



**OFFICE OF
ACADEMIC AFFAIRS**

**Academic Program Review Manual:
Process & Procedures**

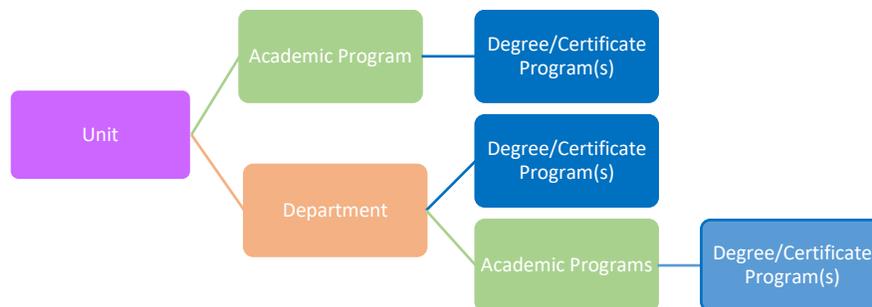
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The Purpose of Academic Program Review

Through Academic Program Review (APR), faculty, staff, community, and external reviewers collaborate to improve degree programs. APR entails reflection and evaluation of the achievements and goals of academic programs over a seven-year cycle. The APR ensures that academic programs 1) provide opportunities to learn that are of high quality and are in line with professional and national standards; 2) foster meaningful research; 3) engage with the life of the university; and 4) serve constituents or identified communities. APR offers faculty, deans, and Academic Affairs the information necessary for considering the role of the program in the university and for exploring the program's support and relation to university strategic goals. Lastly, APR secures documentation to demonstrate the value of UNM's programs to the state and to the community, while also satisfying criteria for Higher Learning Commission reaccreditation of the university as a whole. To serve these purposes, APR depends on the skills of campus administrators, faculty, and staff directly connected to and/or associated with the department or program undergoing review. Ideally, it also incorporates communication with identified constituents or communities served by the department or program. While APR is a process internal to the University of New Mexico, coordination with national standards for accreditation is strategically valuable. The APR process provides the opportunity to review a unit, defined here as all of the degree-granting programs grouped within a department or, in some cases, a degree-granting program that is independent of a single department.



Academic Program Review is supported on the Main Campus of the University of New Mexico by the Offices of Assessment & APR. The Offices of Assessment & APR maintains a calendar indicating the timeline of review for academic units. It provides information, strategies, and internal trouble-shooting for self-studies and assessment, while also supporting programs and departments throughout the APR process. The Health Sciences Center, School of Law, and UNM branch campuses (ie., UNM-Gallup, UNM-Los Alamos, UNM-Taos, and UNM-Valencia) are responsible for conducting program reviews that are consistent with the APR process outlined here.

All degree-granting programs must undergo program review; units with multiple degree programs normally have a single APR covering all degree programs. The APR, involving a site visit from at least two external and one internal reviewer, should occur every seven years and, when possible, should align with external accreditation by national educational and professional associations.

The APR process itself is subjected every three years to evaluation and revision by a task force comprised of faculty & staff.

Timeline & Stages for Program Reviews

Please note that each unit will be provided a customized timeline by the APR Office once that unit has selected its tentative Site-Visit dates. If your unit has not been sent a timeline, please contact the APR Office at 277-3330 or apr@unm.edu.

Activity/Action Item	Notes	Responsible Party	Due Date
Data and Information Collection	The unit should continuously collect and store information related to program review and improvement	Unit Chair and Faculty	Ongoing
APR Orientation Meeting	<p>APR and Assessment staff will meet with the unit to discuss the details of the APR process.</p> <p>The APR Specialist will initiate communication to schedule the orientation meeting. The unit chair and administrator should be in attendance, along with any faculty (such as associate chairs and others) who can speak to all components of the unit.</p>	APR Specialist	One year prior to the semester of the Site-Visit
Tentative Site-Visit Dates Due	<p>Submit the Site-Visit Dates to the APR Office via email.</p> <p>The unit should provide two (2) weeks it would like to have blocked-off/reserved, until specific dates are chosen.</p>	Unit/APR Specialist	1 month after APR Orientation Meeting

Activity/Action Item	Notes	Responsible Party	Due Date
<i>Nomination Form for Potential Review Team Members Due</i>	<p>The Nomination Form for each potential review team member should be approved by the School/College Dean, and then submitted via the APR email (apr@unm.edu), for final approval by the Office of the Provost.</p> <p>A form should be submitted for, at most, 6 external and 3 internal reviewers for consideration as review team members. Reviewers should be prominent faculty whose talents are relevant to the particular distinctions and aspirations of the unit being reviewed. The internal reviewer must be from a different unit at UNM.</p>	Unit Chair	2 months after APR Orientation Meeting
Begin Preparation of the Self Study Report	The unit chair should form a Self-Study committee composed of relevant faculty and staff to begin drafting the APR Self-Study. The Self-Study is a criterion and evidence-based document, focused on opportunities for improvement that will serve as a reference point for the review team when assessing the unit.	Unit Chair, Faculty, and Staff	3 months after APR Orientation Meeting

Activity/Action Item	Notes	Responsible Party	Due Date
Finalize Review Team	<p>The unit should submit a final list of reviewers and dates for the Site-Visit to the APR Specialist. The APR budget is able to support a maximum of 2 external and 1 internal reviewers. If more are desired, the unit or College will need to cover all associated expenses.</p> <p>Please note: the unit is responsible for determining the availability of potential reviewers, not the APR staff. The final list of reviewers should not be submitted until the unit has confirmed their availability during the chosen dates. Following this, the APR Specialist will contact the review team to arrange travel.</p>	Unit Chair	6 months prior to the Site-Visit
Draft of Self-Study Report & Itinerary Due	<p>Submit five (5) self-study hard-copies and a PDF, via email, to the APR Office.</p> <p>The hard copies will then be distributed to the Dean, Associate Provost for Curriculum & Assessment, Director of Assessment, and the APR Specialist for review.</p> <p>The unit should also have a rough Site-Visit Itinerary draft completed and sent to the APR Office for comment. The unit is free to schedule their site-visit as they see fit, provided that the meetings set by the APR staff (as seen on itinerary examples) are not affected. The unit may reach out to the review team for feedback and/or confirmation on finalizing the itinerary. The APR Office may also recommend activities and events. <i>Please note that the APR Office is unable to pay or split any food costs with the unit. Any events where food is provided must be paid by the unit.</i></p>	Unit Chair	10 weeks prior to the Site-Visit

Activity/Action Item	Notes	Responsible Party	Due Date
Conduct the Pre-Visit Meeting	<p>The APR Specialist will initiate communication with the unit to schedule the Pre-Visit Meeting, which will review and provide comments on the unit's self-study report & itinerary draft. Those attending the meeting should include the unit chair, administrator, key faculty, and the Office of Assessment & APR staff, as well as university and college leaders.</p> <p>The APR Specialist will consult with the appropriate administrative assistants in scheduling the meeting based on the availability of relevant senior administrators and the unit.</p>	APR Specialist	8 weeks prior to the Site-Visit
Final Self-Study Report & Site-Visit Itinerary Due	<p>Submit 7 hard-copies of the Self-Study Report and a PDF, via email, to the APR Office.</p> <p>The final Site-Visit Itinerary should also be submitted, via email, with the final Self-Study Report.</p> <p>The hard copies will be distributed to the Dean, Executive Vice President for Academic Affairs/Provost, Associate Provost for Curriculum, Director of Assessment, APR Specialist, and the review team (via email) at least five weeks prior to the APR Site-Visit.</p>	Unit Chair	5 weeks prior to the Site-Visit
APR Site-Visit	The unit's review team will conduct the APR Site-Visit. The reviewers will tour facilities, meet with faculty, staff, and students, to assess the overall program quality and explore areas for improvement.	Unit and APR Office	12 months following the APR Orientation Meeting

Activity/Action Item	Notes	Responsible Party	Due Date
Exit Meeting	<p>The APR Specialist will schedule the Site-Visit Exit Meeting either from 4:00 p.m.—5:00 p.m. for a two day Site-Visit or from 11:00 a.m. --12:00 p.m. for a three day Site-Visit.</p> <p>The APR Office will consult with the appropriate administrative assistants in scheduling the meeting based on the availability of relevant senior administrators and the unit.</p>	APR Specialist	Dependent on two or three day Site-Visit
Review Team Report and <i>Review Team Worksheet</i> Due	<p>The review team should submit a PDF of the Review Team Report and completed <i>Review Team Worksheet</i> to the APR Office (apr@unm.edu).</p> <p>The unit’s chair will receive an email notification once these documents have been submitted.</p>	Review Team	6 weeks following the Site-Visit
Begin drafting the Unit Response Report and the Initial Action Plan	<p>Working with the faculty, Deans, and Academic Affairs, the unit should begin preparing a response to the review team findings, and then an action plan for the unit based on synthesis of the review and information about College, School and university strategic goals.</p> <p>Please note that these documents are two separate entities.</p>	Unit and College/School Leadership	Within 3 months following the Site-Visit

Activity/Action Item	Notes	Responsible Party	Due Date
Unit Response Report & Initial Action Plan Due	<p>If the unit's Site-Visit took place during the fall semester, the final approved Unit Response Report and the final Initial Action Plan (approved by both the Dean and Office of the Provost) must be submitted to the APR office by August 16th.</p> <p>If the unit's Site-Visit took place during the spring semester, the final approved Unit Response Report and the final Initial Action Plan (approved by both the Dean and Office of the Provost) must be submitted to the APR office by December 16th.</p> <p>The APR Office will upload all unit documentation associated with the APR Process on its website at apr.unm.edu.</p>	Unit Chair and Faculty	December 16 th or August 16 th
Action Plan Updates	The unit will create a narrative update on how the program is addressing the findings from the previous step and is meeting its goals. This document will be sent to the APR Office via email.	Unit Chair	Annually
University Strategic Planning	The Deans and Administration will synthesize and analyze findings from APRs (with support from Office of Assessment & APR) for use in university strategic planning.	University Leadership and Assessment/APR Office	Annually
Mid-Cycle Follow-Up	The unit will collaborate with the Office of Assessment & APR and the relevant CARC (College Assessment Review Committee) to evaluate and strengthen assessment processes mid-stream. APR and Assessment staff will contact the unit to initiate this process	Assessment/APR Office and Unit	3 years following Site-Visit

Options for Developing the Academic Program Review Self-Study¹

As the document that structures reflection about the quality of an academic unit, the self-study should be attuned to the goals and character of the unit and should be integrated with other forms of review, such as accreditation by external professional and educational organizations.

In developing the self-study with support from the Office of Assessment and APR, academic units can opt for two different approaches:

1. Non-Accredited Approach
2. Accredited Approach

Non-Accredited Approach: This approach uses the suggested self-study outline and is designed for units that do not have discipline-specific external accreditation, allowing the unit to provide a comprehensive analysis of a unit's resources, processes, and outcomes. This permits units to structure self-study documents in a similar manner for each internal program review, thereby providing an opportunity for program stakeholders to make comparisons from one self-study to another. As such, this approach has widespread utility for the multitude of disciplines represented at UNM.

Accredited Approach: Several units at UNM are accredited by discipline-specific accrediting agencies. This approach permits an accredited unit to draw upon their accrediting documents in completing the self-study, thereby aligning the internal program review with external frameworks and reporting requirements to avoid unnecessary duplication of effort. It also provides units undergoing external accreditation an opportunity to leverage the program review process to help make improvements in advance of such discipline-specific accreditation cycles. External discipline-specific accreditation inherently seeks to establish a program's level and nature of compliance with stated criteria, while UNM's program review process actively promotes an improvement-oriented approach. Thus, for the purpose of program review, units are encouraged to address in the self-study document both their compliance with externally developed, discipline-specific criteria *and* areas identified for internal improvement. In doing so, the aims and purposes of both the internal and external reviews can be maximized.

Elements Common to All Self-Study Options: Regardless of which approach is used to develop the self-study document, all program review self-studies should contain evidence-based information that is organized in a logical, well-written manner to demonstrate the following elements:

- Stated goals and outcomes for the unit
- Explicit connection of the unit to UNM's mission, vision, values, and diversity statements
- Evidence of program effectiveness, with a particular emphasis on assessment of student learning outcomes
- Evidence of excellence in teaching and learning, particularly the unit's ability to achieve the following:

¹ These approaches, and the language associated, are adapted from the "Guidelines for Academic Program Review at Indiana University-Purdue University Indianapolis."

- Attract and support a better prepared and more diverse student population
- Support and enhance effective teaching
- Enhance undergraduate student learning and success
- Provide professional and graduate programs and support for graduate students and post-doctoral fellows
- Evidence of excellence in research, scholarship, creative activity, and civic engagement at the local, national, and international level
- Critical questions to which the program is seeking answers or guidance from its program reviewers
- Overall assessment of the unit's strengths, areas for improvement, and plans for the future

If desired, the unit may utilize a skeleton self-study report crafted by the Office of APR to construct their own self-study report. This skeleton document will be provided to the unit by the Office of APR after the unit's orientation.

Non-Accredited Approach Guidelines & Criteria for Unit Self-Study Report

The unit's Self-Study Report should reflect the collective perspectives of the faculty (including continuing, temporary, and affiliated faculty) within the unit and should include input from students, staff, and other stakeholders, including targeted community constituents. The Self-Study Report is a forum for critical reflection on what the unit is doing, why it is doing it, how effectively the unit is operating, and how it can improve. The Self-Study Report should serve to reinforce or redefine the productivity, viability, and direction of the unit based on this reflection as well as its desired future. Units should examine and incorporate, where possible, information and resources available from national associations with which the unit is affiliated.

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

All Self-Study Reports are expected to address each APR Criteria described below. The Criteria will inform the unit's strategic planning efforts moving forward. The Self-Study Report, not including any appendices, normally totals around 50 pages.

Criterion 1. Introductory Section & Background Information

The section should provide a brief introduction to the Self-Study Report, which includes the following elements:

- 1A. An Executive Summary that provides a one to two-page summary/abstract of the information contained within the Self-Study Report.
- 1B. A brief description of the history of each degree/certificate program offered by the unit.
- 1C. A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.
- 1D. Information regarding specialized/external program accreditation(s) associated with the unit, including a summary of findings from the last review, if applicable. If not applicable, indicate that the unit does not have any specialized/external program accreditation(s).
- 1E. A brief description of the previous Academic Program Review Process for the unit. The description should:
 - note when the last review was conducted;
 - provide a summary of the findings from the Review Team Report;
 - indicate how the Unit Response Report and Initial Action Plan addressed the findings; and
 - provide a summary of actions taken in response to the previous APR.
- 1F. Provide a brief overview of the vision and mission of the unit and how each degree/certificate offered addresses this vision and mission. Describe the relationship of the unit's vision and mission to UNM's vision and mission. In other words, to assist the university in better showcasing your unit, please explain the importance of

its contribution to the wellbeing of the university, including the impact of the unit's degree/certificate program(s) on relevant disciplines/fields, locally, regionally, nationally, and/or internationally?

Criterion 2. Teaching & Learning: Curriculum

The unit should demonstrate the relevance and impact of the curriculum associated with each degree/certificate program. (Differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

- 2A. Provide a detailed description of the curricula for each degree/certificate program within the unit.
 - Include a description of the general education component required, including any contributions from the unit to general education, and program-specific components for both the undergraduate and graduate programs.
 - Discuss the unit's contributions to and/or collaboration with other internal units within UNM, such as common courses, courses that fulfill pre-requisites of other programs, courses that are electives in other programs, cross-listed courses, etc.
- 2B. Discuss the unit's mode(s) of delivery for teaching courses.

Criterion 3. Teaching & Learning: Assessment

The unit should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program's assessment plan(s) and annual program assessment records/reports. (Differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.)

- 3A. Provide current Assessment Plan for each degree and certificate program in the unit.
- 3B. Provide current Assessment Report for each degree and certificate program in the unit. Expand on any initiatives/changes that have resulted from these reports.
- 3C. Describe the unit's primary constituents and stakeholders. Include an explanation of how the student learning outcomes for each degree/certificate are communicated to students, constituents, and other stakeholders.

Criterion 4. Students (Undergraduate & Graduate)

The unit should have appropriate structures in place to recruit and retain undergraduate and graduate students. (If applicable, differentiate for each degree and certificate program offered by the unit). Include specific measures and activities aimed at increasing equity and inclusion.

- 4A. Discuss the unit's proactive recruitment activities for both undergraduate and graduate programs, including specific efforts focused on recruiting students of color, underserved students, and students from groups that have been traditionally under-represented in your academic field.

- 4B. Discuss the unit's admissions criteria and decision-making processes (including transfer articulation(s)) for both undergraduate and graduate programs. Evaluate the impact of these processes on enrollment.
- 4C. Provide available data and an analysis of the unit's 1) enrollment, 2) retention, and 3) graduation (i.e. time to degree, graduation rates, etc.) trends. Please provide data and analysis on enrollment, retention and graduation rates for students by race/ethnicity, gender, first generation, and Pell grant status, where possible. Include an explanation of the action steps or initiatives the unit has taken to address any significant challenges or issues highlighted in these trends. When possible, data should be obtained from a UNM source such as MyReports or OIA. The APR office will assist with identifying appropriate data sources.
- 4D. Discuss the unit's advisement process for students, including an explanation of how the unit has attempted to improve or address issues regarding its advising practices and to ensure inclusiveness and equity in advising.
- 4E. Discuss any student support services that are maintained by the unit and evaluate the relevance and impact of these services on students' academic success.
- 4F. Discuss the success of graduates of the program by addressing the following questions:
 - How does the unit measure the success of graduates (i.e. employment, community engagement, graduate studies, etc.)?
 - What are the results of these measures?
 - Discuss the equity of student support and success across demographic categories.

Criterion 5. Faculty

The faculty (i.e., continuing, temporary, and affiliated) should have appropriate qualifications and credentials and be suitable to cover the curricular requirements of each degree/certificate program.

- 5A. After completing the *Faculty Credentials Template* (Appendix D), discuss the composition of the faculty and their credentials (i.e. proportion of senior versus junior faculty, proportion of women and underrepresented faculty, etc.). Provide a link to the faculty vitae.
- 5B. Explain the process that determines and assigns faculty course-load (i.e., how many courses do faculty teach per semester, how does the unit determine faculty assignment to lower division vs. upper division courses, etc.). Describe the faculty-to-student and faculty-to-course ratio, and any impacts this has on unit success.
- 5C. Describe the professional development activities for faculty within the unit, including how these activities are used to sustain research-related agendas, quality teaching, and students' academic/professional development at the undergraduate and graduate level. Describe what measures the department takes to ensure appropriate support, mentoring, workload and outcomes for faculty of color and members of groups that are traditionally under-represented in your field.

Criterion 6. Research, Scholarship, & Service

The unit should have structures in place to promote active engagement in research, scholarly, and creative works among the faculty and students (if applicable, differentiate for each undergraduate and graduate degree and certificate program).

- 6A. Describe the scholarly/creative works and accomplishments of the faculty. Explain how these support the quality of the unit; what are particular areas of strength?
- 6B. If applicable, include a summary of the unit's research related expenditures, including international, national, local, and private grants/funding. How is faculty-generated revenue utilized to support the goals of the unit?
- 6C. Give an overview of the unit's involvement with any research labs, organizations, institutes, or other such centers for scholarly/creative endeavors (i.e. formal partnerships with Sandia Labs, CHTM, community organizations, local media, etc.).
- 6D. Describe the opportunities for undergraduate and graduate students to be involved in research/creative works through curricular and extracurricular activities.
- 6E. Describe faculty members' service to the UNM community and beyond (local, national, global). Examples include community engagement practices, volunteering on committees, professional organization membership/leadership, etc.

Criterion 7. Peer Comparisons

The degree/certificate program(s) within the unit should be of sufficient quality compared to relevant peers. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

- 7A. Choose 3 peer departments from the *Peer Comparison Template* (Appendix E) to contrast with the unit. After completing the *Template* for these departments, provide an analysis of the comparison. Please describe aspects of your program that are unique compared to these peers.
 - The unit may choose to select an alternative peer institution designated by a relevant regional, national, and/or professional agency.

Criterion 8. Resources & Planning

The unit should demonstrate effective use of resources and institutional support to carry out its mission and achieve its goals.

- 8A. Provide an analysis of the unit's budget, including support received from the institution and external funding sources.
 - Include a discussion of how alternative avenues (i.e., summer bridge programs, course fees, differential tuition, etc.) have been explored to generate additional revenue to maintain the quality of the unit's degree/certificate program(s) and courses.
- 8B. Discuss the unit staff and their responsibilities (including titles and FTE). Include an overall analysis of the adequacy and effectiveness of the staff composition in supporting the mission and vision of the unit.

- 8C. If the unit has an advisory board, describe the membership, their charge, and discuss how the board's recommendations are incorporated into decision-making.

Criterion 9. Facilities

The unit's facilities should be adequately utilized to support student learning, as well as scholarly/research activities.

- 9A. Provide an updated listing from UNM's current space management system of the spaces assigned to your unit (e.g., offices, conference rooms, classrooms, laboratories, computing facilities, research space, etc.). Discuss the unit's ability to meet academic requirements with current facilities.
- Explain if the unit has any spaces that are not documented in UNM's space management system.
 - Explain the unit's unmet facility needs.
 - If applicable, describe the facility issues that were raised or noted in the last APR. What were the results, if any?
- 9B. Discuss any future space management planning efforts related to the teaching, scholarly, and research activities of the unit. Include an explanation of any proposals that will require new or renovated facilities and how they align with UNM's strategic planning initiatives.
- Explain the potential funding strategies and timelines for these facility goals.

Conclusion. Strategic Planning

Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its degree programs (if applicable, differentiate between undergraduate and graduate). Address all criterion, including but not limited to: student learning outcomes, curriculum, assessment practices, recruitment, retention, graduation, success of students/faculty, research/scholarly activities, resource allocation, and facility improvement.

Accredited Approach Guidelines and Criteria for Unit Self-Study Report

Units with external accreditation must still address the criteria listed for the Self-Study, however, they may choose to do so in a manner that takes advantage of their accreditation documents. If a particular criterion or prompt has already been addressed through external accreditation, the unit may synthesize the findings of their accreditation. Any relevant accreditation documents should be cited and attached as appendices to the Self-Study. In order to maximize the usefulness of the APR process, new material produced for the Self-Study will address criteria that were not covered by external accreditation.

The unit's Self-Study Report should reflect the collective perspectives of the faculty (including continuing, temporary, and affiliated faculty) within the unit and include input from students, staff, and other stakeholders, including targeted community constituents. The Self-Study Report is a forum for critical reflection on what the unit is doing, why it is doing it, how effectively the unit is operating, and how it can improve. The Self-Study Report should serve to reinforce or redefine the productivity, viability, and direction of the unit based on the unit's reflection on its past performance and its desired future. Units should examine and incorporate, where possible, information and resources available from national associations with which the unit is affiliated.

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

The purpose of the Review Team is to utilize the criteria set forth by this APR Manual in order to review the unit, ultimately providing support and feedback. The role of each review team member is that of a benevolent auditor working as a partner in a unit's continuous improvement efforts, rather than as an investigator or detective. Review team members are expected to interact with institutional personnel in a professional and collegial manner, and as appropriate, assist the unit in its improvement. While the Review Team will follow the Itinerary set forth by the unit, they should be given ample time to meet one-on-one with faculty members and stakeholders. The review team may opt to appoint a chair to facilitate the team's work.

The review team must also adhere to the confidentiality standards outlined in the Family Educational Rights and Privacy Act (FERPA). FERPA, also known as the Buckley Amendment, is the federal statute that governs student educational records. Everyone who works with student records should be familiar with the law's provisions in governing: students' rights to access their records, students' rights to amend their records, and students' rights to limit disclosure of personally identifiable information (i.e., <http://registrar.unm.edu/privacy-rights/ferpa.html>).

The APR Office will revisit the charge of the review team during the Review Team Orientation Meeting on the first day of the Site-Visit. In addition, the APR Office will provide the review team members with manuals and digital copies of all pertinent APR materials during the morning orientation meeting. These documents, the Site-Visit itinerary, and other information will be reviewed and discussed with the review team during the aforementioned orientation meeting.

The Exit Meeting & Review Team Report

The review team's Site-Visit will culminate with a preliminary presentation of its findings. The review team can choose whether it would like to present using the Narrative or PowerPoint Exit Meeting template (<http://apr.unm.edu/documents-and-templates/index.html>).

The exit meeting presentation should highlight and include an overview of the key strengths and shortcomings exhibited by the unit for each APR criterion and any other pertinent observations as determined by the review team. By completing the Review Team Worksheet as a team or individually by the end of the Site-Visit (see Appendix F), and then using it for guidance to develop the exit meeting presentation, review team members should note whether each APR criterion has been met. A description of any strengths, shortcomings, issues, or concern relative to each APR criterion should be provided in the comment column. Each APR Criteria should be assessed using one of the following evaluation measures:

- **Exceeds (E)** – The criterion response and Site-Visit highlights exceptional efforts/work on the part of the unit.
- **Met (M)** – No shortcomings/issues exist in the criterion response or presented themselves during the Site-Visit.
- **Met with Concerns (MC)** – The criterion is satisfied, but one or more issues/concerns were not clearly addressed or supported with evidentiary data in the Self-Study Report or

during the Site-Visit. This issue or shortcoming may pose a problem in the near future or affect the quality and credibility of the unit.

- **Not Met (NM)** – The criterion is not satisfied, and requires the unit to provide corrective actions.

During the Exit Meeting, reviewers are encouraged to provide perspective and recommendations from their collective findings from the Self-Study, Site-Visit, and their own departments/institutions. Observations should be made in reference to the APR Criteria and associated evidence provided by the unit. The unit and its constituents will determine their own path forward with consideration of the feedback provided during the Exit Meeting.

Following the Site-Visit, the review team will have six (6) weeks to complete the Review Team Worksheet (Appendix F) and produce a Review Team Report. The Review Team Report should clearly and sufficiently discuss the unit's strengths and/or shortcomings for each APR criterion, and any other relevant observations, in order for the unit to identify and determine the appropriate corrective action steps to implement.

Upon receipt of the Review Team Report, the unit will have the option to review the report over a timeframe of no more than two weeks for any errors-of-fact contained within the report. The APR Office will provide any requests from units for changes/updates to errors in the report to the review team within two weeks of its initial submission of the Review Team Report. Otherwise, the report will be considered as final.

Following the distribution of the Review Team Report, the unit will construct a response to the Review Team Report. This Unit Response Report is a small narrative piece that serves to document the unit's response to any comments or suggestions put forth by the Review Team. It is not presumed that the review team's findings will be accepted by the unit. Review teams would not have a depth of knowledge about UNM or the environment of the state of New Mexico. However, all findings, issues, and/or shortcomings mentioned by the review team must be addressed thoughtfully in the Unit Response Report.

Deadlines for Unit Response Reports will be dependent on the unit's Site-Visit dates. For units that undergo a Fall Site-Visit, responses will be due August 16th. For units that undergo a Spring Site-Visit, responses will be due December 16th.

This document must be approved by both the unit chair and by the college/school's dean before being sent to the APR Office for senior leadership approval. An accompanying signature cover sheet, for both the Unit Response Report and the Initial Action Plan, can found as Appendix G.

Initial Action Plan

The Initial Action Plan should be a reflection and itemization of the unit's intended plan of action as summarized in the Unit Response Report. It should include measurable action items and/or outcomes that reflect the unit's short- and long-term strategic planning efforts as outlined and summarized in the Unit Response Report. These action items should be articulated in a manner that clearly describes the findings, issues and/or shortcoming(s) that are being addressed, the specific action steps to be taken (and by whom), and the expected timeline for completing each action step. The action items should be measurable, sustainable, and feasible with respect to the available resources and capacity of the unit and its programs, college/school, and university. Overall, the Initial Action Plan should: address any issues and/or shortcomings noted by the review team with respect to the relevant APR Criterion; be reflective of any goals of the degree/certificate program(s) based upon the unit's mission and strategic planning initiatives; and take into account the review team's findings, where appropriate.

Any changes or action items proposed by the unit should highlight continuous improvement efforts that would strengthen the unit and its programs' quality, visibility, reputation, and/or key areas of distinction. Requests by the unit for additional resources should be made with the existing budget and space allocation processes in mind, and must be clearly linked to the university's strategic plan and the unit's goals.

This document will be sent to the Dean's Office for approval along with the Unit Response Report, and as such is subject to the same deadlines. The Unit Response and the Action Plan will then be sent to senior leadership for approval.

An update must be provided on the unit's Initial Action Plan annually until the unit's next APR. It should include measurable, time-specific action items and outcomes that can be tracked and progressively resolved over the years in order for the unit to demonstrate continuous improvement during the seven-year APR cycles.

Appendices

(ALL APPENDICES AND TEMPLATES ARE AVAILABLE ONLINE AT APR.UNM.EDU)

Appendix A: Master Schedule of Academic Program Reviews

The APR Office will contact each unit to schedule their Orientation Meeting. The Orientation will take place one year before the Site-Visit.

Next APR Site-Visit	Last APR Site-Visit	Unit	Degrees/Certificates Awarded	School/College	Accreditation
Fa. 2019	Fa. 2010	Art & Art History	Art Education – B.A., M.A. Art History – B.A., M.A., Ph.D. Art Studio – B.F.A., B.A., M.F.A.	CFA	NCATE & NMPED (Art Ed only)
Fa. 2019	Fa. 2009	History	B.A., M.A. Ph.D.	A&S	
Fa. 2019	Fa. 2010	Water Resources	M.W.R.	Grad Studies	
Sp. 2020	Sp. 2014	Anderson School of Management	Business Administration – B.B.A., M.B.A. Accounting – M.Acct. Information Systems and Assurance – M.S.	ASM	AACSB
Sp. 2020	Sp. 2012	Architecture	B.A.A., M.Arch.	SAAP	NAAB (Grad only)
Sp. 2020	Sp. 2012	Music	Music – B.A., B.M., M.M. Music Education – B.M.E.	CFA	NCATE & NMPED (BME only) NASM
Sp. 2020	Sp. 2010	Optical Science & Engineering	M.S., Ph.D.	A&S / SOE	
Fa. 2020	Sp. 2012	Health, Exercise, & Sports Sciences	Athletic Training – B.S. Exercise Science – B.S. Health Education – B.S., M.S. Physical Education Teacher Education – B.S.Ed., M.S., Ph.D. Sport Administration – M.S., Ph.D.	COE	COSMA (M.S., PhD in Physical Ed) CAATE (B.S. in Athletic Training)
Fa. 2020	Fa. 2012	Nanoscience & Microsystems	M.S., Ph.D.	A&S / SOE	
Fa. 2020	Sp. 2013	Political Science	B.A., M.A., Ph.D.	A&S	
Fa. 2020	Fa. 2012	Special Education	Special Education – B.S.Ed., M.A., Ed.D., Ph.D., Ed.S. Cert. Applied Behavioral Analysis – Cert. Educational Diagnosis – Cert. Autism Spectrum Disorder – Cert.	COE	
Sp. 2021	Sp. 2013	Chemistry & Chemical Biology	B.A., B.S., M.S., Ph.D.	A&S	
Sp. 2021	Fa. 2013	Earth & Planetary Sciences	Earth & Planetary Sciences – B.A., B.S., M.S., Ph.D. Environmental Science – B.S.	A&S	
Sp. 2021	Fa. 2013	International Studies Institute	International Studies – B.A.	A&S	
Sp. 2021	Fa. 2013	Speech & Hearing Sciences	Speech & Hearing Sciences – B.A. Speech-Language Pathology – M.S.	A&S	ASHA (Masters only)
Sp. 2021	Sp. 2014	Theatre & Dance	Dance – B.A., M.F.A. Design for Performance – B.F.A. Dramatic Writing – M.F.A. Theatre – B.A. Theatre and Dance – M.A.	CFA	NAST (Theatre) NASD (Dance)
Fa. 2021	Sp. 2012	Communication & Journalism	Communication – B.A., M.A., Ph.D. Journalism & Mass Communication – B.A.	A&S	ACEJMC (Undergrad only)
Fa. 2021	Sp. 2011	Economics	B.A., M.A., Ph.D.	A&S	
Fa. 2021	Fa. 2014	Foreign Languages & Literature	Classical Studies – B.A. Comparative Literature & Cultural Studies – B.A., M.A. East Asian Studies – B.A. French – B.A., M.A., Ph.D.	A&S	

Next APR Site-Visit	Last APR Site-Visit	Unit	Degrees/Certificates Awarded	School/College	Accreditation
			German Studies – B.A. Languages – B.A. Russian – B.A.		
Fa. 2021	Sp. 2010	Physics & Astronomy	Physics – B.S., M.S., Ph.D. Physics & Astrophysics – B.A. Astrophysics – B.S.	A&S	
Fa. 2021	Sp. 2014	Religious Studies	B.A.	A&S	
Fa. 2021	Sp. 2014	Women's Studies	B.A., Cert.	A&S	
Sp. 2022	Fa. 2014	BA/MD	Health, Medicine, & Human Values – B.A.	A&S / SOM	
Sp. 2022	Fa. 2015	Honor's College	Interdisciplinary Liberal Arts – B.A.	HON	
Sp. 2022	Fa. 2014	Liberal Arts & Integrative Studies	Liberal Arts – B.L.A. Integrative Studies – B.I.S.	UC	
Sp. 2022	N/A	Museum Studies	Cert., M.A., M.S.	A&S	
Sp. 2022	Fa. 2014	Native American Studies	B.A., M.A.	A&S	
Sp. 2022	Fa. 2011	Teacher Education, Educational Leadership & Policy	Elementary Education – B.S.Ed., M.A. Secondary Education – B.A.Ed., B.S.Ed., M.A. Educational Leadership – M.A., Ed.D., Ed.S. Cert Teaching, Learning, & Teacher Education – Ed.S. Cert., Ph.D., Ed.D.	COE	NCATE & NMPED
Fa. 2023	Sp. 2015	Africana Studies	B.A.	A&S	
Fa. 2023	Sp. 2015	American Studies	B.A., M.A., Ph.D.	A&S	
Fa. 2023	Sp. 2016	Individual, Family, & Community Education	Counselor Education – M.A., Ph.D. Educational Psychology – M.A., Ph.D. Family & Child Studies – B.S., M.A., Ph.D. Nutrition – B.S., M.S.	COE	NCATE & NMPED (Counseling) CDR (Nutrition) NCF (Family Studies)
Sp. 2023	Fa. 2015	Biochemistry	B.A., B.S.	A&S / SOM	ASBMB
Sp. 2023	Sp. 2016	Chicana & Chicano Studies	B.A., M.A., Ph.D.	A&S	
Sp. 2023	Sp. 2016	Psychology	B.A., B.S., M.A., Ph.D.	A&S	APA (PhD)
Sp. 2023	Sp. 2016	Sociology	Sociology - B.A., M.A., Ph.D. Criminology - B.A., M.A., Ph.D.	A&S	
Sp. 2023	N/A	Peace & Global Justice Studies	Cert.	A&S	
Fa. 2023	Fa. 2016	Community & Regional Planning	Community & Regional Planning - M.C.R.P. Environmental Planning & Design - B.A.E.P.D.	SAAP	PAB
Fa. 2023	Fa. 2016	Language, Literacy & Sociocultural Studies	LLSS – M.A., Ph.D. Educational Linguistics – Ph.D.	COE	
Fa. 2023	Fa. 2016	Latin American & Iberian Institute	Latin American Studies – B.A., M.A., Ph.D.	A&S	
Fa. 2023	Fa. 2016	Linguistics	Linguistics – B.A., M.A., Ph.D. Signed Language Interpreting – B.S.	A&S	CCIE (Sign Language Interpreting)
Sp. 2024	Sp. 2017	Biology	B.A., B.S., M.S., Ph.D.	A&S	
Sp. 2024	Sp. 2017	Geography & Environmental Studies	B.A., B.S., M.S. GCERT (Law, Environment, & Geography)	A&S	
Sp. 2024	Sp. 2017	Mathematics & Statistics	Mathematics – B.S., M.S., Ph.D. Statistics – B.S., M.A., Ph.D.	A&S	
Sp. 2024	Sp. 2017	Spanish & Portuguese	Spanish – B.A., M.A., Ph.D. Portuguese – B.A., M.A.	A&S	
Fa. 2024	Fa. 2017	Film & Digital Arts	B.A., B.F.A.	CFA	
Fa. 2024	Fa. 2017	Landscape Architecture	M.L.A.	SAAP	LAA
Fa. 2024	Fa. 2017	Philosophy	Philosophy – B.A., M.A., Ph.D. Philosophy, Pre-Law – B.A. English-Philosophy – B.A.	A&S	
Fa. 2024	N/A	Public Policy	MPP	A&S	

Next APR Site-Visit	Last APR Site-Visit	Unit	Degrees/Certificates Awarded	School/College	Accreditation
Sp. 2025	Sp. 2018	Chemical & Biological Engineering	B.S.Ch.E., M.S., Ph.D.	SOE	ABET (undergrad only)
Sp. 2025	Sp. 2018	Civil Engineering & Construction Management	Civil Engineering – B.S.C.E., M.S.-C.E., M.ENG-C.E., Ph.D. Construction Engineering – B.S.Cn.E, Construction Management – B.S.C.M., M.C.M	SOE	ABET (undergrad only)
Sp. 2025	Sp. 2018	Electrical & Computer Engineering	Electrical Engineering – B.S.E.E., M.S., Ph.D. Computer Engineering – B.S.Cp.E., M.S., Ph.D.	SOE	ABET (undergrad only)
Sp. 2025	Sp. 2018	Mechanical Engineering	Mechanical Engineering – B.S.M.E, M.S.M.E., Ph.D. Manufacturing Engineering – M.E.M.E.	SOE	ABET (undergrad only)
Fa. 2025	Fa. 2018	Anthropology	B.A., B.S., M.A., Ph.D.	A&S	
Fa. 2025	Fa. 2018	Nuclear Engineering	B.S.N.E., M.S., Ph.D.	SOE	ABET (undergrad only)
Fa. 2025	Fa. 2018	Organization, Information & Learning Sciences	Instructional Technology & Training – B.S. Organization, Information & Learning Sciences – M.A., Ed.Spc., Ph.D.	ULLS	
Fa. 2025	Fa. 2018	Public Administration	Public Administration – M.P.A. Health Administration – M.H.A.	A&S	NASPAA
Sp. 2026	Sp. 2019	Computer Science	B.S.C.S., M.S., Ph.D.	SOE	ABET (undergrad only)
Sp. 2026	Sp. 2019	English Language & Literature	English – B.A., M.A., Ph.D. Creative Writing – M.F.A.	A&S	

**Appendix B: Nomination Form for Potential Review Team Member
Academic Program Review (APR)**

ACADEMIC UNIT BEING REVIEWED:

POTENTIAL REVIEWER'S INFORMATION

Name:

Title or Rank:

Phone:

Current Address:

Email:

City:

State:

Zip:

Website:

RELATIONSHIP TO UNM OR UNIT FACULTY (CO-PIS, PUBLICATIONS, CONFERENCES, PERSONAL FRIENDSHIPS ETC.)

BRIEFLY DESCRIBE THE QUALIFICATIONS THAT MAKE THIS PERSON AN APPROPRIATE REVIEW TEAM MEMBER FOR YOUR UNIT. INDICATE ANY RELEVANT ACADEMIC AND PROFESSIONAL EXPERIENCE QUALIFYING THIS PERSON AS A REVIEWER.

***IF AVAILABLE, ATTACH A SHORT BIO TO THIS FORM.

SUBMITTED BY: UNIT CHAIR/DIRECTOR

Please fill out "Date" if not utilizing Adobe E-Sign

Name:

Signature:

Date:

APPROVED BY: DEAN

Name:

Signature:

Date:

APPROVED BY: ASSOCIATE PROVOST

Signature :

Date:

DATE RETURNED TO UNIT BY APR SPECIALIST:

Appendix C: Site-Visit Sample Itineraries

Two Day Site-Visit

Note: This is a sample itinerary only; the unit should create an itinerary in consultation with the APR Office. Please schedule breaks and down time.

Day One:

Time	Activity	Who is responsible	Location
6:30 to 7:45 a.m.	Breakfast at hotel – Unit will pick up team members	Unit	
8:30 a.m. to 9:00 a.m.	Review Team Orientation Meeting Director of Assessment & APR; APR Specialist, unit’s chair; Self-Study Report committee	Unit/ APR Specialist	
9:00 a.m. to 9:30 a.m.	Stand-alone Meeting with Chair/Director	Unit	
9:30 a.m. to 9:45 a.m.	Unit meeting with Review Team	Unit	
Mandatory meetings 10:00 a.m. to 11:00 a.m.	Meeting with College/School Dean	Unit	
11:00 a.m. to 12:00 p.m.	Facility tour	Unit	
12:00 p.m. to 1:00 p.m.	Lunch	Unit	
1:00 p.m. to 4:00 p.m.	Continue meetings with students, faculty, staff members, and the administrators of the program	Unit	
4:00 p.m. to 5:00 p.m.	Reception – <i>optional</i>		
6:00 p.m. to 9:00 p.m.	Working dinner	Unit	

Day Two:

Time	Activity	Who is responsible	Location
6:30 to 7:45 a.m.	Breakfast at hotel – Unit will pick up team members	Unit	
8:00 a.m. to 8:45 a.m.	Review Unit materials	Unit	
9:00 a.m. to 10:00 a.m.	Additional meetings location visits	Unit	
Mandatory meeting 10:00 a.m. to 10:30 a.m.	Meeting with Provost/Executive Vice President for Academic Affairs	APR Specialist	Scholes Hall, Room 246
Mandatory meeting 10:30 a.m. to 11:00 a.m.	Meeting with Associate Provost	APR Specialist	Scholes Hall, Room 246
11:00 a.m. to 12:00 p.m.	Meetings requested by review team or to be used as work time	Unit	
12:00 p.m. to 1:00 p.m.	Lunch	Unit	
Non-mandatory meetings 1:00 p.m. to 2:00 p.m.	Meetings with other key stakeholders as time permits	Unit	
2:00 p.m. to 3:45 p.m.	Team meeting to draft report		
4:00 p.m. to 5:00 p.m.	Exit meeting attended by: Review Team, Provost, Associate Provost for Curriculum, Dean of Graduate Studies or designee, as applicable; College/School Dean, Associate Dean(s), Director of Assessment & APR, Unit’s chair, Chair of the Self-Study Report committee, APR Specialist	Unit/APR Specialist	Dane Smith 220
5:00 p.m.	Reviewers depart Albuquerque or schedule a working dinner	Unit	

Three Day Site-Visit

Note: This is a sample itinerary only; the unit should create an itinerary in consultation with the APR Office. Please schedule breaks and down time.

Day One:

Time	Activity	Who is responsible	Location
6:30 to 7:45 a.m.	Breakfast at hotel – Unit will pick up team members	Unit	
8:30 a.m. to 9:00 a.m.	Review Team Orientation Meeting Director of Assessment & APR; APR Specialist, unit’s chair; Self-Study Report committee	Unit/ APR Specialist	
9:00 a.m. to 9:30 a.m.	Stand-alone Meeting with Chair/Director	Unit	
Mandatory meetings 10:00 a.m. to 11:00 a.m.	Meetings with College/School Dean	Unit	
11:00 a.m. to 12:00 p.m.	Facility tour	Unit	
12:00 p.m. to 1:00 p.m.	Lunch	Unit	
1:00 p.m. to 4:00 p.m.	Continue meetings with students, faculty, staff members, and the administrators of the program	Unit	
4:00 p.m. to 5:00 p.m.	Day one or two - Reception – <i>optional</i>	Unit	
5:00 p.m. to 9:00 p.m.	Working dinner	Unit	

Day Two:

Time	Activity	Who is responsible	Location
6:30 to 7:45 a.m.	Breakfast at hotel – Unit will pick up team members	Unit	
8:00 a.m. to 10:00 a.m.	Additional meetings location visits	Unit	
Mandatory meeting 10:00 a.m. to 10:30 a.m.	Meeting with Provost/Executive Vice President for Academic Affairs	APR Specialist	Scholes Hall, Room 246
Mandatory meeting 10:30 a.m. to 11:00 a.m.	Meeting with Associate Provost	APR Specialist	Scholes Hall, Room 246
11:00 a.m. to 12:00 p.m.	Meetings requested by review team or to be used as work time	Unit	
12:00 p.m. to 1:00 p.m.	Lunch	Unit	
Non-mandatory meetings 1:00 p.m. to 4:00 p.m.	Meetings with other key stakeholders as time permits	Unit	
4:00 p.m. to 5:00 p.m.	Day one or two - Reception – <i>optional</i>	Unit	
5:00 p.m. to 9:00 p.m.	Working dinner	Unit	

Day Three:

Time	Activity	Who is responsible	Location
6:30 to 7:45 a.m.	Breakfast at hotel – Unit will pick up team members	Unit	
Morning 8:00 a.m. to 10:45 a.m.	Team meeting to draft report	Unit	
11:00 a.m. – 12:00 p.m.	Exit meeting attended by: Review Team, Provost, Associate Provost for Curriculum, Dean of Graduate Studies or designee, as applicable; College/School Dean, Associate Dean(s), Director of Assessment & APR, Unit’s chair, Chair of the Self-Study Report committee, APR Specialist	Unit/ APR Specialist	Dane Smith 220
1:00 p.m.	Reviewers depart Albuquerque		

Appendix D: Faculty Credentials Template (FOR USE IN CRITERION 5)

Directions: Please complete the following table by: **1)** listing the full name of each faculty member associated with the designated department/academic program(s); **2)** identifying the faculty appointment of each faculty member, including affiliated faculty (i.e., LT, TTI, TTAP, AD, etc.); **3)** listing the name of the institution(s) and degree(s) earned by each faculty member; **4)** designating the program level(s) at which each faculty member teaches one or more course (i.e., “X”); and **5)** indicating the credential(s) earned by each faculty member that qualifies him/her to teach courses at one or more program levels (i.e., TDD, TDDR, TBO or Other). Please include this template as an appendix in your self-study for Criterion 5A.

Please add rows as necessary

Name of Department/Academic Program(s): _____

Full First and Last Name	Faculty Appointment <u>Continuing</u> <ul style="list-style-type: none"> • Lecturer (LT) • Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP) • Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP) • Prof. of Practice (PP) <u>Temporary</u> <ul style="list-style-type: none"> • Adjunct (AD) • Term Teacher (TMT) • Visitor (VR) • Research Faculty (RF) 	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s) (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018) **Only Terminal Degree is Necessary**	Program Level(s) (Please leave blank or provide “N/A” for each level(s) the faculty <u>does not</u> teach at least one course.)		Faculty Credentials <ul style="list-style-type: none"> • Faculty completed a terminal degree in the discipline/field (TDD); • Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); • Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR • Other (Explain)
			Undergraduate	Graduate	
1.			Undergraduate		
			Graduate		
			Doctoral		
2.			Undergraduate		
			Graduate		
			Doctoral		
3.			Undergraduate		
			Graduate		
			Doctoral		
4.			Undergraduate		
			Graduate		
			Doctoral		
5.			Undergraduate		
			Graduate		
			Doctoral		
6.			Undergraduate		
			Graduate		
			Doctoral		

**Appendix E: Peer Comparison Template
(FOR USE IN CRITERION 7)**

With the understanding that not all programs are included in every peer institution, the APR Office recommends selecting **3 peer institutions** to use as comparisons.

	Total University Enrollment	Unit Undergraduate Degrees/Certificates Offered	Unit Undergraduate Student Enrollment	Unit Graduate Degrees/Certificates Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty	Status/Ranks/Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)	Other (please specify)
PEER INSTITUTIONS	54,058	<ul style="list-style-type: none"> • BA • 3 Certificates 	<ul style="list-style-type: none"> • 4-BA • 89-Certificate 	<ul style="list-style-type: none"> • MA • 2 MS dual degrees • PhD 	<ul style="list-style-type: none"> • 18-MA • 10-MS dual degrees • 7-PhD 	215		
University of New Mexico								
Arizona State University								
Florida International University								
New Mexico State University								
Oklahoma State University								
Texas A&M University								
Texas Tech University								
The University of Tennessee								
The University of Texas at Arlington								
The University of Texas at Austin								

	Total University Enrollment	Unit Undergraduate Degrees/Certificates Offered	Unit Undergraduate Student Enrollment	Unit Graduate Degrees/Certificates Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty	Status/Ranks/Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)	Other (please specify)
The University of Texas at El Paso								
University of Arizona								
University of California-Riverside								
University of Colorado-Boulder								
University of Colorado-Denver								
University of Houston								
University of Iowa								
University of Kansas								
University of Missouri-Columbia								
University of Nebraska-Lincoln								
University of Nevada-Las Vegas								
University of Oklahoma-Norman								
University of Utah								
Other (please name)								

Appendix F: Review Team Worksheet

Please complete this worksheet by the end of the Site-Visit and use it as a supplement to the Review Team Report to document any findings, shortcomings, or issues relative to the APR Criteria. For each criterion, please designate as Exceeds (E), Met (M), Met With Concerns (MC), or Not Met (NM). Please see below for a description of each:

- E – The criterion response and Site-Visit highlights exceptional efforts/work on the part of the unit.
- M – No shortcomings/issues exist in the criterion response or presented themselves during the Site-Visit.
- MC - The criterion is satisfied, but one or more issues/concerns were not clearly addressed or supported with evidentiary data in the Self-Study Report or during the Site-Visit. This issue or shortcoming may pose a problem in the near future or affect the quality and credibility of the unit.
- NM - The criterion is not satisfied, and requires the unit to provide corrective actions.

For each shortcoming or issue, please summarize the basis of your assessment in the comments column.

Review Team Members: _____
Unit: _____ **Site-Visit Dates:** _____

APR Criteria	Evaluation Measures (E/M/MC/NM)	Comments
1. INTRODUCTION & BACKGROUND		
2. TEACHING & LEARNING: CURRICULUM		
3. TEACHING & LEARNING: ASSESSMENT		
4. STUDENTS (UNDERGRADUATE & GRADUATE)		
5. FACULTY		
6. RESEARCH, SCHOLARSHIP, & SERVICE		
7. PEER COMPARISONS		
8. RESOURCES & PLANNING		
9. FACILITIES		
CONCLUSION. STRATEGIC PLANNING		

