (academic year – 2020-2021)

Rationale for recommendation: the University of Arizona clearly and unambiguously meets the criteria for accreditation by the Higher Learning Commission of the North Central Association. The circumstances, leadership, and operation of the campus as documented by the extensive materials and interviews on campus assure the team that the institution will continue to do so.

APPENDIX 1

Interactions with Constituents

Note: Some constituents are listed more than once.

Team Interactions, General

1. President
2. Executive Vice President and Provost
3. Director of Athletics
4. Vice President for Health Affairs
5. Vice President for Legal Affairs & General Counsel
6. Vice President for External Relations
7. Vice President for Research, Graduate Studies & Economic Development
8. Vice President for Human Resources
9. Vice President for Student Affairs
10. Vice President and Chief of Staff
11. Interim Senior Vice President for Business Affairs
12. Associate Provost for Faculty Affairs
13. Vice Provost for Academic Affairs
14. Vice Provost for Outreach & Global Initiatives
15. President & CEO, University of Arizona Foundation
16. Chair, Strategic Planning and Budget Advisory Committee
17. Chief Information Officer & Director of University Information Technology Services
18. Executive Director, Alumni Office and President, Alumni Association
19. Associate Vice President for Research & Dean, Graduate College
20. Associate Vice President, Academic Resources, Planning & Management
21. Associate Vice Provost, Institutional Research, and Planning Support
22. Assistant Vice President for Communications
23. Assistant Vice President for Budget Office
24. Interim Assistant Vice President for Enrollment Management
25. Assistant Vice Provost for Instruction & Assessment
26. Program Coordinator Senior, Academic Affairs
27. Executive Dean, Colleges of Letters, Arts and Science; Dean, College of Science
28. Associate Dean, Colleges of Letters, Arts and Science
29. Professor of Geosciences
30. Assistant Director, Office of Institutional Research & Planning Support
31. President, Graduate and Professional Student Council
32. President, Associated Students of the University of Arizona
33. Chair of the Faculty
34. Vice Chair of the Faculty

Criterion One Interactions

35. Two members of Board of Regents
36. Deputy Director of Athletics
37. Sr. Associate Director of Athletics
38. Associate Director of Athletics

39. Men's Swimming Head Coach
40. Men's Baseball representative
41. Women's Golf Head Coach
42. Women's Soccer Head Coach
43. Dean, College of Fine Arts
44. Male Student Athlete
45. Male Student Athlete
46. Special Assistant to the President for Diversity and Inclusion
47. Special Assistant to the President for Native American Affairs: Native Nations, student affairs, and community relations
48. Vice President for Human Resources: Human capital and organizational culture, Co-PI on ADVANCE
49. Director, Disability Resource Center
50. Associate Dean, Graduate College: Minorities and graduate education
51. Associate Dean Of Students: Early academic outreach, engagement with student diversity
52. Director, Academic Success and Achievement: Undergraduate retention and transfers
53. Associate Provost for Faculty: faculty retention
54. Professor, English: Former Vice President for Instruction and former chair of General Education committee
55. Chair of the Faculty, Distinguished Professor, Nutritional Sciences: Three term chair of the faculty
56. Associate Dean, Main Library: Vice Chair of the Faculty
57. Associate Professor, History, UA South: Secretary of the Faculty & Chair of the Strategic Planning and Budget Advisory Committee (SPBAC)
58. Associate Professor, Spanish & Portuguese: Chair, Committee of Eleven
59. Professor, English: Elected Faculty Chair, College of Humanities, Faculty Senate
60. Department Head, Neuroscience: Faculty senator, Committee of Eleven
61. President, Associated Students of the University of Arizona (ASUA)
62. Elected Representative, ASUA
63. Appointed Representative, ASUA
64. Appointed Representative, ASUA
65. President, Graduate and Professional Student Council (GPSC)
66. Nursing Representative, GPSC,
67. Graduate Interdisciplinary Degree Programs Representative, GPSC
68. Director, Office of Institutional Equity: discrimination, equity, and harassment
69. Associate Dean of Students: Code of Academic Integrity
70. Associate Dean, College of Humanities: college level academic integrity
71. UA staff attorney: student integrity concerns
72. Professor, Educational Psychology: Chair, University Promotion & Tenure Committee
73. Assistant Vice President, Marketing: Public Relations
74. Director of Processing, Admissions: Admission Procedures
75. Professor, Physiology Committee on Academic Freedom
76. Manager, Office of Animal Welfare Assurance: Ombudsman Program
77. Undergraduate student, Sociology: Pride Alliance, ASUA

78. Graduate Student: American Indian Studies Graduate Student Association (AISGSA)
79. Associate Professor, College of Education, Association of Minority Faculty
80. Associate Dean, College of Pharmacy, Asian American Faculty, Staff, and Alumni Association
81. Representative, Institutional IT Applications
82. Campus Leader, Business Intelligence-Mosaic Project: Commission on the Status of Women
83. Representative, Staff leadership, Engineering
84. Co-Chair, College of Social and Behavioral Sciences Staff Advisory Committee
85. President, Staff Advisory Council
86. Faculty Senate, Staff Advisory Committee Representative
87. Representative, Staff Advisory Committee Representative
88. Representative, Fine Arts Staff Advisory Committee
89. Associate Vice President, Research
90. Financial Administrator, Academic Affairs
91. Vice Dean, Eller College of Management, Professor, Accounting
92. Director, Human Resources Consulting and Talent Management
93. Two representatives from V.E.T.S.

Criterion Two Interactions

94. Vice Provost for Outreach & Global Initiatives: Managing enrollment growth
95. Assistant Vice President, Student Affairs: Undergraduate retention, Arizona Assurance, Orientation
96. Acting Senior Vice President, Business Affairs/Associate Vice President, Planning, Design & Construction: Facilities across campus
97. Dean of Architecture and Landscape Architecture: Focus on Downtown Tucson
98. Dean, College of Nursing: Work force development
99. Interim Assistant Vice President, Dean of Admissions: Enrollment
100. Executive Director, Student Union: Public programming and activities
101. Director, School of Government and Public Policy: UA Transformation
102. Director, Project Management/Assessment: Strategic Planning
103. Acting Senior Vice President, Business Affairs
104. Associate Vice President, Planning, Design & Construction
105. Director, Sustainability, Student Affairs
106. Associate Provost for Faculty Affairs, English
107. CIO/Executive Director UITS
108. Associate Vice Provost, Office of Institutional Research and Planning
109. Campus Leader, Business Intelligence-Mosaic Project: Institutional IT

110. Assistant Vice President, Budget Director
111. Director, Student Affairs Assessment and Research
112. Director HR, AHSC
113. Associate Professor, Gender & Women's Studies
114. SPBAC chair during Transformation
115. Coordinator, Academic Planning, Institutional research, planning, support for SPBAC

- 116. Dean, Engineering, SPBAC member
- 117. Executive Dean, Colleges of Letters, Arts, & Science (CLAS); Dean, College of Science
- 118. Vice President, Chief of Staff, Office of the President
- 119. Assistant Vice President, Finance and Administration, President's Office, SPBAC member
- 120. Associate Dean for Finance, CLAS, College level finances
- 121. Director, Norton School of Family & Consumer Sciences
- 122. Dean, College of Social & Behavioral Sciences
- 123. Vice Dean, Eller College of Management, key member of budget redesign group; college-based financial matters
- 124. Associate Dean, Agriculture-Life Sciences College-based financial matters
- 125. Associate Vice President, Financial Services
- 126. Interim Senior Vice President, Business Affairs
- 127. Assistant Vice President, Budget Director
- 128. Associate Vice President, Academic Resources-Planning/Management
- 129. Senior Vice President, Development and University Campaigns, Director of Development, works with all UA colleges
- 130. Assistant Vice President, Finance and Administration, President's Office finance
- 131. Associate Vice President, Research: Research finance and financial matters related to Economic Development and Graduate Study
- 132. Senior Vice President, Financial Services, UA Foundation

University of Arizona South Representatives

- 133. Campus Executive Officer
- 134. Chief Academic Officer
- 135. Director of Finance and Administration
- 136. Director, Student Services
- 137. Director, Continuing Education
- 138. Associate Professor, Political Science
- 139. Associate Professor, History
- 140. Assistant Professor, History
- 141. Professor, Spanish and Teacher Education
- 142. ASUAS President
- 143. ASUAS Administrative Vice President
- 144. Administrative Treasurer, Student

Medical representatives include the following

- 145. Vice President for Health Affairs
- 146. Dean of Medicine
- 147. Dean of Pharmacy
- 148. Dean of Public Health
- 149. Ten administrators from the Phoenix Medical Campus; eight from Tucson
- 150. Six facilities representatives from Phoenix; five from Tucson
- 151. Eight members of the Phoenix Medical Faculty; six from the Tucson faculty
- 152. Ten students from the Phoenix Medical School; eight from Tucson, in both cases representing all four levels of study

Tucson

153. Associate Dean, Faculty Affairs
154. Vice Dean, COM
155. Chief Financial Officer, VP Health Affairs
156. Deputy Dean, Education
157. Chief Financial Officer, UA Healthcare
158. Deputy Dean, Finance & Admin. Affairs
159. Chief Operating Officer
160. Dean, College of Medicine
161. Asst. Dean, Planning & Facilities
162. Director, Planning & Facilities
163. Program Coordinator, Planning & Facilities
164. Director, Capital Planning & Facilities, UMC
165. Deputy Dean Research
166. Professor, Cell Biology & Anatomy
167. Dept Head, Family & Community Medicine
168. Assistant Professor, Medicine
169. Director, Cancer Center
170. Professor, Medicine
171. Associate Dean, Outreach and Multicultural Affairs

Phoenix

172. Dean, Administration
173. Vice Dean, Academic Affairs
174. Special Assistant to the Dean, Finance
175. Associate Dean, Academic Affairs
176. Associate Dean, Graduate Medical Education
177. Executive Director, Academic Affairs
178. Associate Dean, Research Affairs
179. Associate Dean, Information Resources and Educational Technology
180. Associate Vice President, External Relations
181. Associate Dean, Planning & Facilities
182. Coordinator, Facilities Management
183. Associate Dean, Information Resources & Educational Technology
184. Director, Media Services
185. Head, AHSC Library
186. Special Assistant to the Dean, Finance
187. Head, Basic Medical Sciences
188. Professor, Basic Medical Sciences
189. Specialist, Pre-doctoral Education, Clinical Assistant Professor
190. Professor, Basic Medical Sciences
191. Regents Professor, Basic Medical Sciences
192. Professor & Associate Department Head, Pediatrics
193. Professor & Associate Department Head, Internal Medicine
194. Clinical Associate Professor, Clerkship Director

Criterion Three Interactions

195. Vice Provost, Academic Affairs
196. Coordinator, Program Assessment, Office of Instruction and Assessment
197. Associate Writing Specialist, English
198. Associate Professor, Mathematics
199. Assistant Director, Institutional Research
200. Associate Dean, College of Engineering
201. Research Specialist Principal, Graduate College
202. Department Head, Anthropology
203. Department Head, Theater Arts
204. Acting Department Head, English
205. Department Head, Mathematics
206. Department Head, History
207. Department Head, Electrical and Computer Engineering
208. 4th year student, Electrical Engineering
209. 5th year student, Mathematics and Computer Science
210. recent graduate, English and Creative Writing
211. 4th year student, Nursing
212. 4th year student, Theater Production
213. Assistant Vice Provost for Instruction and Assessment
214. Department Head, Mathematics
215. Professor, Geosciences
216. Vice Provost, Academic Affairs
217. Professor, American Indian Studies
218. Director, Evaluation Services, Institutional Research and Planning Support
219. Coordinator, Instructional Development and Support, Office of Instruction and Assessment
220. Director, CATS Academics
221. Assistant Dean, Agriculture Academic Programs
222. Assistant Vice President, Student Affairs
223. Senior Consultant, Instructional Design, Office of Instruction and Assessment
224. Director, Academic Advising Resource Center
225. Manager, Classroom Technology Services
226. Dean, Honors College
227. Assistant Director, Financial Aid
228. Director, Instructional Support and Learning Technology, Office of Instruction and Assessment
229. Executive Director, Student Learning Services
230. Director, Think Tank, Student Learning Services
231. Interim Assistant Vice President, Student Affairs
232. Assistant Director, Recruitment, Equity, Access, and Inclusion
233. Assistant Vice President, Student Affairs
234. Manager, Student Access, Disability Resources

Criterion Four Interactions

235. Lecturer, Physiology; UA Research Integrity Officer

236. Professor, Speech, Language and Hearing -Teaches graduate course in survival skills and ethics
237. Professor, Management-Organizations
238. University Attorney, Office of General Counsel
239. Director, Human Subjects Protection Program
240. Professor, College of Nursing, Institutional Review Board
241. Interim Assistant Vice President, Research Compliance and Policy
242. University Attorney, Office of General Counsel
243. Associate Dean, Honors College
244. Professor, French and Italian; Acting Chair of Second Language Acquisition
245. Associate Vice President for Research and Dean of the Graduate College
246. Head, Planetary Sciences, Arizona Space Grant Consortium
247. Professor, Biomedical Engineering, Graduate Interdisciplinary Program
248. Professor of Plant Sciences; University Distinguished Professor, General Education, Assessment Coordinating Council
249. Specialist, Technology Transfer License
250. Associate Astronomer, Steward Observatory; Chair, Gen Ed Committee General Education, classroom technology
251. Director, International Studies-External Affairs, Honors College
252. Director, Undergraduate Research in Biology Program
253. Specialist, Instructional Applications Administrator
254. Director, Udall Center for Studies in Public Policy Interdisciplinary research and forums that link scholarship and education with decision making
255. Department Head, Mining and Geological Sciences; Classroom technology
256. Assistant Director, Study Abroad/ Student Exchange
257. Director, Study Abroad/Student Exchange
258. Vice President, Research-Graduate Studies-Economic Development
259. Professor, Women's Studies and Executive Director, Southwest Institute for Research on Women; Extensive collaborations with stakeholders
260. Associate Professor, Molecular and Cellular Biology, member of IGERT in Comparative Genomics
261. Director, Sponsored Projects
262. Professor, Chemical, and Environmental Engineering
263. Interdisciplinary Translation Research Center Director
264. Architect and urban planner
265. Chief Engineer, Raytheon, UA Science Dean's Board of Advisors
266. President of Ag 100; President of Hebbard & Webb
267. General Manager, Metro Water
268. Tucson High Honors Science Teacher, Participated in numerous grants and outreach projects
269. City Manager, Marana, Alumni Board

Criterion Five Interactions

270. Dean, College of Education
271. Associate Director, Agricultural Extension
272. Vice Provost for Life Sciences
273. Vice President, External Relations
274. Associate Dean, College of Public Health
275. Assistant Director, International Affairs
276. Vice President, Student Affairs
277. Director Corporate-Business Relations
278. Department Head, History
279. Professor, Ecology & Evolutionary Biology
280. Research Director, Biosphere2
281. Director, Arizona Respiratory Center
282. Director, BIO5 Institute
283. Vice President for Research
284. Dean College of Humanities
285. Interim Associate Dean, Academic Affairs
286. Associate Dean, Finance and Administration
287. College of Optical Sciences
288. Former Chair, President's Hispanic Advisory Board
289. Pima County Administrator
290. President of the Thomas Brown Foundation
291. UA faculty member, incoming Tucson Unified School District Superintendent
292. Director, Native Peoples Technical Assistance Office
293. Director, Telemedicine
294. Assistant Vice President for Student Affairs and Dean of Students
295. Associate Vice President,
296. University Research Parks
297. Director, Drachman Institute
298. Director, Education and Outreach,
299. Bio5 Institute
300. Chancellor, Pima Community College
301. Director, Transfer Curriculum/Articulation
302. UA Presents Managing Director
303. Executive Director, Alumni Office
304. Distinguished Outreach Professor and Professor of Sociology
305. Assistant Director, Agricultural Experiment Station
306. Director, Career Services
307. Director/General Manager, Arizona Public Media
308. Dean, Law
309. Associate Vice President, Student Affairs
310. Dean, Libraries and Center for Creative Photography
311. Associate Director, AZ Outreach College
312. Associate Vice President, Federal Relations
313. Department Head, Teaching/Learning and Sociocultural Studies

314. Nine alumni, including board members, town manager, foundation director, pharmacist, credit union employee, public relations consultant, free lance writer

APPENDIX 2

Principal Documents, Materials, and Web Pages Reviewed

Note: Some materials are listed more than once

Required and Institutional Snapshot Materials Reviewed

1. Audited Financial Reports
2. Catalogs
3. Handbooks
4. Self-Study Report: Bridging to the Future
5. Undergraduate Enrollment
6. Undergraduate Degree-seeking Enrollment
7. Graduate Degree-seeking Enrollment
8. Undergraduate Age Range
9. Enrollment by Residency Status
10. Undergraduate Applications for Admission
11. Graduate Applications for Admission
12. Undergraduate Entrance Exams
13. Financial Assistance
14. Freshman Retention by Ethnicity
15. Freshman Retention
16. Graduate and Professional Degrees by Ethnicity
17. Degrees Awarded by CIP Code
18. Pass Rates Licensure Exams
19. Faculty Demography and Degree Level
20. Faculty Demography and Ethnicity
21. Faculty Demography by Gender
22. Faculty Demography by Rank
23. Faculty Demography by College
24. Faculty Demography by CIP
25. Computing Usage
26. Financial Data 09-10

Self-Study Introduction Documents (Endnotes) Reviewed

- 1 <http://www.azregents.edu/>
Arizona Board of Regents website
- 2 <http://nca2010.arizona.edu/documents/Introduction/2020-Vision%20ABOR.pdf>
Arizona University System Long Term Strategic Plan, 2008-2020, Board of Regents
- 3 http://nca2010.arizona.edu/documents/Archive/Annual%20Reports/Other/UAFoundation_AnnualReport_08.pdf
UA Foundation
- 4 <https://azregents.asu.edu/rrc/DocumentLibrary/ARedesignedPublicUniversitySystem.pdf>
A Redesigned University System, 2005

- 5 <http://nca2010.arizona.edu/documents/Introduction/2020-Vision%20ABOR.pdf>
Same as 2
- 6 <https://azregents.asu.edu/Documents/ABOR-approved%20peers%20030309.pdf>
Revised Peer Lists for The Three Arizona Universities
- 7 <http://provost.arizona.edu/node/105>
The Transformation Plan
- 8 <http://provost.arizona.edu/node/354>
Quote from Provost Hay
- 9 <http://www.budgetredesign.arizona.edu/front>
UA Budget Redesign Project
- 10 <http://nca2010.arizona.edu/documents/Introduction/AcademicProgramChanges.pdf>
Complete Listing of Academic Program Changes over the Past Ten Years
- 11 <http://nca2010.arizona.edu/documents/Response%20to%202000/Interim%20Progress%20Report.pdf>
Progress Report to HLC on Increasing Diversity in UA Personnel
- 12 <http://nca2010.arizona.edu/documents/Response%20to%202000/2005%20Progress%20Report%20on%20Assessment.pdf>
Progress Report to HLC on Student Outcomes Assessment
- 13 http://cfp.arizona.edu/files/2010-2012_CIP_FINAL.pdf
Capital Improvement Plan
- 14 http://www.fso.arizona.edu/Capital/debt_management_guidelines.pdf
Debt Management Guidelines
- 15 <http://assurance.arizona.edu/Home>
The Arizona Assurance Initiative
- 16
<http://nca2010.arizona.edu/documents/Introduction/RetentionGraduationMinorityVsAll.pdf>
Retention Rates of Minority Students
- 17 <http://www.u.arizona.edu/~millen/phase1/report-detailed.htm>
The Millennium report on Climate
- 18 <http://www.u.arizona.edu/~millen/phase2/summary-report.htm>
Millennium Report II
- 19 <http://www.advance.arizona.edu/>
NSF Advance Grant
- 20 <http://assessment.arizona.edu/>
Assessment Website (not accessible)
- 21 <http://nca2010.arizona.edu/documents/Criterion%205%20Engagement/UA-Study-Abroad-Participation-2000-07.pdf>
Study Abroad Participation
- 22 <http://www.thewildcatschool.com/thewildcatschool/Welcome.html>
The Wildcat Charter School
- 23 <http://www.whyarizona.org/>
Arizona Digital Library Migration Site

Criterion 1 Self-Study Documents (Endnotes) Reviewed

1. <http://plan.web.arizona.edu/>
Expanding Our Vision, Deepening Our Roots
The U of A Five-Year Strategic Plan 2011-2015
Mission Statement
Arizona Board of Regents 2020 Vision Statement
Strategic Planning and Budget Committee
University of Arizona Transformation Plan
2. http://ahsc.arizona.edu/about_us
Arizona Health Sciences Center Mission
3. <http://www.president.arizona.edu/about>
Office of the President
Campus Leadership
President's Cabinet
4. <http://plan.web.arizona.edu/>
Same as #1
5. <http://facultyaffairs.arizona.edu/recruitment>
Associate Provost for Faculty Affairs
Recruitment
Promotion
Faculty Review
Faculty Leave
6. <http://gened.oia.arizona.edu/>
General Education: Curriculum
 - Faculty
 - Committee
7. <http://nca2010.arizona.edu/documents/Criterion%201%20Mission/strategic-plan.pdf>
Same as #1
8. [http://nca2010.arizona.edu/documents/Shared/Diversity/Enrollment trends f or minorities.pdf](http://nca2010.arizona.edu/documents/Shared/Diversity/Enrollment_trends_f_or_minorities.pdf)
Enrollment Trends
AZ Resident, Minority New Freshmen
9. <http://grad.arizona.edu/prospective-students/diversity-programs>
Graduate College
Diversity Programs
Policies and Procedures
10. <http://www.assurance.arizona.edu/>
Arizona Assurance Program
Scholar Requirements
Planning for Success
11. <http://www.arizona.edu/diversitypdf/diversity%20action%20plan.pdf>
Page not found
12. <http://www.u.arizona.edu/~millen/>
The University of Arizona
Millennium Projects
Enhancing Campus Climate for Academic Excellence
13. <http://www.facultyaffairs.med.arizona.edu/wam/grace.cfm>
College of Medicine

- Faculty Affairs
 Women in Academic Medicine
 Faculty Recruitment
 Faculty Leadership Program
14. <http://www.advance.arizona.edu/about.cfm>
 Advance Program
 Research Advisory Board
 15. <https://www.aamc.org/initiatives/opi/leadership/seminar/>
 Association of American Medical Colleges
 Initiatives
 E-Learning Seminar: What You Don't Know: The Science of Unconscious Bias and
 What to do about it in the Search and Recruitment Process
 16. [http://oirps.arizona.edu/files/Student Demo/Enrollment trends for minority s
 tudents 1983 2009.pdf](http://oirps.arizona.edu/files/Student%20Demo/Enrollment%20trends%20for%20minority%20students%201983%202009.pdf)
 Total Minority Student Enrollment Trends
 Fall 1983 to Fall 2009
 17. [http://nca2010.arizona.edu/documents/Criterion%201%20Mission/10-
 year Trend for TT Faculty by College Gender and Minority.pdf](http://nca2010.arizona.edu/documents/Criterion%201%20Mission/10-year%20Trend%20for%20TT%20Faculty%20by%20College%20Gender%20and%20Minority.pdf)
 Diversity Profile of Tenure-Track Faculty
 10-year Trend of Headcounts by College, Gender and Minority Status
 18. <http://cals.arizona.edu/dean/planning/>
 CALS Strategic Planning Information
 College of Agriculture and Life Sciences (CALS)
 CALS Strategic Plan 2010-2020
 19. <http://ece.arizona.edu/ece-mission.php>
 Department of Electrical and Computer Engineering
 ECE Mission
 20. <http://www.treoaz.org/Data-Center-Education-UA-Highlights.aspx>
 Tucson Regional Economic Opportunities
 UA Highlights
 Current University of Arizona rankings
 21. [http://nca2010.arizona.edu/documents/Criterion%201%20Mission/College%2
 0Deans%2C%20call%20for%20unit%20strategic%20plans.pdf](http://nca2010.arizona.edu/documents/Criterion%201%20Mission/College%200Deans%2C%20call%20for%20unit%20strategic%20plans.pdf)
 Office of the Executive Vice President and Provost
 College and Vice President/Vice Provost Unit Strategic Plans (2009-2013)
 22. [http://nca2010.arizona.edu/documents/index.php?dir=%2FShared/Strategic%
 20Plans](http://nca2010.arizona.edu/documents/index.php?dir=%2FShared/Strategic%20Plans)
 Strategic Plans of UA Colleges
 23. [http://nca2010.arizona.edu/documents/Shared/Strategic%20Plans/Colleges/D
 ean%27s%20call%20annual%20report%202009.pdf](http://nca2010.arizona.edu/documents/Shared/Strategic%20Plans/Colleges/Dean%27s%20call%20annual%20report%202009.pdf)
 Office of the Executive Vice President and Provost
 Annual Reports for the Academic Year 2008-2009
 24. [http://www.arizona.edu/diversity/community advisory councils](http://www.arizona.edu/diversity/community%20advisory%20councils)
 Community Diversity Advisory Councils
 The University of Arizona: Building a better Arizona through access, quality and
 discovery
 25. [http://nca2010.arizona.edu/documents/Shared/Campus%20Life%20Experienc
 e/Athletics-2007-NCAA-Self-Study-Report.pdf](http://nca2010.arizona.edu/documents/Shared/Campus%20Life%20Experience/Athletics-2007-NCAA-Self-Study-Report.pdf)
 2006-2007 Division I Athletics Certification Self-Study Instrument
 26. http://www.hr.arizona.edu/01_rec/searches/searchguide.php

- Human Resources
Guide to Successful Searches
27. <http://www.arizona.edu/diversity>
Diversity
A Message from President Robert Shelton on the Value of Diversity at the University of Arizona and the Impact of Proposition 107
 28. http://facultygovernance.arizona.edu/sites/default/files/Faculty_Bylaws.pdf
Bylaws of the General Faculty of the University of Arizona, Approved June 25, 2010
 29. <http://facultygovernance.arizona.edu/>
Faculty Governance
Faculty Senate
Committees
Grievances
Faculty Elections
Shared Governance
 30. <http://spbac.web.arizona.edu/>
The University of Arizona
Same as #1
 31. http://facultygovernance.arizona.edu/sites/default/files/Faculty_Constitution.pdf
Constitution of the General Faculty of the University of Arizona
Approved June 25, 2010
 32. <http://facultygovernance.arizona.edu/sites/default/files/Bylaws-of-the-General-Faculty.pdf>
Bylaws of the General Faculty of the University of Arizona
Approved June 25, 2010
 33. <http://facultygovernance.arizona.edu/>
Same as #29
 34. <http://fp.arizona.edu/SAC/>
Classified Staff Advisory Council
 35. <http://apac.arizona.edu/>
Appointed Professionals Advisory Council
 36. <http://www.asua.arizona.edu/ASUASite/ASUA.html>
Associated Students of the University of Arizona
 37. <http://www.gpsc.arizona.edu/>
Graduate and Professional Student Council
 38. <http://facultygovernance.arizona.edu/sites/default/files/Plan%20to%20Extend%20Shared%20Governance.pdf>
Shared Governance
Plan for Extending Shared Governance
 39. http://facultygovernance.arizona.edu/shared_governance
Faculty Governance
Shared Governance
 40. <http://uhap.web.arizona.edu/chap7.html#7.01>
University Handbook for Appointed Personnel
The University of Arizona 2000
Chapter 7: Academic Policies and Related Information
 41. <http://equity.arizona.edu/>
Office of Institutional Equity
Policies

- Education
- Recruitment
- Resources
- 42. <http://deanofstudents.arizona.edu/codeofacademicintegrity>
Dean of Students Office
Code of Academic Integrity
Policies and Codes
LGBTQ Affairs
Woman's Resource Center
- 43. <http://facultygovernance.arizona.edu/sites/default/files/definiton-academic-freedom-9-14-09.pdf>
University of Arizona General Faculty Standing Committee
Committee on Academic Freedom and Tenure
Approved by the UA Faculty Senate, September 14, 2009
- 44. <http://orcr.vpr.arizona.edu/>
Office for the Responsible Conduct of Research
- 45. <http://grad.arizona.edu/rcr>
Graduate College
Small Grants Program in Research Integrity
- 46. <http://deanofstudents.arizona.edu/academicintegrityforstudents>
Dean of Students Office
Academic Integrity for Students
- 47. <http://www.azregents.edu>
Policy Manual
- 48. <http://www.ncaa.org>
Penalties Imposed on the University of Arizona Basketball Team

Criterion 2 Self-Study Documents (Endnotes) Reviewed

Expanding Our Vision, Deepening Our Roots, The University of Arizona Five-Year Strategic Plan, 2010-2014

1 <http://nca2010.arizona.edu/documents/Criterion%202%20Future/strategic-plan.pdf>

Persistence and Graduation Rates, All Students

2 http://oirps.arizona.edu/files/Student_Demo/Compendium/FR_FTFT_Table%20.pdf

Minority Students Persistence and Graduation Rates

3 <http://nca2010.arizona.edu/documents/Criterion%202%20Future/Minority%20New%20Freshmen%20Retention%20and%20Graduation%20Rates.pdf>

New Freshman Profile

4

http://oirps.arizona.edu/files/Student_Demo/New_Freshmen_Enrollment_Profiles_2009.pdf

Revenues by Source

5 <http://nca2010.arizona.edu/documents/Criterion%202%20Future/RevenueStreams.pdf>

The Technology Research Initiative Fund (TRIF)

6 <http://vpr.arizona.edu/trif>

Undergraduate Student Costs

7 <http://factbook.arizona.edu/2009-10/students/costs>

Tuition and Fees and State Appropriations, University of Arizona and Peers, 2001-02 -2006-07

8 <http://nca2010.arizona.edu/documents/Criterion%202%20Future/TuitionFees%20UA%20Peers.pdf>

Budget Redesign

9 <http://www.budgetredesign.arizona.edu/front>

Diversity Profile of Employees

10 http://nca2010.arizona.edu/documents/Criterion%202%20Future/10-year_Trend_by_Gender_and_Race-Ethnicity.pdf

Workforce Size and Diversity

11 http://nca2010.arizona.edu/documents/Criterion%202%20Future/10yr_trend_age_ttrack_nca.pdf

Ten-Year Trend of Instructional Faculty and Teaching Graduate Assistants and Associates

12 http://nca2010.arizona.edu/documents/Criterion%202%20Future/10_yr_Trend_Instructional.pdf

Salary Comparisons to AAU and ABOR Peers

13 http://nca2010.arizona.edu/documents/Criterion%202%20Future/Aau%20salary%20comparison_abor_aude_10yr_trend_revised.pdf

Faculty Retention/Loss Report, 2007

14 http://oirps.arizona.edu/files/Policy_Briefs/Retention_2007_final.pdf

Campus Plan

15 http://nca2010.arizona.edu/documents/index.php?dir=%2FArchive%2FInstitutional%20Overview/Comprehensive_Campus_Plan

Physical Space Inventory, 2008

16

<http://nca2010.arizona.edu/documents/Archive/Institutional%20Overview/2008%2520Physical%2520Space%2520Inventory.pdf>

Building Renewal Summary

17

<http://nca2010.arizona.edu/documents/Criterion%202%20Future/Building%20Renewal%20Funding%20History.pdf>

Campus Accessibility

18 <http://drc.arizona.edu/access/index.html>

Disability Resources

19 <http://drc.arizona.edu/>

Disability Resources - Athletics

20 <http://drc.arizona.edu/athletics/>

Environment and Sustainability Portal

21 <http://www.sustainability.arizona.edu/>

Academic Program Review

22 <http://provost.arizona.edu/program.php>

Promotion and Tenure

23 <http://facultyaffairs.arizona.edu/promotion>

Annual Performance Reviews and Post-Tenure Reviews of Faculty

24 http://facultyaffairs.arizona.edu/faculty_review76

Teacher Course Evaluation

25 <http://aer.arizona.edu/aer/>

Performance Management

- 26 http://www.hr.arizona.edu/05_prf/perfmgmt/
[UA Fact Book](#)
- 27 <http://factbook.arizona.edu/>
[Progress Report on Strategic Plan](#)
- 28 http://nca2010.arizona.edu/documents/Criterion%201%20Mission/UA_Scorecard.pdf
[Mosaic: Enterprise System Replacement Project](#)
- 29 http://mosaic.arizona.edu/files/files/Mosaic_Project_Charter_Aug2008.pdf
[Mosaic News](#)
- 30 http://mosaic.arizona.edu/mosaic_news
[Strategic Plan 2011-2015](#)
- 31 <http://plan.web.arizona.edu/>
[Strategic Plan](#)
- 32 <http://nca2010.arizona.edu/documents/index.php?dir=%2FArchive/Strategic%20Plans>
[SPBAC Update, May 2009](#)
- 33 http://spbac.web.arizona.edu/sites/spbac.web.arizona.edu/files/SPBAC%20Environmental%20Scan_1.pdf
[Progress Report on Strategic Plan Goals](#)
- 34 http://oirps.arizona.edu/files/SPBAC/UA_Prog_Rpt_wlm11_06_v1.pdf
[Faculty Senate SBPAC 2012 Report](#)
- 35 <http://lqp.arizona.edu/node/2627>
[ABC Bulletin #3, "Focused Excellence", September 16, 2002](#)
- 36
<http://nca2010.arizona.edu/documents/Criterion%202%20Future/FocusedExcellence001.pdf>
[UA Transformation Information and Communication](#)
- 37 http://provost.arizona.edu/transformation_information
[UA Transformation: Outcomes Phase](#)
- 38 http://provost.arizona.edu/transformation_outcomes
[An Update on the UA Transformation Plan](#)
- 39 <http://provost.arizona.edu/node/354>

Criterion 3 Self-Study Documents (Endnotes) Reviewed

1. NSSE: <http://nsse.iub.edu/html/about.cfm>
2. General Education Feasibility Study:
http://assessment.arizona.edu/sites/default/files/General_Education_Feasibility_Study_%20Fall%202007_%2010-10-08.pdf
3. Assessment Web site: <http://assessment.arizona.edu/>
4. General Education Pilot Study:
http://assessment.arizona.edu/sites/default/files/General_Education_Pilot_Study_Spring_2008_final_0.pdf
5. Advancing Student Learning through Outcomes Assessment Workshop Presentation:
http://assessment.arizona.edu/sites/default/files/APR%20Outcomes%20Assessment%20Workshop%20presentation_final.pdf
6. UA Assessment Showcase: Best Practices in the Assessment of Learning and Teaching:
http://assessment.arizona.edu/sites/default/files/Assessment_%20Showcase_%202009
[Program presentations 05-19-09 0.pdf](#)
7. Office of Institutional Research and Planning Support: Surveys:
<http://oirps.arizona.edu/Surveys.asp>

8. Office of Institutional Research and Planning Support: Teacher Course Evaluation: <http://aer.arizona.edu/aer/>
9. General Education Assessment: http://assessment.arizona.edu/general_education
10. General Education: <http://gened.oia.arizona.edu/>
11. Report and Recommendations of The University of Arizona General Education Review Committee of 2004-05: http://gened.oia.arizona.edu/sites/default/files/GERCFinalReport_9-16-05.pdf
12. Graduate Program Assessment: <http://grad.arizona.edu/assessment/node/18>
13. Report and Recommendations from the Taskforce on Undergraduate Education: http://provost.arizona.edu/files/Report%20Taskforce%20Undergrad%20Education_0.pdf
14. Office of Instruction and Assessment: <http://oia.arizona.edu/>
15. Disability Resources: <http://drc.arizona.edu>
16. Persistence and Graduation rates of DRC-eligible new, full-time freshmen: <http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/DRCriterion2009.pdf>
17. SALT: <http://www.salt.arizona.edu/>
18. A Report of Findings and Recommendations of the Academic Advising Task Force: <http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/AATF%20Recommendations.pdf>
19. (THINKING ABOUT) FACULTY THINKING ABOUT TEACHER AND COURSE EVALUATION RESULTS: <http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/TCReference.pdf>
20. Survey of Graduating Seniors 2008-2009: http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/Survey_Graduating_Seniors_2008-2009.pdf
21. UA Study Abroad Participation 2000-2007: <http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/UA%2520Study%2520Abroad%2520Participation%25202000-07.pdf>
22. Arizona Wildcats Self-Study: http://www.arizonawildcats.com/auto_pdf/p_hotos/s_chools/ariz/genrel/auto_pdf/2007-Self-Study-Report
23. Arizona MESA: <http://azmesa.arizona.edu/index.html>
24. Tucson Gear Up Project: <http://tucsongearup.arizona.edu/>
25. Center for Measuring University Performance: http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/CMUP%202007_Rankings_Top25_Public.pdf
26. 2008-09 CSRDE Retention Peer Report: <http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/AAUDE%20Peer%20Report-0809.pdf>
27. Student Retention: Toward a Culture of Responsibility: <http://nca2010.arizona.edu/documents/Archive/Institutional%20Overview/WhitePaperStudentRetention1998.pdf>
28. Strategic Retention Master Plan 2005-2011: http://nca2010.arizona.edu/documents/Archive/Institutional%20Overview/Strategic_Retention_MP.pdf
29. Report to the Faculty Senate of the Senate Task Force on Retention and Advancement of Undergraduate Students: <http://nca2010.arizona.edu/documents/Archive/Institutional%20Overview/RATF.Report.081222.Comp-2.pdf>
30. Enrollment in Student Success Courses 2001-2009: http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/Student_Success_Courses.pdf

31. Do Success Courses Make a Difference? *An Analysis of UNVR 197M and UNVR 197L*
[http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/CES_Suc
 cess_Crs.pdf](http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/CES_Suc

 cess_Crs.pdf)
32. Student Success Courses—Department of Psychology:
[http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/Psycholo
 gy_Success_Crs.pdf](http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/Psycholo

 gy_Success_Crs.pdf)
33. New Start Summer Program: <http://transitions.arizona.edu/NEWSTART>
34. Student Transitions: <http://transitions.arizona.edu/programs/SSS>
36. 2003 - 2009 McNair Students, 2005 - 2009 other UROC students:
[http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/
 UROCStatistics.pdf](http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/

 UROCStatistics.pdf)

Criterion 4 Self-Study Documents (Endnotes) Reviewed

The Carnegie Foundation for the Advancement of Teaching

1 <http://www.carnegiefoundation.org/>

The Association of American Universities

2 <http://www.aau.edu/about/article.aspx?id=5476>

The Center for Measuring University Performance

3 [http://nca2010.arizona.edu/documents/Criterion%204%20Discovery/CMUP_%202007_
 Rankings_Top25_Public.pdf](http://nca2010.arizona.edu/documents/Criterion%204%20Discovery/CMUP_%202007_

 Rankings_Top25_Public.pdf)

4 [http://nca2010.arizona.edu/documents/Criterion%204%20Discovery/CMUP_%202007_
 Rankings_Top25_Public.pdf](http://nca2010.arizona.edu/documents/Criterion%204%20Discovery/CMUP_%202007_

 Rankings_Top25_Public.pdf)

The University of Arizona, State General Fund Appropriations

5 [http://nca2010.arizona.edu/documents/Criterion%202%20Future/
 StateAppropriationsPCTTotalApp.pdf](http://nca2010.arizona.edu/documents/Criterion%202%20Future/

 StateAppropriationsPCTTotalApp.pdf)

Technology Research Initiative Fund TRIF)

6 <http://www.vpr.arizona.edu/trif>

Total Awards by College of Major Division - FY 2007

7 [http://nca2010.arizona.edu/documents/Criterion%204%20Discovery/
 ResearchAwardsByCollege2007.pdf](http://nca2010.arizona.edu/documents/Criterion%204%20Discovery/

 ResearchAwardsByCollege2007.pdf)

Association of American Universities Publications and Publication Impact 2002-2006

8 [http://nca2010.arizona.edu/documents/Criterion%204%20Discovery/Publications_Citations_
 Impact_AAU.pdf](http://nca2010.arizona.edu/documents/Criterion%204%20Discovery/Publications_Citations_

 Impact_AAU.pdf)

UA PhD Programs included in the NRC Assessment of 1995

9 [http://nca2010.arizona.edu/documents/Criterion%204%20Discovery/NRC%2B1995%2BUA
 %2BProgram%2BRankings.pdf](http://nca2010.arizona.edu/documents/Criterion%204%20Discovery/NRC%2B1995%2BUA

 %2BProgram%2BRankings.pdf)

NIH Multiple P I Implementation

10 <http://www.sps.arizona.edu/NIHMultiplePI.htm>

Guidelines for Acknowledgment and Evaluation of Faculty Participation in Graduate Interdisciplinary Program Activities in the Promotion and Tenure Process

11 http://facultyaffairs.arizona.edu/sites/default/files/Appendix_C.pdf
Promotion and Tenure - College of Social and Behavioral Sciences

- 12 <http://web.sbs.arizona.edu/college/node/30>
Innovation Day 2009 at UA
- 13 <http://uanews.org/node/24768>
Funder Interdisciplinary Research Projects
- 14 <http://nca2010.arizona.edu/documents/Criterion%204%20Discovery/Funded%20Interdisciplinary%20Research%20Projects.pdf>
UA Research Centers and Institutes
- 15
<http://nca2010.arizona.edu/documents/Criterion%204%20Discovery/UA%20Research%20Centers.pdf>
Graduate Interdisciplinary Programs
- 16 <http://gidp.arizona.edu/>
IBP Pathways to Science
- 17 <http://www.pathwaystoscience.org/programhub.asp?sort=IGE-UA-CINHEKSWhathappenedFaculty>
IGERT Program in Comparative Genomics
- 18 <http://www.genomics.arizona.edu/>
Archaeological Science at the University of Arizona
- 19 <http://datamonster.sbs.arizona.edu/IGERT/>
Art and Science Converge in State Museum Exhibit
- 20 <http://uanews.org/node/22384>
Biology, Mathematics, and Physics Initiative
- 21 <http://web.arizona.edu/~bmpi/index.shtml>
The Arizona Research Institute for Solar Energy
- 22 <http://www.azrise.org/>
Bio5 Institute
- 23 <http://www.bio5.org/>
Institute of the Environment
- 24 <http://www.environment.arizona.edu/>
Water Sustainability Program
- 25 <http://www.wsp.arizona.edu/>
Middle Eastern Studies
- 26 <http://www.cmes.arizona.edu/>
Center for Latin American Studies
- 27 <http://clas.arizona.edu/>
US -Mexico Binational Center
- 28 <http://binational.pharmacy.arizona.edu/about.php>
International Arid Lands Consortium
- 29 <http://ag.arizona.edu/oals/IALC/>
Udall Center
- 30 <http://udallcenter.arizona.edu/>
Bureau of Applied Research in Anthropology
- 31 <http://bara.arizona.edu/>
The University of Arizona- International Affairs
- 32 <http://international.arizona.edu/home>
The University of Arizona and the World's Land Grant University

- 33 <http://nca2010.arizona.edu/documents/Criterion%201%20Mission/TheUniversityofArizonaandtheWorldsLandGrantUniversity.pdf>
American Bar Foundation: Discoveries of the Discrimination Research Group
- 34 http://www.americanbarfoundation.org/research/The_Discoveries_of_the_Discrimination_Research_Group2.html
The Native Peoples Technical Assistance Office
- 35 <http://www.nptao.arizona.edu/usda.cfm>
Southwest Institute for Research on Women
- 36 <http://sirow.arizona.edu/>
Office of Technology Transfer
- 37 <http://www.ott.arizona.edu/>
UA Tech Park
- 38 <http://www.uatechpark.org/>
McGuire Center for Entrepreneurship
- 39 <http://entrepreneurship.eller.arizona.edu/>
UGallery
- 40 <http://www.ugallery.com/>
Bar-coding Incorporated
- 41 <http://www.barcoding.com/>
HJ3 Composite Technologies
- 42 <http://www.hj3.com/>
Ventana Medical Systems
- 43 <http://www.ventanamed.com/>
Arizona Meteorological Network
- 44 <http://ag.arizona.edu/AZMET/>
Water Resources Research Center
- 45 <http://ag.arizona.edu/AZWATER/>
Economic Business and Research Center, Eller College of Management
- 46 <http://ebr.eller.arizona.edu/>
UANews
- 47 <http://uanews.org/>
Strategic Plan
- 48 <http://nca2010.arizona.edu/documents/Criterion%201%20Mission/strategic-plan.pdf>
University Research and Instrumentation Center
- 49 <http://www.uric.arizona.edu/>
University Information Technology Services
- 50 <http://ccit.web.arizona.edu/>
Sponsored Projects Services
- 51 <http://www.sps.arizona.edu/>
Center for Professional Development
- 52 http://www.hr.arizona.edu/08_o/development3/154
UA Outreach College
- 53 <http://outreachcollege.arizona.edu/>
Osher Lifelong Learning Institute
- 54 <http://outreachcollege.arizona.edu/seniors/olli/index.html>

Survey of Graduating Seniors, 2009

55 http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/Survey_Graduating_Seniors_2008-2009.pdf

Survey of Graduating Seniors, 2008-2009

56 http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/Survey_Graduating_Seniors_2008-2009.pdf

The Honors College, Research Opportunities

57 <http://www.honors.arizona.edu/HonorsStudents/research.htm>

Article from the Chronicle of Higher Education on the Most Doctorates Awarded to Minority Group members

58 <http://chronicle.com/article/Institutions-That-Awarded-t/48783/>

2009 Alumni Survey

59 http://nca2010.arizona.edu/documents/Criterion%203%20Student%20Learning/Survey_Alumni_Class-2005-2006.pdf

Graduate College GRE Workshop

60 <http://grad.arizona.edu/gre/>

Center for English as a Second Language

61 <http://www.cesl.arizona.edu/>

Writing Skills Improvement Program

62 <http://wsip.web.arizona.edu/>

Center for Latin American Studies

63 <http://clas.arizona.edu/>

Mexican American and Raza Studies

64 <http://masrc.arizona.edu/>

Water Resources Research Center

65 <http://ag.arizona.edu/AZWATER/>

Udall Center

66 <http://udallcenter.arizona.edu/ecw/index.php>

US-Mexico Binational Center

67 <http://binational.pharmacy.arizona.edu/>

Exchange Program Increase

68

<http://nca2010.arizona.edu/documents/Criterion%204%20Discovery/Historical%2520Student%2520Exchange%25201999-2007.pdf>

International Student Scholarship Program

69 <http://internationalstudents.arizona.edu/scholarship>

Middle East Studies Association

70 <http://www.mesa.arizona.edu/index.htm>

Edges of Life Lecture Series

71 <http://cos.arizona.edu/mind/>

UA Libraries

72 <http://www.library.arizona.edu/>

Creative Photography

73 <http://www.creativephotography.org/>

Graduate Certificates

74 <http://grad.arizona.edu/live/programs>

UA General Education Program75 <http://www.gened.arizona.edu/gened/general/nutshell.htm>Outreach and Global Initiatives Website76 <http://www.arizona.edu/global-engagement>Information Technology Fee77 <http://www.bursar.arizona.edu/students/fees/tech.asp>Code of Academic Integrity78 <http://deanofstudents.arizona.edu/academicintegrity>Disruptions in the Classroom - Arizona Idol Program79 http://deanofstudents.arizona.edu/arizona_idolCode of Research Ethics80 http://facultygovernance.web-dev.arizona.edu/research_policy_committeeHandbook for Principal Investigators81 <http://www.sps.arizona.edu/handbook/>Handbook for Appointed Personnel82 <http://uhap.web.arizona.edu/chap2.html>Office for the Responsible Conduct of Research83 <http://orcr.vpr.arizona.edu/>Human Subjects Protection Program84 <http://www.irb.arizona.edu/>Workshop - Instruction in the Responsible Conduct of Research85 <http://orcr.vpr.arizona.edu/node/196/>**Criterion 5 Self-Study Documents (EndNotes) Reviewed**UA for You, Outreach and Extension site1 <http://uaforyou.arizona.edu/>Global Engagement site2 <http://www.arizona.edu/global-engagement>Cooperative Extension 2007 Annual Report

3

http://nca2010.arizona.edu/documents/Archive/Annual%20Reports/Other/CooperativeExtension_2007annualreport.pdfWildcat Charter School5 <http://www.thewildcatschool.com/thewildcatschool/Welcome.html>College of Education: Outreach6 <http://coe.arizona.edu/community/outreach>Mel and Enid Zuckerman College of Public Health7 <http://www.publichealth.arizona.edu/Outreach/>Border Health Service Learning Institute8 <http://www.publichealth.arizona.edu/news/NewsReleases/BorderHealthDisparities.aspx>Bio5 Institute9 <http://www.bio5.arizona.edu/>Bio5 Institute: Faculty and Staff Life Sciences Research10 <http://bio5.arizona.edu/biogate>

iPlant collaborative

11 <http://www.iplantcollaborative.org/>

bioVidria Company

12 <http://biovidria.com/company/>

Luceome Biotechnologies

13 <http://luceome.com/>

Cancer Prevention Pharmaceuticals

14 <http://cancerpreventionpharmaceuticals.comuv.com/>

Biotech Project

15 <http://biotech.bio5.org/>

Biosphere 2

16 <http://www.b2science.org/>

John and Doris Norton School of Family and Consumer Sciences

17 <http://ag.arizona.edu/fcs/>

AZRISE: The Arizona Institute for Solar Science

18 [http://www.azrise.org/ site](http://www.azrise.org/site)

U.S. Department of Energy Solar Decathlon

19 <http://www.solardecathlon.gov/teams.cfm>

Arizona State Museum

20 <http://www.statemuseum.arizona.edu/>

Flandrau at the University of Arizona

21 <http://www.flandrau.org/>

Flandrau Planetarium and Exhibit Celebrate Reopening

22 <http://uanews.org/node/31033>

Museum of Art and Archive of Visual Arts

23 <http://artmuseum.arizona.edu/>

Center for Creative Photography

24 <http://www.creativephotography.org/>

Libraries

25 <http://www.library.arizona.edu/>

Libraries Services

26 <http://lessonlink.library.arizona.edu/>

Native American Law Student Association

27 <http://clubs.asua.arizona.edu/~nalsa/>

James E. Rogers College of Law: Indigenous Peoples Law and Policy Program

28 <http://www.law.arizona.edu/depts/iplp>

Arizona Native Net

29 <http://www.arizonanativenet.com/>

Arizona Telemedicine Program

30 <http://www.telemedicine.arizona.edu/>

College of Medicine, Phoenix Campus

31 <http://medicine.arizona.edu/phoenix>

Office of Technology Transfer

32 <http://www.ott.arizona.edu/>

Southern Arizona Leadership Council

33 <http://www.salc.org/>

School of Dance34 <http://web.cfa.arizona.edu/dance/>College of Fine Arts, School of Dance35 <http://www.cfa.arizona.edu/music/>School of Theatre, Film, and Television36 <http://www.cfa.arizona.edu/tftv/>UA Professional Performing Arts Presenter37 <http://www.uapresents.org/>Arizona Wildcats38 <http://www.arizonawildcats.com/>Student Affairs39 <http://www.studentaffairs.arizona.edu/>Project SOAR40 <http://soar.web.arizona.edu/site/>BRAVO: Biomedical Research Abroad: Vistas Open41 <http://ubrp.arizona.edu/bravo/>Bureau of Applied Research in Anthropology42 <http://bara.arizona.edu/>Wildcats for Life - U of A Alumni Association43 <http://www.arizonaalumni.com/>Parents and Family Association44 <http://www.uafamily.arizona.edu/parentfamassoc.php>

See 2 above.

45 <http://www.arizona.edu/global-engagement>

See 1 above.

46 <http://uaforyou.arizona.edu/>

See 43 above.

47 <http://alumni.arizona.edu/>

Institutional Materials Related to Federal Compliance Reviewed (Endnotes)

Academic Catalog - Credit Definition1 http://catalog.arizona.edu/2009-10/policies/credit_definitions.htmAcademic Program Requirements Reports, Undergraduate2 <http://catalog.arizona.edu/2010-11/policies/aprrsapr.htm>Sample of Detail of Degree Program Requirements3 <http://nca2010.arizona.edu/documents/Shared/Institutional%20Overview/APRR%20sample.pdf>Office of Curriculum4 <http://oirps.arizona.edu/curriculum/>Bursar's Office Website -Tuition and Fees5 <http://www.bursar.arizona.edu/students/fees/index.asp?term=104&feetype=undergrad&feerate=all>Arizona Board of Regents website6 <http://azregents.edu>

Factbook

7 <http://factbook.arizona.edu/2009-10/students/costs>

Dean of Students Office

8 <http://deanofstudents.arizona.edu/>

Office of Institutional Equity

9 <http://equity.arizona.edu/education/harassment>

University of Arizona Police Department

10 <http://www.uapd.arizona.edu/>

The Ombuds Program

11 <http://ombuds.web.arizona.edu/>

Cases of Code of Conduct Violations

12 <http://nca2010.arizona.edu/documents/Criterion%201%20Mission/CodeofConductSummary.pdf>

Academic Integrity Violations

13 http://nca2010.arizona.edu/documents/Criterion%201%20Mission/Academic-Integrity_4_yr_history.pdf

See 11

14 Ombuds Committee Annual Report. Available in hard copy.

Acceptability of Transfer Credit

15 <http://catalog.arizona.edu/2010-11/policies/acceptcr.htm>

Transfer Preapproval Process

16 <http://registrar.arizona.edu/preapproval.htm>

Advising Resource Center

17 http://advising.arizona.edu/students_online_tools

Distance Learning Program

18 <http://outreachcollege.arizona.edu/dist/index.html>

Correspondence Coursework

19 <http://outreachcollege.arizona.edu/corresp/index.html>

Annual Financial Aid Reports

20 <https://azregents.asu.edu/boardbook/Board%20Agenda%20Books/2009-12-Meeting/Appendix-2009-12/App-09-2009-12-FY2009-Fin-Aid-Rpt.pdf>

Common Data Set Format

21 <http://oirps.arizona.edu/CommonDataSet.asp>

Crime Statistics

22 http://www.uapd.arizona.edu/campus_crime_stats01_04.htm

Crime Index

23 <http://www.fbi.gov/ucr/ucr.htm>

Campus Crime Statistics

24 http://www.uapd.arizona.edu/campus_crime_stats01_04.htm

Satisfactory Academic Progress

25 <https://financialaid.arizona.edu/awards/standards/default.aspx>

Academic Standing, Progress, Probation, and Disqualification

26 <http://catalog.arizona.edu/2010-11/policies/acaprog.htm>

Attendance and Administrative Drop

27 <http://catalog.arizona.edu/2010-11/policies/classatten.htm>

Additional Materials Reviewed

1. Organizational Chart for Intercollegiate athletics
2. Tracking Academic Progress of Student Athletes
3. Intercollegiate Athletics Committee Membership
4. CATs Academics: Academic Policy and Support for Student Athletes
5. Grade Data on Student Athletes
6. Financial Ratios for Fiscal Years: 2002-2010
7. Financial Statements Analysis - Fiscal 2010
8. The University of Arizona 2010 Self-Study Report
9. University of Arizona—Current and Future Assessment Plans
10. The University of Arizona System for Assessment & Program Improvement
11. UA Institutional Learning Goals
12. Institutional and Program Assessment at the University of Arizona 2010
13. Academic Program Review Procedure Manual 2010-2011
14. Overview of Assessment in Student Affairs
15. Outcomes Assessment at the University of Arizona: A 2005 Progress Report
16. The University of Arizona Student Outcomes Assessment Plan (2000)
17. Report of an Evaluative Visit to the University of Arizona (2000)
18. 7-Year Schedule of Academic Program Reviews
19. Program Accreditation Reports
20. Emergency Preparedness Changes post 2002 College of Nursing Shooting Memo, December 7, 2010, from VP Student Affairs and UA Police Commander - paper
21. UA Campus Emergency Preparedness Team <http://cert.arizona.edu/>
22. Accreditation Materials

APPENDIX 3

WORKSHEET ON Federal Compliance Requirements

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM: [See Appendix 2, above.]

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team verifies that it has reviewed each component of the Federal Compliance Program by reviewing each item below

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).*

RESPONSE:

The team has reviewed this component of federal compliance.

Comments:

The self-study report indicates that the academic catalog defines the class time and independent study work time while university policy requires at least 45 hours of work by each student for each unit of credit. Examples of contact hour's variations are articulated across the dimensions of specific types of courses.

All undergraduate degree programs, with the exception of the College of Architecture are designed so students graduate in four years. A sample of undergraduate degree program Academic Program Requirements Report articulated the protocol for receiving and maintaining institutional endorsement.

Tuition and fees are published on the Arizona Board of Regent's website. Variances in tuition differentials help support and reflect the cost of education and other expenses for some colleges and schools

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

RESPONSE:

The team has reviewed this component of federal compliance.

Comments:

The Self-Study Report defines the formal routes by which students may file complaints. The Dean of Student's Office, the Office of Institutional Equity, the University Police Department, and the Ombuds Program have developed mechanisms for responding to and resolving student complaints.

The Website of the Dean of Students Office posts a variety of podcasts that explain and educate students and others about a variety of institutional regulations; i.e., Student Rights, FERPA Basics, Campus Safety, Academic Integrity, Disruptive Behavior, Distressed Student, Threatening Behavior

A summary of key changes made in the area of Emergency Response and Preparedness since the 2002 College of Nursing shooting is available at the UA CERT website: <http://cert.arizona.edu/>. Changes included a redesign of the original room and surrounding area where the Nursing shooting occurred so that the actual classroom number no longer exists.

The 24-hour/day University of Arizona Ethics and Compliance Hotline was initiated in July 2007 and provides new and supports existing mechanics for reporting violations of law or policy on campus. In addition the Hotline provides anonymity for the concerned individuals as the concern is addressed by the appropriate University representative or office.

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

RESPONSE:

The team has reviewed this component of federal compliance.

Comments:

The university's online catalog outlines the requirements for acceptability of credit for completed coursework at other institutions. Policies articulating the evaluation process of the official transcript from the institution where the course or exam occurred are prominently displayed. A Transfer Preapproval process is maintained by the Office of the Registrar to ensure successful and timely transfer of credit.

Two statewide tools (the 'AZCAZ' Arizona Course Applicability System and the 'CEG' Course Equivalency Guide that facilitate the evaluation and transfer of credit) are maintained in the Advising Resource Center.

The Admissions Office maintains protocols to review military credit that can be applied towards the University of Arizona degree. <https://admissions.arizona.edu/transfer/FAQ/#6>

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identify of students who participate in courses or programs provided to the student through distance or correspondence education.*

RESPONSE:

The team has reviewed this component of federal compliance.

Comments:

Students in Distance Education are supported through the Outreach College where delivery of distance learning courses is electronically verified via a student identification number, a PIN and a UA NetId username and password. All tests are proctored and proctors are selected by meeting institutional criteria.

Students in Correspondence Education are reminded that course requirements are subject to the Code of Academic Integrity established in the university's Code of Conduct. Verifications include picture identification, and test taking is further verified by monitoring cameras. While course materials were originally print-based, the college is shifting to online delivery which will also be password protected.

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution's administration or oversight of its Title IV responsibilities.*

- **General Program Requirements:** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements:** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies:** *The institution has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

- ***Contractual Relationships:*** *The institution has presented evidence of its contracts with non-accredited third party providers of 25-50 percent of the academic content of any degree or certificate programs.*

RESPONSE:

The team has reviewed this component of federal compliance and recommends the ongoing approval of such contracts.

Comments:

General Program Responsibilities: The University of Arizona provides staffing and resources to meet compliance as well as ensure competitive advantage for UA students. Federal audits demonstrate fiscal capability. Secured files in the Office of Scholarships and Financial Aid house all financial aid related documents. On approval of the Arizona Board of Regents full annual financial aid reports are publicly available. Financial aid information is available on the Bursar's Office website.

Financial Responsibility Responsibilities: The Self Study Report indicates there have been no findings or recommendations on any OMB Circular A-133 audits.

Default Rates, Campus Crime Information, and Related Disclosure of Consumer Information: The University reports that the rates of default are significantly below national default rates. Crime statistics are routinely reported by the UA Police Department both to the campus and to the Uniform Crime Reporting Center of the Federal Bureau of Investigations. While there was a shooting at the College of Nursing since the last NCA report, the University has developed a variety of strategies to solve and prevent campus crime problems. One such crime prevention activity is a police liaison in the residence halls.

Satisfactory Academic Progress and Attendance Policies: Definition and policies on satisfactory academic progress are explicitly stated in the UA Academic Catalog.

Contractual Relationships: The Self-Study Report indicates the UA does "not contract any providers to deliver 25 percent or more of degree related university content."

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

RESPONSE:

The team has reviewed this component of federal compliance.

Comments:

The Arizona Board of Regents has endorsed the University of Arizona's affiliation with HLC, North Central Association of Colleges and Universities. Advertising and recruitment materials reflect institutional affiliations and accreditations.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards:

The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

RESPONSE:

The team has reviewed this component of federal compliance.

Comments:

Discipline specific professional organizations accredit many of the UA's colleges, schools and academic programs. One example made available was the relationship between the College of Engineering and ABET Inc.

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments*

RESPONSE:

The team has reviewed this component of federal compliance.

Comments:

This component was addressed via a comprehensive communication strategy that included print media, website sharing, open-forums as well as opportunities to send comments and concerns via email.

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

To

The University of Arizona
Tucson, Arizona

December 6-8, 2010

For

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Craig Alan Beyrouty, Dean, Colorado State University, 121 Shepardson, College of Agricultural Sciences, Fort Collins, CO 80523-1101

Cheryl D. Bullock, Head, Educational Research, University of Illinois at Urbana Champaign, College of Education, 1310 SE 6th St., Champaign, IL 61820-0000

Frank Cerra, M.D., Dean and Senior Vice President for Health Sciences, University of Minnesota-Twin Cities, MMC501 Mail, 420 Delaware St., Minneapolis, MN 55455-0000

Mark L. Cummings, Associate Dean, Statewide Campus System, Michigan State University, A 336 E. Fee Hall, East Lansing, MI 48824-1316

Michael Grant, Professor and Associate Vice Chancellor for Undergraduate Education, University of Colorado at Boulder, 1228 Cornell Drive, Longmont, CO 80503

Jennifer L. Heller, Assistant Director of the Humanities and Western Civilization Program, University of Kansas, 308 Bailey Hall, 1440 Jayhawk Blvd., Lawrence, KS 7574

Abu S.M. Masud, Associate Dean of Graduate School and Professor of Industrial and Manufacturing Engineering, Wichita State University, 1845 N. Fairmount 107, Jardine Hall, Wichita, KS 67260- 0004

Mark A. Pagano, Dean of Continuing Education and Conferences and Professor of Mechanical Engineering Technology, Purdue University, Stewart Center, Room 113, 128 Memorial Drive, West Lafayette, IN 47907-2034

Douglas M. Priest, Senior Associate Vice President, Finance, and Associate Professor of Higher Education, Indiana University, Bloomington, Byran Hall, Room 205, Bloomington, IN 47405

Judi M. Roller, Associate Dean Emerita, College of Letters and Science, University of Wisconsin-Madison, 8852 Blynn Rd., Mazomanie, WI 53560

Dorothy M. Simpson-Taylor, University of Iowa (retired), 135 Webster Street, Waterloo, IA 50703

Nancy Ellen Talburt (Team Chair), Vice Provost for Academic Affairs and Professor Emeritus, University of Arkansas, Fayetteville; Consultant, 1927 Old Wire Road, Fayetteville AR 72703

John D. Wiley, Professor and Chancellor Emeritus, University of Wisconsin-Madison, 137 East Wilson #1410, Madison, WI 53703

Michael Williford, Associate Provost for Institutional Research and Assessment, Ohio University, 301 Computer Services Center, Athens, OH 45701

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I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

The State of Arizona has one of the largest state budget deficits in the country, with revenues predicted to be at below pre-recession levels until 2015. At the same time the population continues to grow. The lack of state need-based aid for students requires the University of Arizona to provide such funding, as through the Arizona Assurance Program. Examples of changes and achievements during the last decade are nevertheless impressive as UA has responded well and thoughtfully to its situation throughout that time.

Infrastructure has been improved with new student housing organized into learning communities, an integrated learning center, the Phoenix Biomedical Campus, new research buildings, and a new student center/bookstore building, among many others. Funding for research increased by more than 66 percent since 2000. The number of students studying abroad has grown on average 7.5 percent annually over the last decade, and 39 languages are taught on campus. The Strategic Progress Report shows significant advances in diversity compared to UA peers (29 percent compared to 22 percent of peer median), but much lower graduation rates than the peer median. Faculty diversity including female and minority faculty is essentially equivalent to that of peers. Public service expenditures remain well below those of peers.

Bridging to the Future aptly evokes the University of Arizona's challenges as it plans in times of financial and political uncertainty to hold on to its strengths and accomplishments and carry them forward with full momentum in fulfillment of the University commitment to the state of Arizona and its students.

II. CONSULTATIONS OF THE TEAM

A. Mission and Diversity

The university appears to have changed its mission statement five times in the past ten years. At the same time, institutional efforts have been undertaken to extensively publicize the mission in various internal and external outlets, including printed materials and in different locations in University of Arizona web resources. In the team review of university documents, versions of the mission statement were not consistent and reflect the need to update published and printed materials. To avoid misunderstanding or misleading citations of the mission statement by individuals using or quoting university sources, the institution should review where and how variation in statement of the mission is positive and where it may be confusing or inaccurate. It is also possible that a review of the mission and its differing statements might lead to an identification of a clear and useful phrase or set of phrases to use consistently on websites, in publications, and in communications with prospective students. Although the diversity emphasis can be inferred from the goal of "access," it might also be useful to consider a somewhat more explicit reference to the recognizing of diversity in the mission statement, something that could assist in moving diversity initiatives forward.

The University has demonstrated a strong commitment to diversity on campus and progress on many fronts is visible. The approach has been to integrate diversity as an institutional priority

that cuts across administrative units with an emphasis on collaboration and cooperation. The coordination of these activities appears to be supported to a great extent by the work and personal dynamism of individual personalities. While this arrangement appears to be working for the institution, a dependence on personality-driven initiatives and good will leaves the institution and its progress somewhat vulnerable to changes of leadership and unevenness and inconsistency in policy and practice. Consideration should be given to the design of a somewhat less ad hoc and more formal administrative structure or structures that create some reporting or connection lines, performance expectations, and outcomes assessment in the areas of diversity.

The University of Arizona should consider the possibility of increasing its initiatives to recruit more full-paying international students as one strategy to cope with declining state support. In addition to providing some additional revenue, their presence adds to the university's diversity and cultural mix, which is valued by the institution and complements existing initiatives. To enhance its reputation as a nurturing environment for international students, the university might wish to examine its range of services to ensure that such students find welcome, understanding, and supportive services to assist their integration into the campus. Currently enrolled international students are perhaps the best sources of advice and information regarding how the institution might assist them to thrive and contribute as well as transition as desired or needed to campus life and American culture. Different strategies might be useful for students coming for short stays as compared with those enrolling to complete degree programs, with mentors of similar and different cultures contributing to the programs provided.

As noted in the 2000 NCA-HLC site visit report, assuring collegiality with diversity remains a challenge for the university. Programs to address unconscious bias, equity in hiring and retention practices, mentoring, and climate have been put in place. However, outcomes over the past decade have shown limited success in improving the number and percent of under-represented minority staff, faculty, and administrators and suggest that new strategies to promote additional gains in diversity ought to be attempted. Suggested resources to consult for potential models include the following:

“Leading the Way: Presidential Strategies for Ensuring the Success of Students of Color,” American Council on Education (ACE). Leadership Strategies for Advancing Campus Diversity. <http://store.acenet.edu>. On p. 3.

“Now is the Time: Meeting the Challenge for a Diverse Academy,” American Association of State Colleges and Universities/National Association of State Universities and Land Grant Colleges (AASCU/NASULGC). <http://www.aplu.org/NetCommunity/Page.aspx?pid=747>

The models for diversity provided by Indiana University-Purdue University, Indianapolis: www.iupui.edu/diversity/assets/niff-ebooks.pdf.

“Response to Issues Identified by the Commission and the Last Visiting Team: Diversity and Civility,” St. Mary's College. <http://smcnet.stmarys-ca.edu/academics/wasc/documents/ODMIMODEL.pdf>.

Consultation with Damon Williams, Vice Provost for Diversity and Climate, University of Wisconsin, Madison www.provost.wisc.edu/climate.html.

B. Preparing for the Future

Maintaining an Adequate Resource Base

The team encourages the continued development of connections between planning and special initiatives for budget cuts to ensure that resources continue to be used toward the institution's highest priorities. UA pays attention to planning at all levels, but some key elements are not as visible in the process as might be expected. One example is information, data, or reports resulting from regular, formal, and professional evaluations of quality and quantity in the outputs or products of university units and processes. Prioritizing to save or reallocate resources requires something more than a "sense" of the quality of what is being prioritized. Processes of assessment and evaluation of unit effectiveness and productivity need not be overly elaborated, but they should rest to the extent possible on knowledge and data. One example might be useful. Advising changes have resulted in improvements reported in the self-study document and student appreciation. However, one might expect to find an additional element in the evaluation of advising, along with the student evaluations, if advising has a role in retention and shorter paths to graduation.

Although academic program reviews are required only every seven years, it appears that a number of directors believe they are ineffective. Much of this cynicism is no doubt due to the repeated and frequent reductions in state support, requiring rapid responses in budget cutting, as cited by the deans. Although all units are required to provide student outcome assessments in their program reviews, the guidelines and reports do not mirror this requirement. The program review process can benefit from attention since these reviews should assist in providing guidance in RCM. Non-academic support units are not required to provide program reviews on any regular basis. Requiring reviews periodically for these units could be helpful, especially during budget transitions.

It is possible that a streamlined and highly focused set of planning goals could replace traditional elaboration of long-range strategic plans, and it appears that such a process is actually close to what the UA is currently doing, in view of the accomplishments of the UA Transformation and the fact of destabilized revenue streams. Solid benchmarking and comparative data would appear to be vital components of effective evaluation and assessment of the institution in many if not most areas. Appendix D of the Self-Study is a good example of metrics and benchmarking, some of which might be applied on a unit level.

As financial ratios were not provided in some areas such as physical asset reinvestment, age of facilities, and facility maintenance, the institution might wish to make use of such ratios, if it does not already do so, especially in the financial statements analysis provided annually to ABOR and UA leadership.

Improving Student Retention and Graduation Rates

The strategies utilized for under-represented students at UA have been very successful; consideration should be given to employing some of them for the entire student body. An

example from a peer institution might prove useful. UW-Madison has a very effective ten-year old learning community, FIGS, that has grown from 75 students to 800 and has received \$250,000 of additional funding from the state. It has raised under-represented and collective retention and graduation rates overall significantly and is tailored specifically for students at a highly selective major research university. The primary expense is that regular faculty members are required to teach small, 20-student courses in the fall as part of their regular load. UW-Madison has found this commitment well worth it, given the results, and the program has also resonated well with the legislature.

UA might benefit by aggressively pursuing gift funding to substantially increase its undergraduate scholarships and planning to offer scholarships immediately in the field, while recruiting high-achieving students, if it is not already doing so.

As UA recognizes, local Tucson high school graduates are not being retained or graduated at acceptable rates. This situation is attributed by staff to their commuting status, given that these students often do not have the financial means to live on campus. There are numerous strategies being utilized nationally to connect commuters more successfully to campus, including on-campus student employment. Similarly, creating or emphasizing places or spaces of their own on campus or online such as dedicated or shared lounges, offices, study areas, or websites might help give commuter students some campus roots.

University connections and relationships with the parents of first-generation college students can positively affect retention and graduation rates. UA is already creating such connections, but meeting the parents and working with them where they live rather than on campus can be even more helpful, and for many parents makes the connection possible.

Exploration of the Servicemen's Opportunity Consortium as an avenue for support of enrollment growth and retention might be worthy of consideration, especially for enrollments at UA South campus.

Attrition has many causes and requires many responses to address effectively, and the solution on most campuses includes both vigilance and engagement. It is important to remember that one unsuccessful class in a semester may be enough to send a student away. On the other hand, one strong and positive connection with an activity, a responsibility, a program of study, a service, or a faculty or staff member may help the student stay in school. Specific activities that have proven useful elsewhere include the following:

- Consider ways to engage all beginning students in exploration of possible programs of study with attention to career goals and student interests and abilities. Many "decided" students have little factual information about what is involved in and at the end of the program of study that they have inherited or chosen somewhat casually. Sustaining student retention through graduation presupposes a good fit between student interest and ability and program of study as well as enthusiasm and commitment.

- Create profiles as detailed as possible of the different categories of students who have withdrawn within a semester or a year of degree completion and plan for a broad-based intervention program for enrolled students with those or similar characteristics.
- Consider a formal program to establish contact with as many students as possible with 90 hours toward graduation, in the term in which they first fail to reenroll, and determine with them what it would take for them to return and graduate, with the institution's assistance.
- Increase emphasis in partnering with parents on support and encouragement to students to continue and graduate.
- Identify (or establish, if possible) general studies or interdisciplinary degree programs as an alternative or fallback position for students well on their way in a degree program in which they may not be successful or are not committed. The General Studies Degree now under consideration at UA could provide such an option.
- Review degree audits and ensure that all reasonable waivers and substitutions are allowed to assist a student to achieve the credits needed for graduation and earn a sound degree. Give native students the same opportunities that are often given transfer students in meeting degree program requirements. Review the institution's policies in order to remove unintended barriers and outdated requirements.
- Evaluate the potential impact of degree progress and standing criteria that allow beginning students more than a year to achieve the required GPA needed for graduation. Consider the timing of when students may register and when they may withdraw from a class as an element in retention and review accordingly.
- Consider a Responsibility Centered Retention/Success project for undergraduate degree programs. Such a project in the department of study would track continuance and graduation of students formally electing the major. Departments would have a primary role in identifying and assisting students in difficulty, perhaps on the basis of mid-term grades, marks, discussions and meetings, and or the Degree Tracker and Early Alert programs. Such programs often are most useful when information is provided to the students' advisors and teachers and mentors in their program of study. Organizations, clubs, optional field trips, and study jams for majors and minors in the discipline can also help students find their place with peers and mentors and provide incentives to continue.

Relationships with State Government

In the light of the many initiatives UA is already using to bridge the gap between campus and government, it may not be possible to point to successes elsewhere or new ideas with confidence, but suggestions and possibilities are provided below.

- As UA constituents will know, powerful Boards of Visitors can be effective in advancing the university's perspectives and needs in discussions with state leadership and especially state government leaders, along with the Regents. They often work well with clear and

unambiguous messages. For schools, colleges, or the institution as a whole, such a board or boards could be helpful to UA in keeping its message at the center of discussion across the state.

- The national organization of lobbyists gives an award each year to someone who has made outstanding contributions to good relationships between institution and government, the Marvin “Swede” Johnson award. It is possible that consultants from the ranks of this organization, such as award winners, might be able to suggest things that have worked in another state.
- Couching daily news bulletins in terms especially for legislators is sometimes useful in building relationships. Engagement and outreach ventures and accomplishments often resonate particularly well with legislators and state leaders. While legislatures and states may appear and be very different from one another across the country, the concerns or agendas can have much in common in terms of legislation on higher education. It is useful to actively follow what is being proposed and legislated in other states as a forecasting exercise.
- Creation of a campus think tank can be useful to prepare persuasive responses to potential legislation, honoring legislators’ good intentions while attempting to shape the legislation as possible to prevent unintended problems to the institution and its students.

Human Resources

UA staff members expressed appreciation that they were allowed to utilize tiered furloughs this year in place of further layoffs. Whenever possible, staff would benefit by being provided with multiple cost-saving options such as furloughs that they can elect in place of layoffs. The survivors’ guilt and heavy workloads that ensue after layoffs are demoralizing and often negatively affect productivity. In the event that layoffs are unavoidable, efforts to increase the notification period beyond the current 30-90 days are worthy of consideration. It is important to attempt equivalent implementation of layoffs across units, consistent with workloads, to the extent possible.

Recommendations Regarding the Planned Changes to Medical Education

The institution should continue to keep a careful eye on progress toward planned changes in UA Healthcare and the Phoenix campus such as the following:

1. UA Healthcare:
 - a. Develop a clear vision and strategic plan for it and how it will benefit the faculty, the Medical school, and the institution and their growth and development
 - b. Develop and implement a clear work plan for its implementation
 - c. Engage the faculty in developing the vision and work plan and the milestones and metrics of success:
 - i. Milestones: recruitment of CEO, administrative consolidation, brand and marketing; implementation of IT infrastructure, system service lines, care model
 - ii. Metrics: market share for inpatient and outpatient, EBITA and net operating margin, customer satisfaction, medical outcome achievement,

- reduction in global cost or cost per member per month, growth in covered lives
 - d. Engage the faculty leadership in achieving the clinical, academic, financial, and strategic goals
 - e. Be clear on roles and responsibilities and alignments
 - f. Clarify decision-making, funds-flow model and executive leadership, e.g. role of CEO of UA Healthcare and VP Clinical Affairs
 - g. Clarify roles on the Phoenix campus
2. Growing the well-established College of Medicine in Tucson in its second location in Phoenix toward this second location becoming, at the appropriate time, a fully accredited college of medicine at the UA, too.
 - a. Engage in a major strategic process to define the relative visions and missions of the two schools
 - b. Engage in a process that will define the role of the respective faculties, reporting relationships, program development, relationships, etc.
 - c. Engage in a process that will define the common infrastructure platforms around policy, procedures, support systems, etc
 - d. In Phoenix, the building of a new cancer center in partnership with a private hospital/system, the county and the community will provide an opportunity to manage the movement from a community practice model into an academic model of care delivery
 3. Given the multiple sponsorships of Graduate Medical Education programs, consider a consortium that brings all of them into one organization that does the following:
 - a. Improves coordination and workforce planning
 - b. Addresses educational quality across the performance sites
 - c. Sets policy on compensation and benefits
 - d. Centralizes hours worked, recording, and reporting
 - e. Provides for administrative infrastructure support and avoids duplication of effort
 4. Consider a space management process among the health science schools that
 - a. Supports interdisciplinary/inter-professional development
 - b. Supports more efficient use of space that meets school needs in education, research, and office needs
 - c. Supports a needs assessment for renovation of education space to better meet the use of hybrid learning
 - d. Supports the identification and prioritization of maintenance needs of the existing facilities
 5. Consider a communications plan that engages the campus in a dialog that conveys the value of health sciences and the clinical enterprise to the campus

The governance and management of the institution is aware of the risks including financial challenges of the planned changes to medical education, as enumerated in the *Assurance section*, Criterion 2, of this report and is taking appropriate action to put in place additional management talent, resources, and planning to mitigate these risks and achieve the potential that appears possible. The following actions support this position and are strongly recommended to be monitored and continued:

1. The direct involvement of the Arizona Board of Regents
2. The direct involvement of the President and his senior management team
3. The restructuring of health sciences to provide a vice president for health affairs that reports to the president; and the appointment of a full time dean of the medical school
4. The creation of UA Healthcare
5. The clarity that has been achieved in defining the Phoenix Campus as part of UA together with the community and state support for its development
6. The development plans for the Phoenix Campus
7. The UA strategic directions and the Arizona Health Sciences Strategic Planning Framework for 2020
8. The strong support of the faculty of both medical schools
9. The strong community outreach programs

C. Student Learning and Assessment

The University of Arizona has in progress a great many assessment initiatives in various stages of progress, and all appear both significant and potentially useful in helping determine institutional effectiveness and how best to spend limited resources as well as document progress and accomplishment to internal and external constituents. In continuing to develop the required program of assessment of student learning consistent with Higher Learning Commission fundamental understandings, the institution may find it useful to focus, at least temporarily, somewhat more narrowly to separate this particular kind of assessment for special attention. Whether developing or choosing a model from a peer institution, the institution should be certain that learning outcomes for each degree program are chosen by the faculty members and that the assessment measures are designed by the faculty members of the program. Some at least of the measures must be direct measures of learning. For an institution with experience and success in improving courses as reflected in grades, it may be useful to use measures of learning embedded in courses in some areas of study, just as juried review of student work, already in place, can document student learning toward specified outcomes in other programs of study. Beginning with a bibliography of recent works on assessment of student learning might be helpful in identifying what has worked well in peer institutions.

Beginning in 2007, the General Education program developed, tested, and implemented a significant pilot program of assessment and analysis in six classes focused on critical thinking and student success. The program employed 141 course sections and 26 faculty members. Results were used to clarify expected outcomes of those General Education courses, improved student writing, and improved opportunities for incorporating diversity into academic contexts. Papers were read by teaching assistants. These efforts should be encouraged and supported beyond the pilot stage to an ongoing assessment of the effectiveness of the general education program as a whole. It might be useful for papers to be read by some faculty, as well.

Syllabus review of general education courses occurs every 3rd year for revision with clear goals and objectives, and the team recommends that this be a model protocol to be encouraged widely across the institution for courses required in a degree program. Putting the required learning outcomes into the syllabus for all required courses would be of real benefit to students and also greatly facilitate meaningful assessment and the mapping of how, when, and where students are

intended to acquire the skills, knowledge, competencies and other outcomes of the degree program.

UA has kept up with advances in classroom and instructional technology. Technology is rather widely installed but evidence of its value appears restricted to anecdotal faculty and student comments, usually in favor of the technology. Systematic assessment of the extent to which these advances support the university's teaching and learning mission would help guide future implementations.

The institution implemented an early alert system in which software uses faculty specified triggers to notify students via email of academic difficulty early in the semester. This program was piloted in fall 2010. Anecdotal reports of success were presented in terms of fewer unsatisfactory grades. This strategy is highly commendable and should be considered for continuance and regularly assessed to determine its effectiveness and to identify best practices.

The Think Tank and Early Alert programs are new and in their experimental stages. Assessment and analysis of their effectiveness are encouraged, again, with emphasis on direct measures of student learning.

UA has strong study abroad programs and assessment of their effectiveness is an especially challenging task to which the professional staff of OIA should address themselves in cooperation with program faculty.

Graduate program assessment could profitably expand its perspective beyond the current and important statistical analysis approach to better demonstrate and verify the educational quality and content of programs, perhaps by more strongly utilizing peer reviews in much the same manner as is routinely done with research papers, grant proposals, and the like. This could be accomplished, for example, by having written exams that normally take place be independently examined by individuals outside the units to which the students belong, on a periodic basis or perhaps as a part of program review.

D. Acquisition, Discovery, and Application of Knowledge

Development, implementation, and follow-through of a comprehensive graduate student learning outcomes assessment process is essential to maintaining the current high quality of UA's graduate programs (See suggestions in Criterion 3, above.)

Because of increasing demands and regulatory requirements coupled with UA's strategic goal to double its research enterprise by 2020, it would benefit the campus greatly if the institution could provide more comprehensive centralized support for basic knowledge and associated training in responsible conduct of research, academic integrity, and scholarship for students, faculty, and staff.

The institution needs to continue to develop its research infrastructure so that it remains ahead of the aggressive growth plan in externally funded research. Continued faculty support and additional innovative services will be required to maintain the projected trajectory.

While UA has had recent impressive growth in its outreach to nontraditional students through UA South, additional efforts could be made to help meet some of the goals in the ABOR's *Changing Directions* plan. Interviews with students who attend UA South and conversations with faculty and staff on the main UA campus suggest that opportunities exist to offer additional, programs at UA South that may meet the needs of military, business, and industry professionals working and living in the regions that campus serves.

As UA works toward extending opportunities to new students at new locations and meeting the needs of increasing enrollment in general, additional opportunities should be considered to foster and support adjunct and other non-tenure-tracked faculty and to bring them into fuller participation in the academic life and work of the institution as the recognized professionals that they are. They might share more of the responsibility to engage in course and program analysis and change, alongside other faculty members, to bring their knowledge of student performance and success to bear on these tasks.

Consistent with self-study recommendations, team members concur that planning should be realistic and specific enough to guide decision-making and budgeting in the area of creativity and knowledge discovery. Linking budget allocations to promote discovery in areas that are most likely to benefit from small amounts of investment is an excellent recommendation to help sustain groundbreaking research in the face of budget cuts. Building on current strengths to move forward in translational research is also good advice.

E. Engagement and Service

The institution should consider seeking recognition as a Carnegie Engaged University, as its sister institution, Arizona State University, did in 2006. The deadline for submission for recognition for 2010 has passed. The next opportunity for recognition is 2015. The criteria required for recognition is extensive and includes evidence of an institutional identity and culture for community engagement, an institutional commitment that includes a coordinating infrastructure, budgeting allocations towards community engagement, campus-wide tracking and documentation mechanisms for engagement activities, assessment tools, recognitions and rewards for engagement, and incorporation of engagement in the learning environment at UA. These attributes and activities would seem to be highly appropriate for a global land-grant institution.

A cabinet level position with a focus on outreach and engagement should be considered. Engagement is in need of a leader and champion of effort and coordinator of programs. This position would report directly to the UA President in planning and coordinating.

A campus-wide system of assessment is needed to obtain feedback on impact and relevancy of engagement programs. Data should be analyzed and summarized and made available for faculty and staff to use to add, eliminate, or modify programs as appropriate. Most institutions could profit from the equivalent of a map of all engagement, service, and outreach activities, and UA is no exception.

A discussion and consensus on the definition of outreach and engagement is needed. How these terms are defined will influence present and future budgeting as the RCM process is

implemented. This definition is also essential to the proper integration of engagement and outreach in the annual evaluations and promotion and tenure considerations.

A directed and integrated communication effort needs to be in place to articulate the statewide and national impacts stemming from engagement programs at the UA. Communication must be clear and simple, addressing the questions “so what,” “who cares,” and “why is my life better as a result?” A concerted effort needs to be made to connect with state legislators in making the case for the UA being the fuel for economic, workforce and community development with a continuous supply of news and information on how this is working.

Each academic department, and where appropriate, support units, should consider the possible benefits of an advisory board of external stakeholders that meets regularly and advises on programs and assists with future planning and getting the UA message out.

The Task Force on the Future and Furthering of Engagement recently charged by President Shelton should be encouraged to develop a shared campus-wide vision and a strategic plan for engagement, considering these and other needs at the UA to ultimately result in a more fully coordinated and highly recognized engaged university. As part of their efforts, and for maximum usefulness, outreach and engagement should be more clearly defined, consideration of how outreach and engagement will be considered in the new RCM model should be included, and incentives and rewards for faculty and staff to encourage and sustain engagement activities as a fundamental role of professional responsibilities should be developed. A system of financial support to stimulate new initiatives or sustain existing programs in engagement as well as incentives for faculty and staff to lead and participate in engagement efforts is needed. Specific initiatives to support engagement activities should be included as priority areas needing support in the capital campaign that is currently being planned. Engagement should be included explicitly as a component of the annual review evaluations and the promotion and tenure documentation. An inclusive recognition and reward system should be developed to create incentives for faculty and staff to sustain efforts in engagement.

The university appears to be very responsive to the end users of the knowledge that is developed and discovered at UA. The university could be well served to capture and communicate the many areas of engagement in which constituents take pride and from which they have noted significant impact. It is essential that those charged with developing the message use terminology that the public can understand, with bottom lines that resonate with the average citizen of Arizona. Talking points should be disseminated to the university community and to stakeholders so that all can communicate a common and simple message. These groups serve as ambassadors for the institution, but they need information and resources to aid them in crafting their messages.

As a final note, UA is a comprehensive institution in the broadest sense of the concept. The majority of disciplines and professional schools are represented on the Tucson campus and constitute one of the most diverse collections of expertise found anywhere in and outside the U.S. The UA is a tremendous and unique resource, one that needs to be supported and sustained to the benefit of the state as well as to the country.

III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS AND PROGRESS

Significant accomplishments and progress are much in evidence at the University of Arizona. The UA excels in translational research and interdisciplinary and collaborative discovery and learning. Academic and outreach units emphasize collaborative efforts, and students can choose from 14 interdisciplinary graduate programs involving nearly 700 faculty members from 14 colleges. Arid Lands Resource Sciences, Entomology and Insect Science, and Second Language Acquisition and Teaching are unique to the UA as stand-alone programs. Gains in diversity of campus populations, curricula, and research and engagement are impressive. The institution has tremendous and longstanding capacity in the international arena, including collaborative research projects, student exchange and study abroad programs, institutional affiliations, and economic development partnerships. These examples reflect the forward-looking trends of the institution and an abundance of opportunities for faculty and students to excel while contributing to the greater good of the state and nation.

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

INSTITUTION and STATE: University of Arizona, AZ

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW (from ESS):

DATES OF REVIEW: 12/6/10 - 12/8/10

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: No Change

DEGREES AWARDED: B, M, S, D

TEAM RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: International offerings are limited to courses in Latin America and Europe.

TEAM RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS: Prior Commission approval required.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: New Commission policy on institutional change became effective July 1, 2010. Some aspects of the change processes affecting distance delivered courses and programs are still being finalized. This entry will be updated in early 2011 to reflect current policy. In the meantime, see the Commission's Web site for information on seeking approval of distance education courses and programs.

TEAM RECOMMENDATION: No Change

REPORTS REQUIRED: None

TEAM RECOMMENDATION: 12/30/2015; Progress Report on the cycle of assessment of student learning

OTHER VISITS SCHEDULED: Focused Visit-Mandated: 2010 - 2011; A visit focused on the evaluation of the new branch campus in Phoenix, Arizona, within six months of the campus opening.

TEAM RECOMMENDATION: None

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 1999 - 2000

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2010 - 2011

TEAM RECOMMENDATION: 2020 - 2021

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: University of Arizona, AZ

TYPE OF REVIEW (from ESS): Continued Accreditation _X_ No change to Organization Profile

Educational Programs

	Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate		
Associate	0	
Bachelors	108	
Programs leading to Graduate		
Masters	122	
Specialist	4	
First Professional		
Doctoral	95	

Off-Campus Activities

In-State:	Present Activity:	Recommended Change: (+ or -)
Campuses:	Phoenix (UA College of Medicine - Phoenix and Partnership with ASU) ; Sierra Vista (University of Arizona South)	
Additional Locations:	Douglas (UA Douglas) ; Nogales (UA Santa Cruz) ; Scottsdale (Eller MBA) ; Tucson (Pima Community College, East) ; Tucson (UA Pima Desert Vista) ; Tucson (UA Pima Downtown) ; Tucson (UA Pima West) ; Tucson (UA Science and Technology Park) ; Vail (Vail Unified School District)	
Course Locations:	18	
Out-of-State:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	None	
Course Locations:	None	

Out-of-USA:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	None	
Course Locations:	None	

Distance Education Programs:

Present Offerings:

Certificate - 13.0501 Educational/Instructional Technology (Educational Technology) offered via Internet; Certificate - 13.0501 Educational/Instructional Technology (Media Education) offered via Internet; Certificate - 13.1315 Reading Teacher Education offered via Internet; Certificate - 14.2101 Mining and Mineral Engineering (Certificate (post-bacc) in Mining Occupational Safety & Health) offered via Internet; Certificate - 14.2101 Mining and Mineral Engineering (Certificate (post-bacc) in Mining Production & Info Technology) offered via Internet; Certificate - 14.3901 Geological/Geophysical Engineering offered via Internet; Certificate - 14.3901 Geological/Geophysical Engineering (Rock Mechanics) offered via Internet; Certificate - 15.1501 Engineering/Industrial Management (Engineering Management) offered via Internet; Certificate - 25.0101 Library Science/Librarianship (Certificate (post-bacc) in Digital Information Management) offered via Internet; Certificate - 30.1101 Gerontology (Certificate (post-bacc) in Gerontology) offered via Internet; Certificate - 40.0807 Optics/Optical Sciences (Certificate (grad prof) in Optical Sciences) offered via Internet; Certificate - 51.0706 Health Information/Medical Records Administration/Administrator (Health Care Informatics) offered via Internet; Certificate - 51.1601 Nursing/Registered Nurse (RN, ASN, BSN, MSN) (Certificate (post-master's) in Acute Care Nurse Practitioner) offered via Internet; Certificate - 51.1601 Nursing/Registered Nurse (RN, ASN, BSN, MSN) (Certificate (post-master's) in Adult Nurse Practitioner) offered via Internet; Certificate - 51.1601 Nursing/Registered Nurse (RN, ASN, BSN, MSN) (Certificate (post-master's) in Family Nurse Practitioner) offered via Internet; Certificate - 51.1601 Nursing/Registered Nurse (RN, ASN, BSN, MSN) (Certificate (post-master's) in Psychiatric Mental Health Nurse Practitioner) offered via Internet; Doctor - 51.1608 Nursing Science (MS, PhD) (Ph.D., Nursing) offered via Internet; Doctor - 51.1699 Nursing, Other (Doctor of Nursing Practice (DNP)) offered via Internet; Master - 14.0101 Engineering, General (AZ Master of Engineering, Tri-University) offered via Internet; Master - 14.1001 Electrical, Electronics and Communications Engineering (MS in Electrical and Computing Engineering) offered via Internet; Master - 25.0101 Library Science/Librarianship (Master of Info Resources & Library Science) offered via Internet; Master - 40.0807 Optics/Optical Sciences (MS in Optical Sciences) offered via Internet

Recommended Change:

(+ or -)

Correspondence Education Programs:

Present Offerings:

None