Academic Program Review

Policies, Principles, and Procedures

The University of New Mexico

**Office of the Provost; Office of Graduate Studies; and
Faculty Senate Standing Committees:
Curricula, Graduate, and Undergraduate**

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I. Introduction and Purpose for Reviews

Academic Program Review (APR) provides an opportunity for all academic programs at the University of New Mexico to assess their prior achievements and goals, and to use this evaluation as input for future planning and goal-setting activities. After preparing a self-study, programs will invite distinguished colleagues to review the program. Although some manner of program review has been a part of UNM's culture for most of its history, this comprehensive approach is more relevant to the university's strategic plan and to the Higher Learning Commission's Criteria for Accreditation. The APR will evaluate the quality of the program and describe how it serves other parts of the university (other academic departments, interdisciplinary programs, centers, service units, etc.), its discipline, the community, and the state.

The APR process is built upon the notion of continuous evaluation and improvement and is intrinsically linked with other evaluation and improvement efforts. The process consists of four components:

1. Continuous internal evaluation of the program or unit (e.g., outcome measures, use of resources, progress toward goals, meeting of accreditation requirements, or other criterion-based measures).
2. External evaluation of that performance (site visit from APR review team), every seven years.
3. Using the internal and external evaluations to plan for the future (developing action plans, strategic initiatives, updating strategic plans, planning for curricular change, reexamining program goals).
4. Preparing for the next evaluation cycle (e.g., annual updates to action plans, completion of student outcomes assessment processes, gathering data to measure outcomes, implementing strategic initiatives).
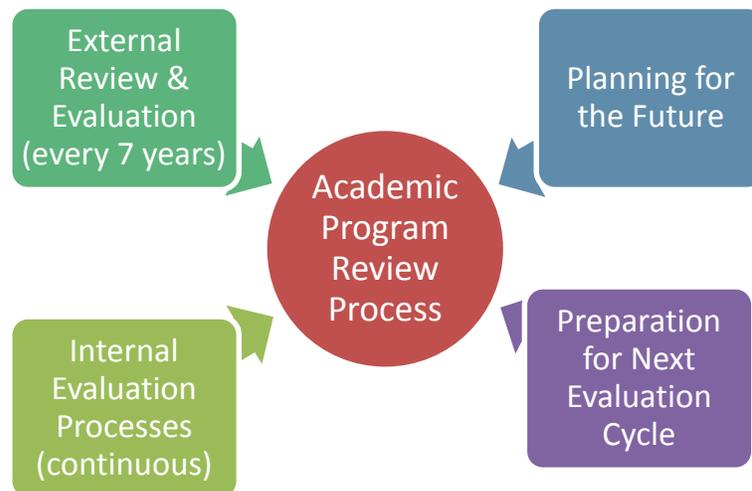

Figure 1. Major Components of the APR Process.

The results of the comprehensive review process are important for planning, curriculum change, professional development, budget and time allocation decisions, and more broadly, for examining how the program presents itself within the university community and to the outside world. The goals of program review are entwined with high aspirations for the University of New Mexico. Most fundamentally, the APR process is meant to facilitate program improvements. Program reviews are also a crucial element of university accreditation. For units that undergo professional or other specialized types of accreditation, the APR should complement and provide support for those accreditation efforts.

The APR is structured to help both the unit and the institution make progress in achieving their goals. Looking at past performance is useful insofar as it tells us something about the future prospects for the program. The focus of the APR is assessment of past performance in order to solidly plan for the future.

University Policies

In 1994, the Senate Graduate Committee and the Senate Undergraduate Committee of the Faculty Senate approved a revision of the "Unit Review Guidelines" to include undergraduate programs where appropriate. Prior to that decision, program reviews were focused on the evaluation and improvement of graduate education and therefore only included graduate programs. Since that decision, undergraduate education was included or involved in some, but not all academic program reviews. In 2002, the commitment and support to include undergraduate education was reinforced by the Provost and the Academic Program Review guidelines were changed to reflect this. In 2013, the criteria used for UNM's APR process were updated to align with the new accreditation criteria adopted by the Higher Learning Commission. In 2015, the Action Plan process was revised to align with the APR Criteria. In addition, updates were made to the overall process based upon recommendations from an internal audit of the Academic Program Review process. In the spirit of continuous improvement, the policies, principles, and guidelines for the process will continue to be updated as necessary to reflect current practices and align with other university initiatives.

Guiding Principles

Several principles guide the revised academic program review process:

- The program review process is based on an evaluation of program strengths and weaknesses according to a common set of criteria, and should lead to short- and long-term planning for the future.
- The self-study should be evidence-based, making use of outcomes assessment, performance measures and other commonly accepted higher education metrics to support the assurance arguments related to each criterion.
- The program review process will facilitate increased collaboration and coordination with other campus programs and constituents.
- The self-study document will define the unit's goals and strategy for moving towards those goals in terms that are consistent with the mission and strategic plan of the unit and the university.

- An action plan will be generated as a direct response to the entire review process. It should reflect both short-term and long-term action items that are aligned with the goals and mission of the unit, college/school, and university. The action items should be feasible with respect to resources, sustainable, and measurable. The unit will provide an update on progress toward the action items outlined in the plan on a yearly basis.
- Academic Program Review is one part of UNM's comprehensive plan for accountability. This review process feeds into other efforts to measure institutional effectiveness.

II. General Procedures for Reviews

Initial Planning and Campus Coordination

Academic Program Reviews are normally conducted on an approximate seven-year cycle (this may vary depending on the number of programs and other factors such as specialized accreditation cycles). In many cases, the APR for professionally accredited programs is scheduled a year or two prior to the program accreditation review, so that it can be used for preparing and identifying any issues that might impact accreditation. Site visits are scheduled for either the fall or spring semester. The unit review master schedule is developed by the APR Specialist[1] in consultation with relevant administrators. The schedule is then approved by the Provost and Deans. The master schedule is included as Appendix A. Because of the number of programs in the review process during any given semester and funding for APR site visits have been budgeted based upon the master schedule, ***changes to the schedule will only be considered in extreme circumstances and must receive final approval by the Provost***. In some cases, costs associated with any significant change to the schedule may be passed on to the unit.

At the beginning of each semester (in September for fall reviews and February for spring reviews), the APR Specialist will schedule an orientation meeting and will give general orientation materials to all programs scheduled to be site-visited the following academic year. The general orientation materials will indicate the timeline for program reviews and major activities required for each unit review. The timeline is included as Appendix B.

The APR Specialist will set up meetings with relevant Provost's office staff, the University Accreditation Director, the Director of Assessment, Office of Institutional Analytics staff, the unit head, and department representatives for each academic program scheduled for review, to clarify the APR process for that unit. They will also provide guidance, discuss data resources and help with planning a timeline for the completion of the draft document. This meeting will be held one year before the site visit is scheduled and is intended to identify specific resources and events necessary for preparing the review.

Preparation of the Unit Self-Study Document

At least nine months before the site visit, the academic program will form a self-study committee charged with the responsibility for preparing the unit's self-study document. Sample self-study documents from prior UNM unit reviews will be made available to committee members through the APR website http://apr.unm.edu/.

The self-study document should be comprehensive, concise, and broadly participatory in nature. It should include evidence to support the satisfaction of the APR Criteria. It should address all of the unit's academic programs and contain a candid evaluation of strengths and weaknesses.

It is very important for all academic programs to have clear statements of their goals and processes in place for on-going data collection before their self-study year. The self-study

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[1] The Academic Program Review (APR) Specialist will provide administrative support for each unit review. He/she will function with the oversight of the Provost's Office in the planning and implementation of each academic review.

process should not signal the beginning of these efforts but rather should provide an opportunity for the program to describe the processes already in place to support student learning and other academic accomplishments.

The self-study is not intended to be the product of one or two members of the department working alone, but of the entire faculty and staff. As the self-study report approaches completion, drafts should be circulated throughout the faculty, staff and to appropriate deans and others for comment. The draft self-study document must be submitted to the APR Specialist approximately two to three months prior to the scheduled site visit.

The APR Specialist will schedule a pre-site visit meeting to discuss the clarity and completeness of the self-study document and to identify important issues for the review team. The unit should submit copies (five hard copies and a PDF file) of the draft self-study for distribution to the APR Specialist no later than two weeks before the pre-site visit meeting. The meeting may include the following individuals or representatives such as:

- Associate Provost
- College/School Dean, Associate Dean(s), college staff
- Dean of Graduate Studies (or designee), as applicable
- Unit leadership (more than one person may be included in order to have adequate representation of undergraduate and graduate aspects of the program)
- Chair and members of the self-study committee
- University Accreditation Director
- Director of Assessment
- Office of Institutional Analytics staff
- APR Specialist
- Other members of the Provost's Leadership team, as appropriate

At the conclusion of the meeting, the committee should approve the self-study document as is or with revisions. The self-study committee will make final revisions if needed, and then submit the revised self-study document (five hard copies and a PDF file) to the APR Specialist approximately three weeks before the scheduled site visit to ensure adequate time for the review team to read the document. The APR Specialist will be responsible for distributing the final self-study document to the review team and to members of the UNM community scheduled to meet with the review team (see above). All faculty and staff members in the unit are expected to be familiar with the final self-study document prior to the campus visit of the review team.

Selection and Confirmation of Review Team Members

The head of the academic unit, in consultation with the unit's faculty, will create a list of potential consultants/evaluators for the upcoming academic program review. Those considered should be prominent faculty and/or practitioners whose talents are relevant to the particular distinctions and aspirations of the unit being reviewed. The potential team members should also have broad interest in general issues within higher education. Team members having primary expertise in only the graduate or undergraduate aspects of the program should be noted so that the final team will include adequate representation to review both aspects. In academic programs with a professional accreditation component, at least one reviewer should be

recommended who has current experience as a site visitor for the relevant accrediting agency or an equivalent level of knowledge of current accreditation standards and procedures. If there is a national organization associated with the unit, the organization may have resources for identifying potential reviewers.

The unit head will consult with the school/college Dean and Provost's staff in order to determine an appropriate review team. Both the Dean and Associate Provost will approve reviewers. The unit head will be responsible for contacting potential team members to determine availability and submit the final list on the Nomination Form for Potential Review Team to the APR Specialist. The Nomination Form for Potential Reviewers is included as Appendix C. In most cases, two external reviewers will be appointed. More may be added, with approval from the Dean and Associate Provost, if necessary for especially complex reviews, and one may suffice for some smaller programs. An internal (UNM tenured faculty) member will also be selected by the head of the unit in consultation with the unit's faculty and with the approval of the supervising dean and the Associate Provost on the Nomination Form for Potential Review Team. Internal nominees should have professional or working ties with the program undergoing review.

Review Team Site Visit and Preliminary Onsite Summary

The review team's activities during the site visit will be guided by the "Charge to the Review Team." A draft itinerary for the site visit should be provided to the reviewers for input and comments before the agenda is finalized. Itinerary samples (two-day and two and one-half day) are included as Appendix D.

Generally, the review team will be scheduled for a two and one-half day campus visit, though smaller units may consider a two-day site visit. Included in every site visit are meetings with the following individuals or groups:

- Provost/Executive Vice President for Academic Affairs (or designee)
- Associate Provost
- Other key members of the Provost's Senior Staff (or designee) as applicable
- College/School Dean, Associate Dean(s), college staff
- Dean of Graduate Studies (or designee), as applicable
- Unit head
- Faculty and staff members from the unit under review
- Current and/or former students (undergraduate and graduate)

The unit is responsible for informing its constituents (faculty, staff, students, and community members if the unit is engaged in direct community interactions) about these meetings, with at least a one-week lead time. All meetings must be conducted in a way that affords reasonable confidentiality for participants. For example, unit faculty and staff should not be present at meetings held to elicit student comments. However, it must be made clear to all participants that the purpose of these meetings is to provide input about overall quality and direction of the unit. Other internal procedures exist for dealing with grievances.

The review team should be provided adequate time during their campus visit to draft the initial response and plan their final report. The review team will conclude the visit with an exit meeting

in which they provide an oral report of their preliminary findings. The exit meeting will normally be attended by:

- Provost/Vice President for Academic Affairs (or designee)
- Other key members of the Provost's Senior Staff as applicable
- Associate Provost
- Vice President for Research (or designee)
- College/School Dean, Associate Dean(s), college staff
- Dean of Graduate Studies (or designee), as applicable
- Unit head
- Chair and Members of the self-study committee
- Representatives of the Faculty Senate Graduate, Undergraduate and Curricula Committees
- University Accreditation Director
- Director of Assessment
- Office of Institutional Analytics staff
- APR Specialist
- Any other faculty or staff members from the unit, at the discretion of the unit head

Charge to the Review Team

The purpose of an APR review team is to evaluate the extent to which a program satisfies the criteria, policies, and procedures that the UNM APR process stipulates. The role of each review team member is that of a benevolent auditor working as a partner in a program's continuous improvement process rather than an investigator or detective. Team members are expected to interact with institutional personnel in a professional and collegial manner, and to be helpful as appropriate in assisting programs to improve. The review team may opt to appoint a chair to facilitate the team's work.

Review team members must also adhere to the confidentiality standards as out lined by 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 governing students' rights to access their records, students' rights to amend their records, and students' rights to limit disclosure of personally identifiable information. (http://registrar.unm.edu/privacy-rights/ferpa.html).

Review Team Exit Statement and Report

The exit statement and report should identify and describe program strengths and shortcomings clearly and sufficiently enough for the program to be able to determine appropriate corrective actions for the shortcomings. Additionally, program personnel preparing the self-study for the academic program review cycle will need to understand the basis for the shortcoming to be able to describe relevant improvements appropriately for action planning, reporting, and preparation for the next self-study.

The description of program strengths should contain a brief listing of the most important program strengths as determined by the review team, especially those that stand out relative to the evaluation criteria. Using the Review Team Worksheet found in Appendix E, review teams should note whether each criterion is met or if a shortcoming exists.

The report should also include any other observations about the program or programs within the unit that do not fit under the strengths and shortcomings. A description of any shortcoming relative to the criteria should also be provided. The categories of shortcomings are as follows:

> *Met With Concerns* – A criterion, policy, or procedure is satisfied, but an observed potential concern exists for non-satisfaction in the near future or is not sufficient to ensure that the quality and accreditability of the program will not be compromised prior to the next general review. (Requires program to provide corrective action – in action plan)

> *Not Met* – A criterion, policy, or procedure is not satisfied. (Requires program to provide corrective action – in action plan)

Findings in the exit statement and report should not be prescriptive. That is, shortcomings should be noted and described in detail, with reference to the evidence provided, and the appropriate program criteria. However, reviewers should avoid providing the remedies they believe should be applied in order to correct any program shortcoming. The program and its constituents, after sufficient opportunity for discussion and thought, must determine their own path forward.

The review team will provide a final report within six weeks following their visit. The final report will be sent to the unit head and APR Specialist.

Upon receipt of the report, the unit should review it to determine if there are any errors of fact contained within the report. Working through the APR Specialist, the unit should provide any requests for changes to errors in fact to the review team, within two weeks of receipt of the report, or else the report will be considered to be final.

Unit Response and Action Plan

The unit head will discuss the Review Team Report with the program faculty and other constituents, if desired, and in consultation with the Dean. The unit head will prepare a written summary of the unit's initial response to the Review Team Report and complete an Action Plan (see Appendix F for template) that will be updated yearly until the next program review cycle. This action plan should be part of the unit's strategic planning efforts.

The unit's response should address all shortcomings mentioned by the Review Team. There is not a presumption that the review team's findings be accepted as presented. Review teams do not have the depth of knowledge about UNM or the New Mexico environment that the UNM community has. However, all shortcomings mentioned by the review team must be addressed thoughtfully in the unit's response. Any changes proposed by the unit should strengthen program quality, visibility, reputation, or areas of distinction. Thus, the unit should identify shortcoming in the review that can be addressed immediately with existing resources. Requests for resources

should be made with the usual budget and space allocation processes in mind, and must be clearly linked to the university's strategic plan as well as to the unit's goals.

The action plan will be prepared by the unit head, with the assistance of the APR staff and in consultation with the supervising dean. The Provost, Associate Provost, Dean of Graduate Studies, representatives of Faculty Senate committees, and other administrators may also be consulted as appropriate. The action plan should reference any shortcomings identified in the report and provide the specific action that will be taken to each shortcoming. Those actions should be articulated in a manner that clearly describes the recommendations being addressed, the specific actions to be taken (and by whom), and the expected timeline for each action. The unit's action plan should reflect the mission of the unit, college/school, and university. The action items should be feasible with respect to the program/department/unit, college, and university resources; sustainable; and measurable. The action plan should address any shortcomings noted by the APR review team with respect to the APR Criterion, be reflective of any goals of the program based upon the unit's mission and strategic planning initiatives, and take into account the review team's recommendations or comments, where appropriate.

The overall effectiveness of the review will ultimately depend upon the actions taken in response to the self-study and review team findings. Upon completion, a copy of the draft action plan, as approved by the dean, should be submitted to the Office of the Provost. (See Appendix F for template.)

Review and Approval of the Action Plan
The Action Plan will be reviewed and approved by members of the Provost's Senior Leadership. Prior to approval, the Provost's Senior Leadership may request additional information or revisions to the action plan. Feedback will be provided in writing to the unit. The unit may request a meeting to discuss the draft action plan, if needed. After the review is completed, a memo will be provided to the unit, noting the approval. A copy of the final response and action plan will be sent to the review team and posted on the APR website.

Annual Reporting

After completion of initial action plan, an updated report will be due on an annual basis using the Action Plan Template (see Appendix F). Units will provide an update to the original action plan, noting status or progress towards completion of each action. For Annual Action Plan updates, new action steps can be added, based upon the overall goals of the unit, college/school, and/or university. Additionally, action items that are no longer relevant or that have been completed can be removed. The unit should provide a brief explanation for any changes to action items as part of the update narrative.

Academic Program Review Cycle

The APR cycle is based upon a continuous improvement cycle as demonstrated in the following figure:

Orientation (1 year prior to site visit)

Self-Study, Site Visit, and Review Team Preparation

Annual Updates to Action Plan

Academic Program Review Cycle

Site Visit (Fall or Spring)

Action Plan Reviewed and Approved by Dean and Provost's Leadership

Unit Prepares Response and Develops Initial Action Plan

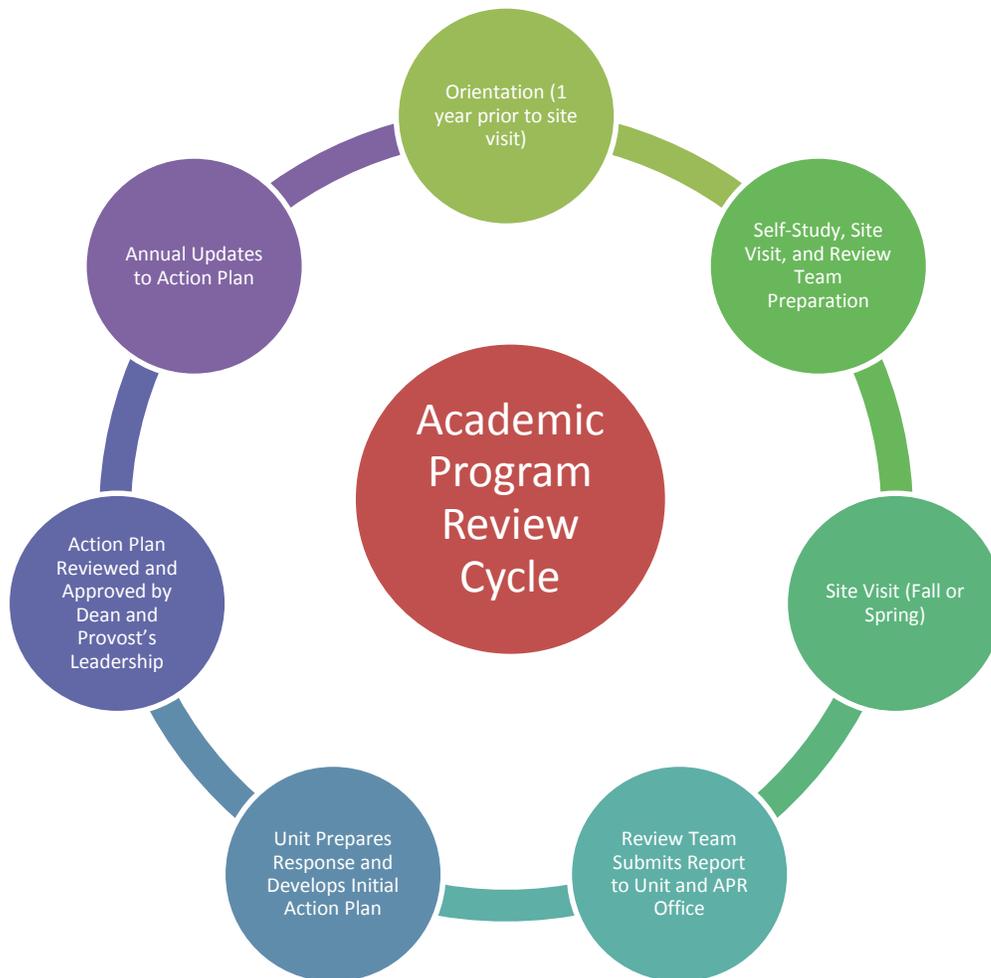Review Team Submits Report to Unit and APR Office

Figure 2. The APR Continuous Improvement Cycle.

III. Self-Study Guidelines

Guidelines

The unit's self-study document should reflect the collective perspectives of the faculty (including research and adjunct faculty) within the unit and include input from students, staff, and other central constituents. The self-study is a forum for critical reflection on what the unit is doing, why it is doing it, and how effectively the unit is operating. The self-study should serve to reinforce or redefine the direction of the unit on the basis of 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 Office of Institutional Analytics (OIA) will provide the unit with a compilation of data for use in preparing the self-study. In addition to data provided directly from OIA, other data or information will be provided from the Office of Assessment, Vice President for Research Office, University Advisement, and other areas as appropriate. Unit faculty should integrate these data with the unit's own data in their self-study and report their analyses and interpretation of all data presented. The University Libraries is also a resource to provide information to units regarding library holdings and resources.

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

All self-study documents are expected to address the nine criteria, described below.

Criteria for Academic Program Review

Introductory Section and Background Information

The section should provide a brief introduction to the self-study, which includes the following elements:

- 0A.   An executive Summary that provides a one to two-page summary/abstract of the information contained within the self-study.
- 0B.   A brief description of the history of each program within the unit.
- 0C.   A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.
- 0D.   Information regarding specialized/external program accreditations 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 accreditations.
- 0E.   A brief description of the previous Academic Program Review for the unit. The description should note when the last review was conducted. The description should also provide a summary of the findings from the review team's final report, the resulting action plan to address the recommendations, and a summary of actions taken as a result of the previous academic program review.

Criterion 1. Program Goals

The unit should have stated learning goals for each program and demonstrate how the goals align with the vision and mission of the unit and of the university. (Differentiate by program where appropriate.)

      1A.   Provide a brief overview of the vision and mission of the unit and how each program fits into the vision and mission of the unit.

      1B.   Describe the relationship of the unit's vision and mission to UNM's vision and mission.

      1C.   List the overall learning goals for each undergraduate and/or graduate program within the unit. In accordance with the Higher Learning Commission's Criteria for Accreditation, student learning goals and outcomes should be articulated and differentiated for each undergraduate and graduate degree/certificate program.

      1D.   Explain the manner in which learning goals are communicated to students and provide specific examples.

      1E.   Describe the unit's primary constituents and stakeholders.

      1F.   Provide examples of how satisfaction of the program goals serves constituents.

      1G.   Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the unit. These could include activities such as colloquia, conferences, speaker series, performances, community service projects, etc. Provide an assessment of these activities in relation to the unit's educational objectives.

Criterion 2. Teaching and Learning: Curriculum

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

      2A.   Provide a detailed description of curricula for each program within the unit. Include a description of the general education component, required and program-specific components for both the undergraduate and graduate programs. Provide a brief justification for any bachelors degree programs within the unit that require over 120 credit hours for completion.

      2B.   Describe the contributions of the unit to other internal units within UNM, such as offering general education core courses for undergraduate students, common courses for selected graduate programs, courses that fulfill pre-requisites of other programs, cross-listed courses.

      2C.   Describe the modes of delivery used for teaching courses.

Criterion 3. Teaching and Learning: Continuous Improvement

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.   Describe the assessment process and evaluation of student learning outcomes for each program by addressing the questions below.

            • What skills, knowledge, and values are expected of all students at the completion of the program (refer to learning goals outlined in Criterion1)?

- What are the student learning outcomes for the program?
- How have the student learning outcomes been changed or improved?
- How are the student learning outcomes clearly defined and measurable?
- How are the student learning outcomes communicated to faculty and students?
- What current direct and indirect assessment methods are used to evaluate the extent to which students are meeting the student learning outcomes?
- How have the program's assessment methods been changed or improved?

3B. Synthesize the impact of the program's annual assessment activities by addressing the questions below.
- How have the results of the program's assessment activities been used to support quality teaching and learning?
- How have the results of the program's assessment activities been used for program improvement?
- Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?
- How does the program monitor the effects of changes?

Criterion 4. Students (Undergraduate and Graduate)

The unit should have appropriate structures in place to recruit, retain, and graduate students. (Differentiate by program where appropriate.)

4A. Provide information regarding student recruitment and admissions (including transfer articulation).

4B. Provide an analysis of enrollment trends, persistence, and graduation trends.

4C. Provide a description of program advisement for students.

4D. Describe any student support services that are provided by the unit.

4E. Describe any student success and retention initiatives in which the unit participates.

4F. Provide a summary of the success of graduates of the program by addressing the following questions:
- Where graduates are typically placed in the workforce?
- Are placements consistent with the program's learning goals?
- What methods are used to measure the success of graduates?
- What are the results of these measures?

Criterion 5. Faculty

The faculty associated with the unit's programs should have appropriate qualifications and credentials. They should be of sufficient number to cover the curricular areas of each program and other research and service activities. (Differentiate by program where appropriate.)

5A. Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program.

5B. Provide information regarding professional development activities for faculty within the unit.

5C.   Provide a summary and examples of research/creative work of faculty members within the unit.

5D.   Provide an abbreviated vitae (2 pages or less) or summary of experience for each faculty member (if a program has this information posted on-line, then provide links to the information).

Criterion 6. Resources and Planning

The unit has sufficient resources and institutional support to carry out its mission and achieve its goals.

6A.   Describe how the unit engages in resource allocation and planning. If the program or unit has an advisory board, describe the membership and charge and how the board's recommendation are incorporated into decision making.

6B.   Provide information regarding the unit's budget including support received from the institution as well as external funding sources.

6C.   Describe the composition of the staff assigned to the unit (including titles and FTE) and their responsibilities.

6D.   Describe the library resources that support the unit's academic and research initiatives.

Criterion 7. Facilities

The facilities associated with the unit are adequate to support student learning as well as scholarly and research activities.

7A.   Describe the facilities associated with the unit and associated programs including, but not limited to, classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc.

7B.   Describe any computing facilities maintained by the unit.

Criterion 8. Program Comparisons

The programs within the unit are of sufficient quality compared to relevant peers. (Differentiate by program where appropriate.)

8A.   Provide information on the distinguishing characteristics of the programs within the unit (please use the template provided as Appendix G as a guide). Discuss the unit's programs in comparison with other programs such as number of faculty, student characteristics, curricula, and types of programs:
- Parallel programs at any of our 22 peer institutions. http://oia.unm.edu/miscellaneous/unm-peer-institutions.html
- Parallel programs at other peer institutions identified by the unit.
- Regional and national comparisons of academic programs.

Criterion 9. Future Direction

The unit engages in strategic planning and prioritization in order to achieve its mission and vision.

9A.   Provide a summary of strengths and challenges for the unit.

9B.   Describe the unit's strategic planning efforts.

9C.   Describe the strategic directions and priorities for the unit.

IV. Assessment of APR Process

UNM's Academic Program Review process supports and advances the mission of the university through providing a mechanism for academic programs to examine their achievements, goals, and strategic plans for the future. Within this context, the APR office's primary purpose is to assist academic programs through the process of preparing a unit self-study, organizing and preparing for a site visit from a review team, and engaging in action planning for the future.

To ensure that this mission is being supported, the APR process is routinely assessed on a yearly basis using feedback and input from academic units, review team members, and the other participants of the process. An Academic Program Review Task Force has been formed to meet yearly to participate in the assessment and improvement process.

UNM
ACADEMIC PROGRAM REVIEW

APPENDICES

APPENDIX A
MASTER SCHEDULE OF PROGRAM REVIEWS

Last Site-Visit	Department	Programs	School College	APR Orientation	Site Visit	External Accreditation
n/a	Chicana and Chicano Studies	BA	A&S	Spring 2015	Spring 2016	
Fall 2006	Sociology	B.A., M.A., Ph.D. (Sociology) B.A. (Criminology)	A&S	Spring 2015	Spring 2016	
Spring 2007	Psychology	B.A., B.S., M.S., Ph.D.	A&S	Spring 2015	Spring 2016	Fall 2014 (APA)
Spring 2001	Individual, Family, and Community Education	B.S., M.A., Ph.D. (Family Studies) B.S. (Human Development and Family Relations) B.A. (Family Studies - A&S) B.S. (Early Childhood and Multi-cultural Education)	COE	Spring 2015	Spring 2016	NCATE 2015
Spring 2007	Community and Regional Planning	M.C.R.P. (Community and Regional Planning) B.A.E.P.D (Environmental, Planning, Design)	SA&P	Fall 2015	Fall 2016	Spring 2014 (PAB)
Fall 2007	Latin American Studies	B.A., M.A., Ph.D.	A&S	Fall 2015	Fall 2016	
Spring 2007	Language, Literacy and Socio-cultural Studies	M.A., Ph.D. (LLSS) Ph.D. (Educational Linguistics)	COE	Fall 2015	Fall 2016	NCATE 2015
Fall 2007	Linguistics	B.A., M.A., Ph.D. (Linguistics) B.S. (Signed Language Interpreting)	A&S	Fall 2015	Fall 2016	2023
Spring 2008	Biology	B.A., B.S., M.S., Ph.D.	A&S	Spring 2016	Spring 2017	
Spring 2008	Spanish and Portuguese	B.A., M.A. (Spanish) B.A, M.A. (Portuguese) Ph.D. (Spanish and Portuguese)	A&S	Spring 2016	Spring 2017	
Spring 2008	Mathematics and Statistics	B.S., M.S., Ph.D. (Mathematics) B.S., M.S., Ph.D. (Statistics)	A&S	Spring 2016	Spring 2017	
Spring 2008	Geography	B.A., B.S., M.S.	A&S	Spring 2016	Spring 2017	
Fall 2008	Anthropology	B.A., B.S., M.A., M.S., Ph.D.	A&S	Fall 2016	Fall 2017	
Fall 2008	Cinematic Arts	B.A. (Media Arts)	CFA	Fall 2016	Fall 2017	

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Last Site-Visit	Department	Programs	School College	APR Orientation	Site Visit	External Accreditation
Fall 2008	Philosophy	B.A., M.A., Ph.D.	A&S	Fall 2016	Fall 2017	
Spring 2009	Landscape Architecture	M.L.A.	SA&P	Fall 2016	Fall 2017	2014-15 (LAAB)-
Spring 2009	Chemical Engineering	B.S.Ch.E., M.S. (Chemical Engineering) Ph.D. (Engineering)	SOE	Spring 2017	Spring 2018	ABET 2016-2017
Spring 2009	Nuclear Engineering	B.S.N.E., M.S. (Nuclear Engineering) Ph.D. (Engineering)	SOE	Spring 2017	Spring 2018	ABET 2016-2017
Spring 2009	Electrical and Computer Engineering	B.S.E.E., M.S. (Electrical Engineering) B.S.Cp.E., M.S. (Computer Engineering) Ph.D. (Engineering)	SOE	Spring 2017	Spring 2018	ABET 2016-2017
Spring 2009	Mechanical Engineering	B.S.M.E., M.S. (Mechanical Engineering) M.E.M.E. (Manufacturing Engineering) Ph.D. (Engineering)	SOE	Spring 2017	Spring 2018	ABET 2016-2017
Spring 2009	Civil Engineering and Constr. Mgt.	B.S.C.E., M.S., M.Eng. (Civil Engineering) B.S.Cn.E. (Construction. Engineering) B.S.C.M., M.C.M. (Construction. Management) Ph.D. (Engineering)	SOE	Spring 2017	Spring 2018	ABET 2016-2017 Am Council for Const. Edu. 2017-2018
n/a	Biomedical Engineering	M.S. (Biomedical Engineering) Ph.D. (Engineering)	SOE	Fall 2017	Fall 2018	ABET 2016-2017
Fall 2009	Organization, Information and Learning Sciences	M.A., Ed.Spc., Ph.D. (Organization, Information and Learning Sciences) B.S. (Instructional Technology and Training)	University Libraries and Learning Sciences	Fall 2017	Fall 2018	
Fall 2009	History	B.A., M.A. Ph.D.	A&S	Fall 2017	Fall 2018	
Fall 2009	Public Administration	M.P.A. (Public Administration) M.H.A. (Health Administration)	SPA	Fall 2017	Fall 2018	2018-2019 (NASPAA)
Spring 2010	Optical Science and Engineering	M.S., Ph.D.	SOE A&S	Spring 2018	Spring 2019	

Last Site-Visit	Department	Programs	School College	APR Orientation	Site Visit	External Accreditation
Spring 2010	Physics and Astronomy	B.S., M.S., Ph.D. (Physics) B.A. (Physics and Astrophysics) B.S. (Astrophysics)	A&S	Spring 2018	Spring 2019	
Spring 2010	English	B.A. (English Studies) M.A., Ph.D. (English) B.A. (English-Philosophy) M.F.A. (Creative Writing)	A&S	Spring 2018	Spring 2019	
Spring 2010	Computer Science	B.S.C.S., M.S., Ph.D.	SOE	Spring 2018	Spring 2019	Computing Accred Comm ABET 2017-2018
Fall 2010	Art and Art History	B.A., M.A. (Art Education) B.A., M.A., Ph.D. (Art History) B.F.A., B.A., M.F.A. (Art Studio)	CFA	Fall 2018	Fall 2019	
Fall 2010	Water Resources	M.W.R.	Interdisciplinary	Fall 2018	Fall 2019	
Spring 2011	Economics	B.A., M.A., Ph.D.	A&S	Fall 2018	Fall 2019	
Fall 2011	Teacher Education, Educational Leadership and Policy	M.A., Ed.D., Ed.Spc. (Educational Leadership) Ed.Spc. (Curriculum and Instruction) B.S.Ed., M.A. (Elementary Education) B.A.Ed., B.S.Ed., M.A. (Secondary Education) B.A.Ed. (Theatre Education) Ed.D., Ph.D.(Teaching, Learning, and Teacher Education)	COE.	Fall 2018	Fall 2019	NCATE 2015
Spring 2012	Architecture	B.A.A., M.S., M.Arch.	SA&P	Spring 2019	Spring 2020	2017-18 (NAAB)
Spring 2012	Music	B.A., B.M., M.Mu. (Music) B.M.E. (Music Ed.)	CFA	Spring 2019	Spring 2020	NASM 2021-22
Spring 2012	Communication and Journalism	B.A., M.A., Ph.D. (Communication) B.A. (Journalism and Mass Communication)	A&S	Spring 2019	Spring 2020	2021

Last Site-Visit	Department	Programs	School College	APR Orientation	Site Visit	External Accreditation
Spring 2012	Health, Exercise, and Sports Sciences	B.S.Ed. (Physical Education) B.S. (Athletic Training) B.S. (Exercise Science) M.S. (Physical Education) Ph.D. (Physical Education Sports and Exercise Science) B.S., M.S. (Health Education)	COE	Spring 2019	Spring 2020	NCATE 2015 COSMA – 2015 2017-2018 CAATE
Fall 2012	Nanoscience and Microsystems	M.S., Ph.D.	A&S-SOE	Fall 2019	Fall 2020	
Fall 2012	Educational Specialties	B.S.Ed., M.A., Ed.D., Ph.D., Ed.Spc. (Special Education)	COE	Fall 2019	Fall 2020	NCATE 2015
Spring 2013	Political Science	B.A., M.A., Ph.D.	A&S	Fall 2019	Fall 2020	
Fall 2013	Speech and Hearing Sciences	B.A. (Speech and Hearing Sciences) M.S. (Speech-Language Pathology)	A&S	Fall 2019	Fall 2020	2019
Spring 2013	Chemistry	B.A., B.S., M.S., Ph.D.	A&S	Spring 2020	Spring 2021	
Fall 2013	International Studies	B.A. (East Asian Studies) B.A. (International Studies)	A&S	Spring 2020	Spring 2021	
Spring 2014	Theater and Dance	B.A., M.F.A. (Dance) B.A. (Design for Performance) M.F.A. (Dramatic Writing) B.A. (Theatre) M.A. (Theatre and Dance)	CFA	Spring 2020	Spring 2021	NAST 2024 NASD 2024
Fall 2013	Earth and Planetary Sciences	B.A., B.S., M.S., Ph.D. (Earth and Planetary Sciences) B.S. (Environmental Science)	A&S	Spring 2020	Spring 2021	
Spring 2014	Religious Studies	B.A.	A&S	Fall 2020	Fall 2021	
Spring 2014	Anderson School of Management: • Accounting • Finance, Intl., Tech., Management • Marketing, Info. and Decision Sciences • Organizational Studies	B.B.A., M.B.A., (Business Administration) M.Acct. (Accounting) M.S. (Information Systems and Assurance)	ASM	Fall 2020	Fall 2021	

Last Site-Visit	Department	Programs	School College	APR Orientation	Site Visit	External Accreditation
Fall 2014	Foreign Languages and Literature	B.A. (Classical Studies) B.A., M.A. (Comparative Literature and Cultural Studies) B.A., M.A. (French) Ph.D. (French Studies) B.A. (German) M.A. (German Studies) B.A. (Languages) B.A. (Russian)	A&S	Fall 2020	Fall 2021	
Spring 2014	Women's Studies	B.A.	A&S	Fall 2020	Fall 2021	
Fall 2014	Native American Studies	B.A.	UC	Spring 2021	Spring 2022	
Fall 2014	BA/MD	B.A. (Health, Medicine, and Human Values)	A&S	Spring 2021	Spring 2022	
Fall 2014	Integrative Studies/Liberal Arts	B.I.S. (Integrative Studies) B.L.A. (Liberal Arts)	UC	Spring 2021	Spring 2022	
Spring 2015	Interdisciplinary Film and Digital Media	B.F.A.	C F A	Spring 2021	Spring 2022	
Fall 2015	Interdisciplinary Liberal Arts	B.A.	Honors College	Spring 2021	Spring 2022	
Spring 2015	American Studies	B.A., M.A., Ph.D.	A&S	Fall 2021	Fall 2022	
Spring 2015	Africana Studies	B.A.	A&S	Fall 2021	Fall 2022	
Fall 2015	Biochemistry	B.A., B.S.	A&S	Fall 2021	Fall 2022	
Fall 2015	Individual, Family, and Community Education	M.S. (Nutrition) B.S. (Nutrition and Dietetics) M.A., Ph.D. (Educational Psychology) M.A. (Counseling) Ph.D. (Counselor Education) B.S., M.A., Ph.D. (Family Studies) B.S. (Human Development and Family Relations) B.A. (Family Studies-A&S Degree) B.S. (Early Childhood Multi-cultural Education)	COE	Fall 2021	Fall 2022	2015 (CADE) of (ADA) CACREP 2015 NCATE 2015

APPENDIX B
TIMELINE FOR PROGRAM REVIEWS

BEGIN/DUE	ACTIVITY ITEM/ACTION	PARTICIPANTS/ WHO IS RESPONSIBLE	DISTRIBUTION
One year before the site visit is scheduled	Orientation meeting for all Units under-going review *(Page 4)*	Part 1: Unit Head, University Accreditation Director, APR Specialist, Director of Assessment, Other members of the unit as determined by Unit Head Part 2: Unit Head, APR Specialist, University Accreditation Director, Office of Institutional Analytics staff, other members of the unit as determined by Unit Head	
Nine months before site visit	Begin self-study preparation *(Pages 4 and 11-14)*	Unit Head, Faculty, Other stakeholders charged with the responsibility for preparing the unit's self-study document	
Eight months before site visit	Select review team and dates for review team visits. Submit the site visit dates and "Nomination Form for Potential Review Team Members" to APR Specialist signed by College/School Dean and approved by Associate Provost *(Pages 5-6 and Appendix C - Page 25)*	Unit Head	Associate Provost Unit College/School Dean, Associate Deans, University Accreditation Director APR Specialist
Two to Three months before site visit	A "draft" copy of Self-study report distributed for review and feedback Unit provides five hard copies and PDF version to distribute to participants. *(Page 5)*	Unit Head and ARP Specialist	Associate Provost, Unit College/School Dean and appropriate Associate Deans, Dean of Graduate Studies (or designee) as applicable, University Accreditation Director, Director of Assessment, UNM member of the review team, Unit Head (and others to represent undergraduate and graduate aspects of the Unit), Office of Institutional Analytics staff, APR Specialist

BEGIN/DUE	ACTIVITY ITEM/ACTION	PARTICIPANTS/ WHO IS RESPONSIBLE	DISTRIBUTION
Two months before site visit	Pre-visit meeting for self-study review *(Page 5)*	Associate Provost, Unit College/School Dean and appropriate Associate Deans, Dean of Graduate Studies (or designee), as applicable; University Accreditation Director, Director of Assessment, UNM member of the review team, Unit Head (Unit's representatives of undergraduate and graduate aspects of the Unit), Office of Institutional Analytics staff, APR Specialist	
One to two months before site visit	Arrange itinerary for site visit- must be ready for distribution with self-study report *(Appendix D – Pages 26-27)*	APR Specialist and Unit	Review Team Members, UNM Administrators, APR Specialist
Two to three weeks before site visit	Distribute final draft of self-study report. Unit provides eight hard copies and a PDF version for distribution and publication on APR website. *(Page 5)* Unit will be responsible for mailing documents to review team if APR Specialist has not received documents *at least two weeks* before site visit.	Unit head and APR Specialist	Mail and email to Review team, Email to: Provost/Executive Vice President for Academic Affairs or designee, Associate Provost, Unit College/School Dean and appropriate Associate Deans, Dean of Graduate Studies (or designee), as applicable; University Accreditation Director, Director of Assessment, Unit Head (and others to represent undergraduate and graduate aspects of the Unit), Representatives of the Faculty Senate Curricula, Undergraduate, and Graduate Committees, Office of Institutional Analytics staff, APR Specialist
Last day of site visit	Review Team Exit Meeting *(Pages 7-8)*	Review team, Provost/Executive Vice President for Academic Affairs or designee, Associate Provost, Unit College/School Dean and appropriate Associate Deans, Dean of Graduate Studies (or designee), as applicable; University Accreditation Director, Director of Assessment, UNM member of the review team, Unit Head (and others to represent undergraduate and graduate aspects of the Unit), Representatives of the Faculty Senate Curricula, Undergraduate, and Graduate Committees, Office of Institutional Analytics staff, APR Specialist	

BEGIN/DUE	ACTIVITY ITEM/ACTION	PARTICIPANTS/ WHO IS RESPONSIBLE	DISTRIBUTION
Following Unit's site visit	APR Assessment *(Page 15)*	APR Specialist	UNM Administrators, Review Team Members, Unit
Within six weeks after site visit	Report is submitted by Review Team and distributed *(Pages 7-8)*	Review Team APR Specialist	Unit College/School Dean, Associate Dean(s), Unit Head, University Accreditation Director
Within three months after receipt of report	Unit prepares a written response and preliminary action plan. *(Page 9)*	Unit Head College/School Dean	Provost Senior Leadership, University Accreditation Director, APR Specialist
At the request of unit chair/director	*Optional* – Post review Action Plan Meeting *(Page 9)*	Unit Associate Provost Other members of Provost's Senior Leadership, as appropriate College/School Dean and/or Associate Deans University Accreditation Director APR Specialist	
As specified	Action Plan filed *(Page 10)*	Unit Head in consultation with relevant Provost Office Staff	APR Review Team, APR Specialist, Posted on APR website
As specified	Action Plan yearly reports and updates *(Page 10)*	Unit Head College/School Dean	Provost Senior Leadership, University Accreditation Director, APR Specialist, Posted on APR website

APPENDIX C

UNM – ACADEMIC PROGRAM REVIEW (APR)
NOMINATION FORM FOR POTENTIAL REVIEW TEAM MEMBER

ACADEMIC UNIT BEING REVIEWED:

POTENTIAL REVIEWER'S INFORMATION

Name:		
Title or Rank:	Phone:	Email:

CONTACT INFORMATION

Current address:		
City:	State:	ZIP Code:
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

Name:	
Signature:	Date

APPROVED BY: DEAN

Name:	
Signature:	Date:

APPROVED BY: ASSOCIATE PROVOST

Signature	Date:

DATE RETURNED TO UNIT BY APR SPECIALIST:

THREE-DAY SITE VISIT *SAMPLE* ITINERARY

Note: This is a sample itinerary only, the unit should create an itinerary in consultation with members of the unit, the APR Specialist, and the site review team. Please schedule breaks and down time.

Day one:

Time	Activity	Who is responsible	Location
6:00 – 7:30 a.m.	**Breakfast at hotel – Unit will pick up team members**	**Unit**	
8:30 a.m. – 9:00 a.m.	Orientation with review team, ; University Accreditation Director; APR Specialist, unit head; self-study committee	Unit/APR Specialist	
9:00 a.m. to 9:30 a.m.	Team planning and orientation	APR Specialist Unit head	
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 – *optional*	Unit	
5:00 p.m. to 9:00 p.m.	Working dinner	APR Specialist	

Day Two:

Time	Activity	Who is responsible	Location
6:00 – 7:30 a.m.	Breakfast at hotel – Unit will pick up team members	Unit	
Mandatory meetings 9:00 a.m. to 9:30 a.m.	Meeting with Provost/Executive Vice President for Academic Affairs	APR Specialist	Scholes Hall, Room 246
9:30 a.m. to 10:00 a.m.	Meeting with Associate Provost	APR Specialist	Scholes Hall, Room 246
10:15 a.m. to 11:15 a.m.	Meetings requested by review team or to be used as work time	Unit APR Specialist	Scholes Hall, Room 246
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 – *optional*	Unit	
5:00 p.m. to 9:00 p.m.	Working dinner	APR Specialist	

Day Three:

Time	Activity	Who is responsible	Location
6:00 – 7:30 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. Lunch served	Exit meeting attended by: Review Team Provost/Executive Vice President for Academic Affairs, Associate Provost,; Dean of Graduate Studies or designee, as applicable; College/School Dean, Associate Dean(s), University Accreditation Director, Director of Assessment , Representatives of the Faculty Senate Graduate, Undergraduate and Curricula Committees, Unit Head, Chair of the self-study committee, Office of Institutional Analytics Staff, APR Specialist	Unit/APR Specialist	
1:00 p.m.	Reviewers depart Albuquerque		

TWO-DAY SITE VISIT *SAMPLE* ITINERARY

Note: This is a sample itinerary only, the unit should create an itinerary in consultation with members of the unit, the APR Specialist, and the site review team. Please schedule breaks and down time.

Day one:

Time	Activity	Who is responsible	Location
6:00 – 7:30 a.m.	Breakfast at hotel – Unit will pick up team members	Unit	
8:00 a.m. to 8:30 a.m.	Orientation with review team, Associate Provost; University Accreditation Director; APR Specialist, unit head; self-study committee	Unit/APR Specialist	
8:30 a.m. to 9:00 a.m.	Team planning and orientation	APR Specialist Unit head	
9:00 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 – *optional*		
6:00 p.m. to 9:00 p.m.	Working dinner	APR Specialist	

Day Two:

Time	Activity	Who is responsible	Location
6:00 – 7:30 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	Scholes Hall, Room 246
Mandatory meetings 9:00 a.m. to 9:30 a.m.	Meeting with Provost/Executive Vice President for Academic Affairs	APR Specialist	Scholes Hall, Room 246
9:30 a.m. to 10:00 a.m.	Meetings with Associate Provost	APR Specialist	Scholes Hall, Room 246
10:15 a.m. to 11:15 a.m.	Meetings requested by review team or to be used as work time	Unit APR Specialist	Scholes Hall, Room 246
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 attended by Provost/Executive Vice President for Academic Affairs, Associate Provost, V; Dean of Graduate Studies or designee, as applicable; College/School Dean, Associate Dean(s), University Accreditation Director, Director of Assessment, Representatives of the Faculty Senate Graduate, Undergraduate and Curricula Committees, Unit head, Chair of the self-study committee, Office of Institutional Analytics Staff, APR Specialist	Unit/APR Specialist	
5:00 p.m.	Reviewers depart Albuquerque or schedule a working dinner	APR Specialist	Location

APPENDIX E

REVIEW TEAM WORKSHEET

This worksheet should be used as a supplement to the review team report to document any department/program shortcomings relative to the UNM Criteria for Program Review. For each criterion, please note whether the criterion is Met (M) or if a shortcoming exists. If a shortcoming is identified, please note it as Not Met (NM), or Met with Concerns (MC) (refer to manual for descriptions). For any shortcomings, please summarize the basis for your conclusion in the appropriate box. If a potential shortcoming changes in level or is resolved during the campus visit, provide an explanation for how it was resolved or changed.

Visit Dates:

Department/Program: Evaluator(s):

Criterion	Assessment (M/NM/MC)	Comments
1. PROGRAM GOALS		
Published goals/educational objectives for each program (undergraduate and graduate)		
Consistent with mission (UNM's and unit's) and the needs of constituents		
Students are aware of program goals		
2. TEACHING AND LEARNING: CURRICULUM		
For each program, adequate coverage of program-appropriate curricular components, and consistent with the learning goals of the program/university		
Contributions to other units are adequately coordinated (with other units) and appropriate for the offering unit		
Extracurricular programs/activities are sufficient and consistent with program goals/educational objectives		
Program delivery modes are of sufficient quality and address student needs		
3. TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT		
Regular use of appropriate, documented processes for assessing and evaluating the extent to which the program educational objectives are being attained		
Regular use of appropriate evaluation tools for assessing teaching effectiveness		
Results of evaluations systematically utilized as input for the continuous improvement of programs		
4. STUDENTS		
Policies for accepting new and transfer students (including transfer credits) are in place and are enforced		
Student performance and progress are adequately monitored		
All students receive adequate and appropriate advisement and referral to student support services		
Student success and retention initiatives are appropriate for the unit and evaluated for effectiveness		

The success of graduates is tracked and assessed		
5. FACULTY		
Sufficient number and competencies to cover all program and curricular areas		
Appropriate qualifications		
Adequate levels of research and creative activities		
Adequate levels of student-faculty interaction, student advising and counseling		
Adequate levels of university/professional service activities		
Adequate levels of professional development		
6. RESOURCES AND PLANNING		
Unit engages in resource planning and allocation, possibly with use of external advisory board		
The unit has sufficient resources and institutional support to carry out its mission		
Staff composition and deployment is adequate		
Unit solicits and receives appropriate levels of external support		
7. FACILITIES		
Facilities are adequate to support student learning, along with scholarly and research activities		
Office space for faculty, staff and graduate students is appropriate		
Adequate library services, compute infrastructure and information infrastructure		
Laboratories (if appropriate) contain modern tools and equipment, are available, accessible, and systematically maintained and upgraded		
8. PROGRAM COMPARISONS		
Institutional support and leadership sufficient to assure quality and continuity of the program		
Institutional services, financial support, and staff adequate to meet program needs		
Sufficient to attract and retain a well-qualified faculty and provide for their professional development		
Sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment		
Sufficient to provide an environment to attain student outcomes		
9. FUTURE DIRECTION		
Unit engages in strategic planning		
Unit make use of appropriate data, including peer comparisons, in strategic planning		
Unit is aware of its strengths and weaknesses, and prioritizes its improvement activities accordingly		

University of New Mexico
Academic Program Review Action Plan Template
(rev. 07-01-15)

Unit:

Date of APR Site Visit:

This is the Unit's:

☐ **Initial Action Plan Submission**   **Date:**
or
☐ **Annual Action Plan Update**   **Date**:

Submitted by:
      Name:

      Title:

The unit should prepare an initial action plan based upon the entire APR process. The unit's action plan should reflect both short-term and long-term action items that are aligned with the goals and mission of the unit, college/school, and university. The action items should be feasible with respect to the program/department/unit, college, and university resources; sustainable; and measurable. The action plan should address any shortcomings noted by the APR review team with respect to the APR Criterion, be reflective of any goals of the program based upon the unit's mission and strategic planning initiatives, and take into account the review team's recommendations or comments, where appropriate.

The initial action plan or the annual update to the action plan should be arranged according to UNM's current Academic Program Review Criteria (see attached document or refer to the APR Policy Manual found at apr.unm.edu). Comments or a brief narrative explaining the action items or updates should be included at the end of each Criterion section.

Each action item should include:

1. A description of the action item and associated tasks written in measurable terms with appropriate measurable outcome(s)/metrics.
2. The person(s) responsible for this action
3. Resources needed for completing the action item (if there are budgetary requirements, please indicate the amount, funding source, and approvals for the funding source). ***If an action item requires significant external resources, a plan for how those resources will be obtained must be provided.***
4. A timeline for implementation with the projected start date and target date for completion.
5. The current status of the item or task

For Annual Action Plan Updates, new action steps can be added, based upon the overall goals of the unit, college/school, and/or university. Additionally, action items that are no longer relevant or that have been completed can also be removed. When adding or removing action items, please provide a brief explanation in the comments/narrative section.

Criterion 1 – Program Goals

In addition to action items associated with this Criterion please provide or update the following information:

Date of most recent version of Unit's Mission/Vision Statement: _____

Date of most recent update to Unit's Program Goals: _____

Action Item	Associated Tasks	Individual(s) Responsible	Other Resources/Items	$ Cost Amount (if applicable) and Source of Funding	Projected Start Date	Target Date for Completion	Current Status as of {insert date}

Criterion 1 Action Items Narrative/Additional Comments:

Criterion 2 – Teaching and Learning: Curriculum

In addition to action items associated with this Criterion please provide or update the following information:

Which undergraduate programs in the unit have reduced the number of credit hours required for the program, given the change to a UNM requirement of a minimum of 120 credit hours? Please provide the former and current number of credit hours and when the change occurred for each applicable program.

Action Item	Associated Tasks	Individual(s) Responsible	Other Resources/Items	$ Cost Amount (if applicable) and Source of Funding	Projected Start Date	Target Date for Completion	Current Status as of {insert date}

Criterion 2 Action Items Narrative/Additional Comments:

Criterion 3 – Teaching and Learning: Continuous Improvement
In addition to action items associated with this Criterion please provide or update the following information:

Date(s) of most recent Student Learning Outcomes for each degree/certificate program offered by the unit:

Date(s) of the most recent submitted Annual Program Assessment reports for each degree/certificate program offered by the unit:

Action Item	Associated Tasks	Individual(s) Responsible	Other Resources/Items	$ Cost Amount (if applicable) and Source of Funding	Projected Start Date	Target Date for Completion	Current Status as of {insert date}

Criterion 3 Action Items Narrative/Additional Comments:

Criterion 4 – Students
In addition to action items associated with this Criterion please provide or update the following information:

Please provide a brief summary regarding the unit's efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students.

Action Item	Associated Tasks	Individual(s) Responsible	Other Resources/Items	$ Cost Amount (if applicable) and Source of Funding	Projected Start Date	Target Date for Completion	Current Status as of {insert date}

Criterion 4 Action Items Narrative/Additional Comments:

Criterion 5 – Faculty

In addition to action items associated with this Criterion please provide or update the following information:

What are the Unit's broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty?

Provide a brief summary of major accomplishments or awards for research/scholarly/productivity activities of the Unit's faculty over the past year (if this information has been provided through another report, please attach a copy or provide a link to the supporting information).

Action Item	Associated Tasks	Individual(s) Responsible	Other Resources/Items	$ Cost Amount (if applicable) and Source of Funding	Projected Start Date	Target Date for Completion	Current Status as of {insert date}

Criterion 5 Action Items Narrative/Additional Comments:

Criterion 6 – Resources and Planning

In addition to action items associated with this Criterion please provide or update the following information:

Provide a brief summary of any significant changes in the Unit's budget or resources and the resource opportunities and/or challenges experienced by the Unit over the past year.

Action Item	Associated Tasks	Individual(s) Responsible	Other Resources/Items	$ Cost Amount (if applicable) and Source of Funding	Projected Start Date	Target Date for Completion	Current Status as of {insert date}

Criterion 6 Action Items Narrative/Additional Comments:

Criterion 7 – Facilities

In addition to action items associated with this Criterion please provide or update the following information:

Provide a brief summary for any changes to facilities or facility planning over the past year (e.g. changes in space utilization, remodeling, new construction).

Action Item	Associated Tasks	Individual(s) Responsible	Other Resources/Items	$ Cost Amount (if applicable) and Source of Funding	Projected Start Date	Target Date for Completion	Current Status as of {insert date}

Criterion 7 Action Items Narrative/Additional Comments:

Criterion 8 – Program Comparisons

In addition to action items associated with this Criterion please provide or update the following information:

Please provide any relevant information regarding program rankings or program status related to other peer institutions for the year.

Action Item	Associated Tasks	Individual(s) Responsible	Other Resources/Items	$ Cost Amount (if applicable) and Source of Funding	Projected Start Date	Target Date for Completion	Current Status as of {insert date}

Criterion 8 Action Items Narrative/Additional Comments:

Criterion 9 – Future Directions

In addition to action items associated with this Criterion please provide or update the following information:

Date of most recent version of strategic plan for Unit:_____

Action Item	Associated Tasks	Individual(s) Responsible	Other Resources/Items	$ Cost Amount (if applicable) and Source of Funding	Projected Start Date	Target Date for Completion	Current Status as of {insert date}

Criterion 9 Action Items Narrative/Additional Comments:

PEER COMPARISON TEMPLATE

Name of Peer Institution	How similar is your program to the peer institution's program in terms of overall organization?	Would you consider them to be an aspirational peer (Y/N)?	Please elaborate on how this program compares to your program in terms of program goals, curriculum, faculty, and students.
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			
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)			
Other (please name)			
Other (please name)			