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| The University of New Mexico |
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| UNIT/DEPARTMENT |

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**Table of Contents**

[**Criterion 1. Introductory Section & Background Information** 3](#_Toc26785595)

[1A: Summary 3](#_Toc26785596)

[1B: History 3](#_Toc26785597)

[1C: Organizational Structure 3](#_Toc26785598)

[1D: Accreditation 3](#_Toc26785599)

[1E: Previous APR 3](#_Toc26785600)

[1F: Vision & Mission 3](#_Toc26785601)

[**Criterion 2. Teaching & Learning: Curriculum** 4](#_Toc26785602)

[2A: Curricula 4](#_Toc26785603)

[2B: Mode of Delivery 4](#_Toc26785604)

[**Criterion 3. Teaching & Learning: Assessment** 4](#_Toc26785605)

[3A: Assessment Plans 4](#_Toc26785606)

[3B: Assessment Reports 4](#_Toc26785607)

[3C: Primary Constituents 4](#_Toc26785608)

[**Criterion 4. Students (Undergraduate & Graduate)** 5](#_Toc26785609)

[4A: Recruitment 5](#_Toc26785610)

[4B: Admissions 5](#_Toc26785611)

[4C: Data 5](#_Toc26785612)

[4D: Advisement Practices 5](#_Toc26785613)

[4E: Student Support Services 5](#_Toc26785614)

[4F: Graduate Success 5](#_Toc26785615)

[**Criterion 5. Faculty** 6](#_Toc26785616)

[5A: Composition 6](#_Toc26785617)

[5B: Course-Load 6](#_Toc26785618)

[5C: Professional Development 6](#_Toc26785619)

[**Criterion 6. Research, Scholarship, & Service** 6](#_Toc26785620)

[6A: Scholarly & Creative Works 6](#_Toc26785621)

[6B: Research Expenditures 6](#_Toc26785622)

[6C: Research Involvement 7](#_Toc26785623)

[6D: Student Opportunities 7](#_Toc26785624)

[6E: Community Service 7](#_Toc26785625)

[**Criterion 7. Peer Comparisons** 7](#_Toc26785626)

[7A: Analysis 7](#_Toc26785627)

[**Criterion 8. Resources & Planning** 7](#_Toc26785628)

[8A: Budget 7](#_Toc26785629)

[8B: Staff 8](#_Toc26785630)

[8C: Advisory Board 8](#_Toc26785631)

[**Criterion 9. Facilities** 8](#_Toc26785632)

[9A: Current Space 8](#_Toc26785633)

[9B: Future Space Needs 8](#_Toc26785634)

[**Conclusion. Strategic Planning** 8](#_Toc26785635)

[**Appendices** 9](#_Toc26785636)

[Appendix A: [Title] 9](#_Toc26785637)

[Appendix B: [Title] 9](#_Toc26785638)

# **Criterion 1. Introductory Section & Background Information**

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

1A: Summary *An Executive Summary that provides a one to two-page summary/abstract of the information contained within the Self-Study Report.*

[Text]

1B: History *A brief description of the history of each degree/certificate program offered by the unit.*

[Text]

1C: Organizational Structure *A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.*

[Text]

1D: Accreditation *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).*

[Text]

1E: Previous APR *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.*

[Text]

1F: Vision & Mission *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?*

[Text]

# **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: Curricula *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*.

[Text]

2B: Mode of Delivery *Discuss the unit’s mode(s) of delivery for teaching courses.*

[Text]

# **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: Assessment Plans *Provide current Assessment Plan for each degree and certificate program in the unit.*

[Text]

3B: Assessment Reports *Provide current Assessment Report for each degree and certificate program in the unit. Expand on any initiatives/changes that have resulted from these reports.*

[Text]

3C: Primary Constituents *Describe the unit’s primary constituents and stakeholders. Include and explanation of how the student learning outcomes for each degree/certificate are communicated to students, constituents, and other stakeholders.*

[Text]

# **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: Recruitment *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.*

[Text]

4B: Admissions *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.*

[Text]

4C: Data *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 and gender, 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.*

[Text]

4D: Advisement Practices *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.*

[Text]

4E: Student Support Services *Discuss any student support services that are maintained by the unit and evaluate the relevance and impact of these services on students’ academic success.*

[Text]

4F: Graduate Success *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.*

[Text]

# **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: Composition *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.*

[Text]

5B: Course-Load *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.*

[Text]

5C: Professional Development *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.*

[Text]

# **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: Scholarly & Creative Works *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?*

[Text]

6B: Research Expenditures *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?*

[Text]

6C: Research Involvement *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.).*

[Text]

6D: Student Opportunities *Describe the opportunities for undergraduate and graduate students to be involved in research/creative works through curricular and extracurricular activities.*

[Text]

6E: Community Service *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.*

[Text]

# **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: Analysis *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.*

[Text]

# **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: Budget *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.*

[Text]

8B: Staff *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.*

[Text]

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

[Text]

# **Criterion 9. Facilities**

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

9A: Current Space *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?*

[Text]

9B: Future Space Needs *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.*

[Text]

# **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.

[Text]

# **Appendices**

## Appendix A: [Title]

Appendix B: [Title] Etc. Incorporated appendices should include the Faculty Credentials Template and the Peer Comparison Template.