UNM

Academic Program Review
Process and Procedures

Seventh Edition

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The Academic Program Review (APR) Process on the Main Campus of the University of New Mexico (UNM) emphasizes the notion of continuous evaluation and improvement. The Health Sciences Center, School of Law, and UNM branch campuses (i.e., UNM-Gallup, UNM-Los Alamos, UNM-Taos, and UNM-Valencia) are responsible for conducting program reviews that are consistent with APR Process outlined in this manual.

APR provides an opportunity for all academic units at the University of New Mexico to assess their prior achievements and goals, and to use this review as input for future planning and goal-setting activities. After preparing a Self-Study Report, units invite distinguished colleagues to conduct a Site-Visit to evaluate their degree/certificate program(s).

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 Office refers to departments and academic programs as "units." A department may consist of academic programs that offer at least one degree/certificate program or the department, itself, may offer at least one degree/certificate program. An academic program may not be associated with a department but offers at least one degree/certificate program. See Figure 1 below for a visual representation of this definition.
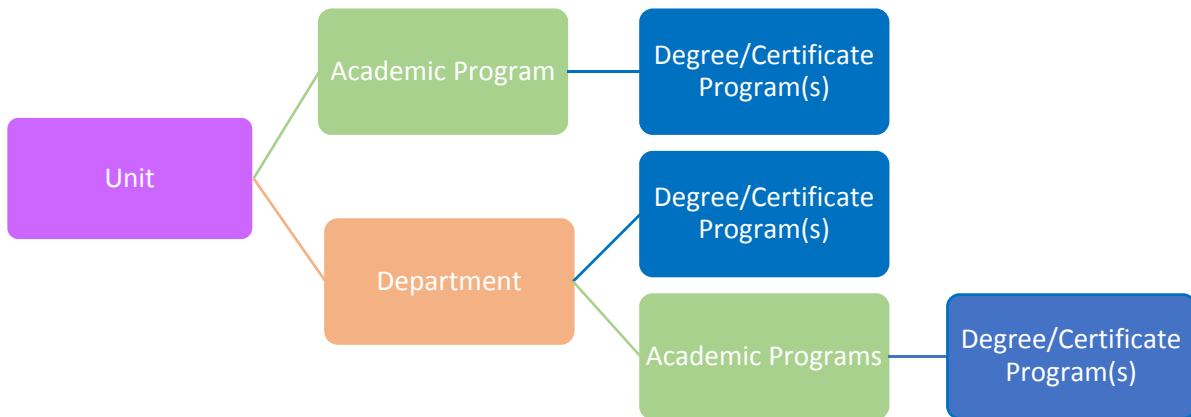
Figure 1. Definition of "Unit"

The APR Process at UNM has shifted to better focus on and emphasize continuous improvement and evaluation. This recent shift has led to a stronger alignment of UNM's APR Criteria to the criteria set forth by the Higher Learning Commission (HLC), which is the university's accrediting agency. In addition, the Self-Study Report has transitioned from a predominantly descriptive narrative to a reflective/argumentative narrative that is data-driven and evidence-based.

Currently, the APR Process of continuous evaluation and improvement is intrinsically linked with other similar efforts at UNM. The overall process consists of four components:

1. Continuous internal evaluation of the unit or academic program (e.g., outcome measures, use of resources, progress toward goals, meeting of accreditation requirements, or other criterion-based measures).

2. External review and evaluation of the unit or academic program every seven years (e.g., Site-Visit from APR review team).

3. Using the internal and external evaluations to plan for the future (e.g., developing action plans, strategic initiatives, updating strategic plans, planning for curricular change, and reexamining program goals).

4. Preparing for the next APR evaluation cycle (e.g., APR Annual Action Plan Updates, assessment of learning outcomes, gathering data for analysis and to determine areas of strength and weaknesses, and implementing strategic initiatives).
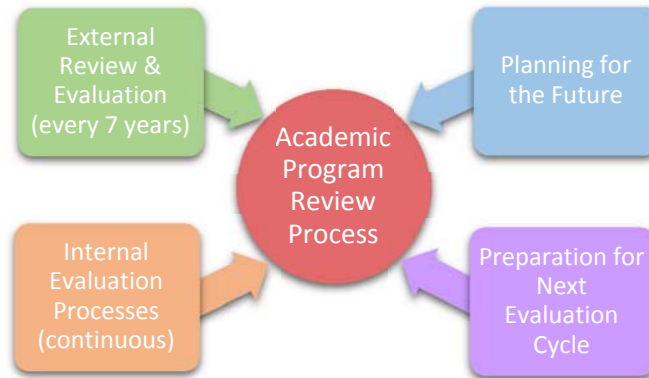
Figure 2. Major Components of the APR Process

Scope

The results of a comprehensive review process are important for planning, curriculum change, professional development, budget and time allocation decisions, and, more broadly, for examining how the unit presents itself within the university community and to the outside world. The Academic Program Review (APR) evaluates the quality of the unit and demonstrates how it serves its various stakeholders (i.e., the university, its students, its discipline, the community, the state, etc.). The goals of the APR are entwined with the higher aspirations of the University of New Mexico. Most fundamentally, the APR Process is meant to facilitate unit improvements.

Academic Program Reviews are a crucial element of the university's accreditation. For units that undergo professional or other specialized types of accreditation, the APR also should complement and provide support for specialized accreditation efforts. The APR is structured to help both the unit and the institution make progress in achieving their goals. The focus of the APR is the evaluation of past performances in order to strategically plan for the future.

The overall cycle through which all academic programs complete the APR Process spans seven years. Approximately eight units are scheduled to complete the APR Process each academic year. The APR cycle is based upon a continuous improvement cycle as demonstrated below in Figure 3.
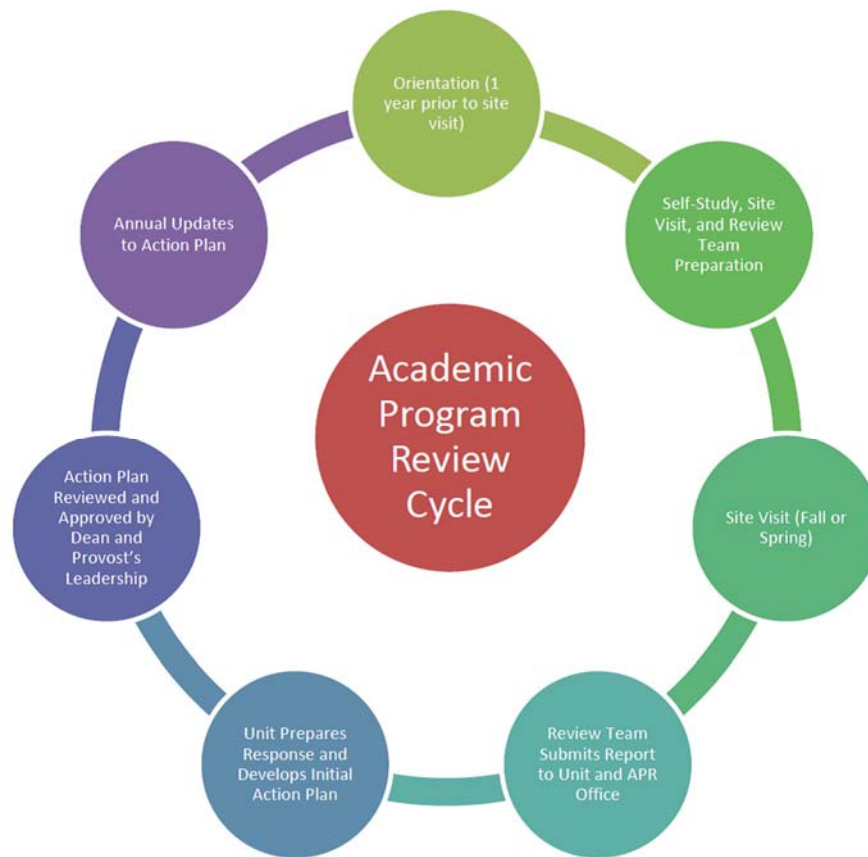
Figure 3. The APR Continuous Improvement Cycle

Academic Program Review Process

The Continuous Improvement Cycle of the APR Process at UNM can be more thoroughly expressed as follows:

- As indicated in the *Master Schedule of Academic Program Reviews* in Appendix A, the unit will be contacted by the APR Office for its APR Orientation Meeting to prepare it for the upcoming year. The Site-Visit will take place one year following the Orientation Meeting.

- The unit prepares a Self-Study Report that addresses the following APR Criteria:
    o Criterion 0: Introduction and Background Information
    o Criterion 1: Student Learning Goals and Outcomes
    o Criterion 2: Teaching and Learning: Curriculum
    o Criterion 3: Teaching and Learning: Continuous Improvement
    o Criterion 4: Students (Undergraduate and Graduate)
    o Criterion 5: Faculty
    o Criterion 6: Resources and Planning
    o Criterion 7: Facilities
    o Criterion 8: Peer Comparisons
    o Criterion 9: Initial Action Plan (NOT INCLUDED IN THE SELF-STUDY REPORT)

- In addition to the APR Criteria, senior leadership may solicit reflective questions from campus constituents (i.e., Provost's Cabinet, Deans' Council, etc.) that are unit-specific and geared towards highlighting key factors that the unit will be expected to address as both an examination and demonstration of its continuous improvement efforts. This step may include providing

customized data to units in order to assist them in addressing and incorporating the reflective questions into their Self-Study Report.

- The draft Self-Study Report is reviewed by internal participants and feedback is provided to the unit.

- The unit, Dean's Offices, and Office of the Provost collaborate in the selection and approval of an external review team. The review team usually includes at least two experienced faculty from other institutions and one faculty from UNM.

- The final Self-Study Report is sent to the review team approximately five weeks prior to the unit's Site-Visit.

- Following the Site-Visit, the review team has six weeks to draft its report.

- The final step of the APR Process involves the unit, Dean, and Office of the Provost collaborating in drafting, reviewing, and/or approving the Unit Response Report and Initial Action Plan.

- Unit updates to the Initial Action Plan are required annually and due to the APR Office by December 16th.

Guiding Principles

Several principles guide the revised Academic Program Review Process at UNM.

- The APR Process is based on an evaluation of the unit's strengths and weaknesses according to a common set of criteria, and should inform continuous improvement efforts that lead to short- and long-term strategic planning.
- The Self-Study Report should be evidence-based and data-driven, making use of performance measures and other commonly accepted higher education metrics to support the narrative related to each criterion.
- The program review process facilitates increased collaboration and coordination with other university programs and constituents.
- The Self-Study Report defines the unit's goals and strategies for moving towards those goals in terms that are consistent with the mission and strategic plan of the unit and the university.
- An Initial Action Plan should be generated as a direct response to the entire APR Process. It should include 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 available resources, sustainable, and measurable. The unit is expected to provide annual updates on its progress toward completing the action items outlined in the action plan.
- The APR Process is one part of UNM's comprehensive plan for accountability. This review process represents efforts to demonstrate and measure institutional effectiveness.

Historical Background

In 1994, the Faculty Senate decided to include undergraduate as part of the APR Process, which previously focused on the evaluation of productivity and viability graduate education. 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. The previous full APR cycle spanned ten years starting in the fall of 2005 and ending in the spring of 2015. 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 (HLC).

In 2015, the action plan process was revised to align with the APR Criteria. In addition, updates were made to the overall APR Process based upon recommendations from an internal audit of the Academic Program Review Process. In 2016, additional updates were made to the APR Criteria and overall process to better guide and support the transition of the narrative of the Self-Study Report from descriptive to persuasive/argumentative.

In the spirit of continuous improvement, the principles and guidelines for the APR Process will continue to be updated as necessary in order to reflect current practices and align with other university initiatives. The APR Office reviews and evaluates its process, procedures, guidelines, and resources annually, which are vetted by the APR Taskforce. This taskforce consists of representatives from faculty, staff, and administrators throughout the university.

Initial Planning and Coordination

Academic Program Reviews on the Main Campus of UNM are conducted on an approximate seven-year cycle. (This may vary depending on the number of units and other factors, such as specialized accreditation cycles.) In many cases, the APR for accredited units and degree/certificate programs is scheduled a year or two prior to their accreditation review; so that it could be used to prepare for and identify any issues that might impact accreditation. Site-Visits are scheduled for either the fall or spring semester. The *Master Schedule of Academic Program Reviews* was developed by the APR Office in consultation with relevant administrators. The schedule was then approved by the Provost and Deans' Council. The *Master Schedule of Academic Program Reviews* is included as Appendix A. Because of the number of units participating in the review process during any given semester and the funding allocated for program reviews, 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 Office of the Provost. In some cases, expenses associated with any significant change to the schedule may be charged to the unit.

The APR Office will initiate communication at the beginning of each semester with relevant units to schedule an Orientation Meeting to provide general instruction and materials regarding the APR Process (e.g., in September for fall reviews and February for spring reviews). The chair of the unit will be contacted directly, but the inclusion of faculty and staff members who may be involved in the review process is encouraged. In particular, the Orientation Meeting is intended to identify specific resources, supporting materials, and events necessary for preparing for and completing the review process. During the meeting, the general *Timeline for Academic Program Reviews* and major activities required for each unit review will be discussed. This *Timeline for Academic Program Reviews* is included as Appendix B.

Within a month following the Orientation Meeting, the chair of the unit, in consultation with the unit's faculty, will "reserve" a tentative week for conducting a Site-Visit. The Site-Visit will not last the entire week, but reserving a whole week provides flexibility for the schedules of the reviewers and university's administrators as well as helps to avoid scheduling more than one Site-Visit in a week. Generally, the Site-Visit is scheduled for a two-and-a-half-day campus visit. Smaller units may consider a two-day Site-Visit.

The APR Office will coordinate with senior leadership to compile any unit-specific reflective questions and accompanying customized data for units to address within their Self-Study Report.

Preparation of the Unit Self-Study Report

Prior to the Orientation Meeting, the APR Office will create an account for the unit's chair and provide the link to the APR Process Web Application. The APR Office will insert the unit's Site-Visit dates in the web application in order to generate a customized timeline for the unit that will include automated email notifications of key milestones/deadlines for completing the APR Process. If the unit's chair would like to provide others with access to edit and/or review the Self-Study Report in the web application, a request, with the name and privilege designation for each person, must be emailed to the APR Office.

At least three months following the APR Orientation Meeting, the unit should form a Self-Study Report committee that is charged with the responsibility for preparing the unit's Self-Study Report. Sample Self-Study Reports from prior academic program reviews are available on the APR Office's website at http://apr.unm.edu/.

The Self-Study Report should be comprehensive, concise, and broadly participatory in nature. It should include evidence to support the satisfaction of the APR Criteria as well as the unit-specific reflective questions generated by senior leadership. The report should address all of the unit's degree/certificate programs and contain a candid discussion and evaluation of the unit's continuous improvement efforts.

It is very important for all units to have clear statements of the student learning goals and outcomes for each of their degree/certificate programs and to explain their processes for measuring the goals and outcomes. The APR Process should not signal the beginning of these efforts but rather provide an opportunity for the unit to discuss and evaluate the processes already in place to support student learning and other academic accomplishments.

The Self-Study Report is not intended to be the product of one or two members working alone but of all faculty and staff associated with the unit. As the Self-Study Report approaches completion, the initial draft should be circulated throughout the unit and university (e.g., faculty, staff, appropriate administrators, and others) for feedback. The final draft of the Self-Study Report must be submitted to the APR Office approximately one month prior to the scheduled Site-Visit.

The APR Office will schedule a Pre-Visit Meeting to review, discuss and provide feedback on the initial draft of the Self-Study Report as well as to identify important issues for the review team. The unit should submit copies (i.e., five hard copies and a PDF file) of the initial draft of the Self-Study Report to the APR Office for distribution at least two weeks prior to the Pre-Visit Meeting. The meeting may include the following individuals or representatives:

- Associate Provost for Curriculum,
- 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 Report committee,
- Directors of Assessment, APR, and University Accreditation,
- Office of Institutional Analytics staff,
- APR Coordinator,
- Other members of the senior leadership, as appropriate.

At the conclusion of the Pre-Visit Meeting, the unit's Self-Study Report Committee should approve the Self-Study Report as is or with revisions. The committee should make the final revisions, as needed, and then submit the final draft of the Self-Study Report (i.e., eight hard copies and a PDF file) to the APR Office approximately six weeks prior to the scheduled Site-Visit to ensure adequate time for the review team to review the report. The APR Office will be responsible for distributing the final draft of the Self-Study Report to the review team and relevant members of the UNM community. All faculty and staff members in the unit are expected to be familiar with the Self-Study Report prior to the Site-Visit by the review team.

Selection and Confirmation of Review Team Members

The chair of the academic unit, in consultation with the unit's faculty, should create a list of potential consultants/evaluators for the unit's Academic Program Review (APR). It is recommended that the unit nominate a maximum of six external and three internal potential reviewers for review and approval by both the Dean and Office of the Provost. The unit's chair is responsible for completing and submitting a *Nomination Form for Potential Review Team Member* for each potential review team member via the APR Process Web Application. The *Nomination Form for Potential Review Team Member* is included as

Appendix C. For especially complex units, more external nominations may be submitted for review and approval by the Dean and Office of the Provost. For smaller units, one external nomination may suffice. The unit's chair will be responsible for contacting the nominated review team members to confirm their availability.

The nominated reviewers should be prominent faculty and/or practitioners whose talents are relevant to the particular distinctions and aspirations of the unit being reviewed. The nominated reviewers also should have a broad interest in general issues associated with higher education. Potential team members having primary an expertise in only the graduate or undergraduate aspects of the unit should be noted so that the selected review team will include adequate representation to review both aspects.

In units and/or degree/certificate programs with a specialized accreditation, at least one reviewer should be recommended who has experience as a trained evaluator for the relevant accrediting agency or an equivalent level of knowledge of the current accreditation standards and procedures of the accrediting agency. If there is a national organization associated with the unit, the organization may have resources for identifying potential reviewers. If an external nominee is retired, they must have held a faculty position at least a year prior to the unit's Orientation Meeting. Internal nominees should be professionally familiar with the unit. Retired internal nominees will not be approved.

The unit's chair should consult with its Dean and the Office of Provost in order to identify an appropriate review team. The team typically consists of two external reviewers and one internal reviewer (e.g., UNM tenured faculty). More may be added, with approval from the Dean and Associate Provost for Curriculum, if necessary for especially complex reviews, and one may suffice for some smaller programs. An internal 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 for Curriculum on the *Nomination Form for Potential Review Team Member*.

Review Team Site-Visit

The activities of the review team during the Site-Visit is outlined in the *Charge to the Review Team* section (i.e., refer to p. 19). A draft itinerary for the Site-Visit should be provided to the review team members for feedback before it is finalized. Itinerary samples are included as Appendix D (i.e., two-day and two-and-one-half-day).

Included during every Site-Visit are meetings with the following individuals or groups:

- Provost/Executive Vice President for Academic Affairs (or designee),
- Associate Provost for Curriculum,
- Other key members of the senior leadership (or designee), as applicable,
- College/School Dean, Associate Dean(s), and/or college staff,
- Dean of Graduate Studies (or designee), as applicable,
- Unit's chair,
- 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 (i.e., faculty, staff, students, and community members) about the Site-Visit and relevant meetings at least one week prior to the Site-Visit. All meetings should be conducted in a way that provides reasonable confidentiality for participants. For example, the unit's faculty and staff should not be present at meetings held to elicit student comments and feedback. However, it must be made clear to all participants that the purpose of the Site-Visit and relevant

meetings is for them to provide input about the overall quality and direction of the unit. Separate internal procedures exist and should be utilized for dealing with grievances.

Review team members will conclude the Site-Visit with an exit meeting in which they provide an oral report on their preliminary findings. The unit should provide the review team with adequate time during their Site-Visit to complete the *Review Team Worksheet* (i.e., see Appendix E) and draft a presentation for the Exit Meeting. The presentation for the Exit Meeting must be formatted according to one of the templates provided as Appendix F. Typically, information presented during the Exit Meeting is used to develop the Review Team Report. The Exit Meeting will normally be attended by:

- Provost/Vice President for Academic Affairs (or designee),
- Other key members of the senior leadership (or designee), as applicable,
- Associate Provost for Curriculum,
- Vice President for Research (or designee),
- College/School Dean, Associate Dean(s), and/or college staff,
- Dean of Graduate Studies (or designee), as applicable,
- Unit's chair,
- Chair and Members of the Self-Study Report Committee,
- Representatives of the Faculty Senate Graduate, Undergraduate and Curricula Committees,
- Directors of Assessment, APR, and University Accreditation,
- Office of Institutional Analytics staff,
- APR Coordinator,
- Any other faculty or staff members from the unit, at the discretion of the unit's chair.

Unit Response Report and Initial Action Plan

The unit's chair will lead the preparation of the Unit Response Report and Initial Action Plan (i.e., refer to the *Action Plan Template* in Appendix I) in order to address the findings, issues and/or shortcomings identified not only in the in the Review Team Report but also in the unit-specific reflective questions provided by senior leadership. The completed template, or Initial Action Plan, should reflect the unit's strategic planning efforts. Specifically, 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.

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 within and between the seven-year APR cycles.

The unit's chair should discuss the Review Team Report and unit-specific reflective questions with the faculty and consult with the Dean. The Office of the Provost, Dean of Graduate Studies, Faculty Senate committees, and other administrators may also be consulted, as appropriate.

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 and in the unit-specific reflective questions must be addressed thoughtfully in the Unit Response Report and Initial Action Plan. 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.

The Initial Action Plan 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 unit's Initial Action Plan also should consider the mission of the unit, college/school, and university. 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 and in the unit-specific reflective questions 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.

The overall effectiveness of the APR Process will ultimately depend upon the actions and continuous improvement efforts outlined in the Unit Response Report and Initial Action Plan. After they are reviewed and approved by the Dean, a copy of the Unit Response Report and Initial Action Plan should be submitted to the Office of the Provost for final review and approval (i.e., see Appendix I for the template).

If the unit's Site-Visit took place during the fall semester, the final approved Unit Response Report and Initial Action Plan (i.e. by both the Dean and Office of the Provost) must be submitted by August 16th. If the unit's Site-Visit took place during the spring semester, the final approved Unit Response Report and Initial Action Plan (i.e. by both the Dean and Office of the Provost) must be submitted by December 16th. The APR Office will upload all unit documentation associated with the APR Process on its website at http://apr.unm.edu.

Final Review and Approval of the Unit Response Report and Initial Action Plan

The Unit Response Report and Initial Action Plan will be reviewed and approved by members of the senior leadership. Prior to approval, the senior leadership may request additional information or revisions to the Unit Response Report and/or Initial Action Plan. Feedback will be provided in writing to the unit. The unit may request a meeting with members of the senior leadership to discuss its Unit Response Report and/or Initial Action Plan, if needed. After the approval is granted by the senior leadership, a memo of approval will be sent to the unit and Dean. A copy of the Unit Response Report and Initial Action Plan will be sent to the review team and posted on the APR Office's website at http://apr.unm.edu.

Annual Action Plan Updates

After completing the Initial Action Plan, an Annual Action Plan Update should be provided. The Initial Action Plan and annual updates should be based on the *Action Plan Template* (i.e., see Appendix I). Units should provide an update to the Initial Action Plan, noting status or progress towards completion of each action item. In the Annual Action Plan Update, new action steps can be added, based upon the overall goals and strategic plan of the unit, college/school, and/or university. Additionally, action items that are no longer relevant or that have been completed can be removed during this timeframe. The unit should provide a brief explanation in the template for changes made to action items associated with any of the APR Criterion.

The unit's Self-Study Report should reflect the collective perspectives of the faculty (i.e., including continuing, temporary, and affiliated faculty) within the unit and include input from students, staff, and other 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.

Along with responding to the specified APR Criteria below, senior leadership may generate and compile unit-specific reflective questions for units to address within their Self-Study Report. These questions will require units to explore and examine their continuous improvement efforts. The Office of Institutional Analytics (OIA) may provide customized data for reference in responding to the reflective questions. The unit should utilize this data in conjunction with its own data in the Self-Study Report. In addition to data provided directly from OIA, other data or information may be requested from the Office of Assessment, Vice President for Research Office, Office of University Advisement, Alumni Relations, and other areas, as appropriate. University Libraries also is a valuable resource for providing 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 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.

All Self-Study Reports are expected to address eight of the nine APR Criteria described below.

Criterion 0. Introductory Section and Background Information

The section should provide a brief introduction to the Self-Study Report, 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 Report.

0B.   A brief description of the history of each degree/certificate program offered by 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 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).

0E.   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.

Criterion 1. Student Learning Goals and Outcomes

The unit should have stated student learning goals and outcomes for each degree/certificate program and demonstrate how the goals align with the vision and mission of the unit and university. (Differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

1A.   Provide a brief overview of the vision and mission of the unit and how each offered degree/certificate program addresses the vision and mission of the unit.

1B.   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?

1C.   List the overall program goals and student learning outcomes for each degree/certificate program within the unit. Include an explanation of how they are current and relevant to the associated discipline/field. 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 and post-graduate and certificate program.

1D.   Describe the unit's primary constituents and stakeholders. Include an explanation of:
   - how the student learning goals and outcomes for each degree/certificate program are communicated to students, constituents, and other stakeholders; and
   - how satisfaction of the student learning goals and outcomes for each degree/certificate program would serve and support students' academic and/or professional aspirations. Provide specific examples.

1E.   Discuss and provide evidence of outreach or community activities (local, regional, national, and/or international) offered by the unit including:
   - how these activities relate to the unit's achievement of its student learning goals; and
   - the impact of these activities on the academic and/or professional success of students. (These activities could include activities such as colloquia, case competitions, conferences, speaker series, performances, community service projects, research, etc.)

1F.   Discuss how the unit's strategic planning efforts have evolved in relation to student learning goals and outcomes of its degree/certificate program(s), serving its constituents and stakeholders, and contributing to the wellbeing of the university and UNM community. Include an overview of the unit's strategic planning efforts going forward. For example, discuss the strengths and challenges of the unit, including the steps it has taken to maximize its strengths and address both internal and external challenges.

Criterion 2. Teaching and 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 and program-specific components for both the undergraduate and graduate programs.
   - If applicable, provide a justification as to why any bachelor's degree program within the unit requires over 120 credit hours for completion.

2B.   Discuss the significance of the unit's contributions to and/or collaboration with 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, courses that are electives in other programs, cross-listed courses, etc.

2C.   Discuss the efficiency and necessity of the unit's mode(s) of delivery for teaching courses.

2D.   Discuss the unit's strategic planning efforts going forward for identifying, changing and/or examining areas for improvement in its curricula.

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 the student learning outcomes for each degree/certificate program by addressing the items below.
   - Describe the overall skills, knowledge, and values that are expected of all students at the completion of the program (refer to the program learning goals outlined in Criterion 1).
   - Explain how the current direct and indirect assessment methods were established and are administered as program-level assessments including how they are used to measure the student learning outcomes. Also, provide a description of the courses in which the assessment methods are administered and the extent to which students are expected to meet the relevant student learning outcomes.
   - Explain and provide evidence of how the program has progressively improved, evolved and/or maintained the quality and effectiveness of its assessment structure and activities in order to reflect, sustain and/or maximize student learning (i.e., refer to updated assessment plans, annual assessment reports, assessment maturity scores, etc.)

3B.   Synthesize the impact of the annual assessment activities for each degree/certificate program by addressing the items below.
   - How have the results/data of each of the aforementioned program-level assessment methods been used to support and inform quality teaching and learning?
   - How have the results/data from the program's assessment methods and activities been used for program improvement, curricular improvement and/or to maximize student learning?
   - Overall, explain how the program strategically monitor the short- and/or long-term effects and/or impact of it changes/improvements.

Criterion 4. Students (Undergraduate and Graduate)

The unit should have appropriate structures in place to recruit, retain, and graduate students. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

4A.   Discuss the unit's admission and recruitment processes (including transfer articulation(s)) and evaluate the impact of these processes on enrollment.

4B.   Provide an analysis of the unit's enrollment, persistence/retention, and graduation trends, including an explanation of the action steps or initiatives the unit has taken to address any significant challenges or issues highlighted in these trends.

4C.   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 (i.e., consult with the college's designated professional advising manager and/or the program's designated professional advisor; refer to the advising: outcomes, assessment practices, assessment data; etc.).

4D.   Discuss any student support services that are provided by the unit and evaluate the relevancy and impact of these services on students' academic success.

4E.   Discuss 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?

4F.   Discuss the unit's strategic planning efforts going forward to improve, strengthen and/or sustain its structures, processes, and/or rates for recruiting, retaining, and graduating students.

Criterion 5. Faculty

The faculty (i.e., continuing, temporary, and affiliated) associated with any of the unit's degree/certificate program(s) should have appropriate qualifications and credentials. The faculty should be of sufficient number to cover the curricular requirements of each degree/certificate program. Also, the faculty should be able to demonstrate sufficient participation in relevant research and service activities. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

5A.   After completing the *Faculty Credentials Template* (see Appendix G), discuss the composition of the faculty and their credentials. Include an overall analysis of the percent of time devoted by each faculty to the relevant degree/certificate program(s) and his/her roles and responsibilities.

5B.   Explain the process that is utilized to determine and assign faculty course-load. Discuss the efficiency of this process (i.e., how does the unit determine faculty assignment to lower division vs. upper division courses). Include an analysis of faculty-to-student ratio and faculty-to-course ratio (based on the total number of credit hours taught).

5C.   Discuss and provide evidence of the professional development activities for faculty within the unit including how these activities particularly have been used to sustain research-related agendas, quality teaching, and support students learning and professional development at the undergraduate and graduate level.

5D.   Discuss and provide evidence of the research/creative work and efforts of the faculty within the unit at the undergraduate and graduate level. Explain the adequacy and/or significance of the research/creative work and efforts in supporting the quality of the unit and/or the program(s).

5E.   Explain and provide evidence of the efforts and strategies by the unit to involve faculty in student retention and ensure students' academic success at the undergraduate and graduate level (i.e., faculty advising efforts, student engagement activities, etc.)

5F.   Provide an abbreviated vitae (two pages or less) or summary of the educational background and professional experiences of each faculty member. (If the unit has this information posted on-line, then provide links to the information.)

5G.   Discuss the unit's strategic planning efforts going forward to improve, support, and/or optimize its faculty.

Criterion 6. Resources and Planning

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

- 6A. Explain how the unit engages in resource allocation and planning that are effective in helping it carry out its mission and achieve its goals. If the unit has an advisory board, describe the membership and charge and discuss how the board's recommendations are incorporated into decision-making.
  - Include a discussion of how faculty research is used to generate revenue or apply for grants. How is the revenue gained from research being distributed to support the unit and its degree/certificate programs?

- 6B. Provide an analysis of information regarding the unit's budget including support received from the institution and external funding sources.
  - Include a discussion of how alternative avenues (i.e., external and grant funding, 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.

- 6C. Discuss the composition of the staff assigned to the unit and their responsibilities (including titles and FTE). Include an overall analysis of the sufficiency and effectiveness of the staff in supporting the mission and vision of the unit.

- 6D. Discuss and provide evidence of the adequacy of the library resources that are available and/or utilized to support the unit's academic and research initiatives.

- 6E. Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the sufficient allocation of resources and institutional support towards its degree/certificate program(s), faculty, and staff.

Criterion 7. Facilities

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

- 7A. Provide an updated listing from UNM's current space management system of the spaces assigned to your unit. Discuss the evolution and sufficiency of the amount of space your unit has been assigned by category (e.g., offices, support spaces, conference rooms, classrooms, class laboratories, computing facilities, research space, specialized spaces, etc.).
  - Include an analysis of the square footage-to-student ratio and square footage-to-faculty ratio.
  - Explain if the unit has any spaces outside or in other locations that are not documented in UNM's space management system.

- 7B. Discuss the unit's ability to meet academic requirements with the current facilities. 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 outcomes, if any?

- 7C. Discuss any recent space management planning efforts of the unit relative to the teaching, scholarly, and research activities of the faculty associated with the unit. Include an explanation of any proposed new initiatives that will require new or renovated facilities.

- 7D. Discuss the unit's facility goals and priorities for the future and the timelines associated with them. Include a description of short-term goals (1 – 3 years) (e.g. renovation requests) and long-term goals (4 – 10 years) (e.g. new facilities) and how they align with UNM's strategic planning initiatives.

- Explain the funding strategies associated with any of the unit's facility goals.

Criterion 8. Peer Comparisons

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

8A. Discuss the distinguishing characteristics of the degree/certificate program(s) within the unit after completing the *Peer Comparison Template* provided as Appendix H (i.e., examination of student enrollment rates, degrees/certificates offered, number of tenure-track faculty, research/creative work of faculty, etc.). Include an analysis of the unit's degree/certificate program(s) based on comparisons with similar or parallel programs:
- at any of UNM's 22 peer institutions (i.e., http://oia.unm.edu/facts-and-figures/index1.html);
- at other peer institutions identified by the unit; and
- designated by relevant regional, national, and/or professional agencies.

8B. Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its degree/certificate program(s) in relation to peer institutions.

Criterion 9. Initial Action Plan (NOT INCLUDED IN THE SELF-STUDY REPORT)

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

9A. Discuss and operationalize the strategic directions and priorities for the unit after its APR Site-Visit.
- Draft an Initial Action Plan (see Appendix I) in response to the Review Team Report to not only document the unit's measurable, time-specific action items and outcomes but to also track how they are prioritized and progressively resolved annually.
- The Initial Action Plan must include an accompanying Unit Response Report (for more information, refer to pp. 11-12).
- The unit has to provide an update to the Initial Action Plan annually, documenting its status or progress towards completion of each action item. New action steps can be added to an action plan, as needed, based upon changes in the overall goals and strategic plan of the unit, college/school, and/or university.
- Updates to the Initial Action Plan are due by the unit annually to the APR Office no later than December 16th.

The purpose of the APR review team is to evaluate the extent to which a program satisfies the APR criteria, process, and procedures that the APR Process at University of New Mexico (UNM) stipulates. 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 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 and its program in improving. 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 Exit Meeting and Review Team Report

The review team's Site-Visit will culminate with a preliminary presentation of its findings. The review team can choose whether or not it would like to present using the narrative or PowerPoint exit meeting template (see Appendix F).

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 E), 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 shortcoming, issue, 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:

> **Met (M)** – The unit satisfies or exceeds the expectations embodied in the referenced criterion, policy, or procedure.

> **Met with Concerns (MC)** – The criterion is satisfied but one or more issues or concerns were not clearly addressed or supported with evidentiary data in the Self-Study Report and/or during the Site-Visit; or there is a potential concern regarding an issue(s) or shortcoming(s) that may pose a problem in the near future or affect the quality and credibility of the unit (and requires the unit to provide corrective actions).

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

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.

Findings expressed during the exit meeting and in the Review Team Report should not be prescriptive. That is, issues or shortcomings should be noted and described in detail, with reference to the relevant APR Criteria and associated evidence provided by the unit. **It is important to emphasize that review team members should avoid suggesting remedies, solutions, and/or recommendations that they believe should be applied or considered in addressing any issue or shortcoming**. The unit and its

constituents, after sufficient opportunity for discussion and thought, must determine their own path forward with consideration of the available resources and capacity of the unit, college/school, and/or university.

The APR Office will create an account for the review team in the APR Process Web Application prior to the APR Review Team Orientation Meeting, which occurs on the first day of the Site-Visit. The review team will be responsible for uploading a PDF of the Review Team Report and completing the *Review Team Workshee*t, via the APR Process Web Application, within six weeks following the Site-Visit. The unit's chair will receive an email notification once these documents have been submitted.

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.

The charge of the review team will be revisited by the APR Office during the APR Review Team Orientation Meeting on the first day of the Site-Visit. In addition, the APR Office will provide the review team with both a manual and digital copy of all pertinent APR documentation 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 morning orientation meeting.

The Academic Program Review (APR) Process at the University of Mexico (UNM) supports and advances the mission of the university by providing a mechanism for units and their programs to examine their achievements, goals, continuous improvement efforts, and strategic plans for the future. Within this context, the APR Office's primary purpose is to assist units through the process of conducting a Self-Study Report, organizing and preparing for a Site-Visit, and engaging in continuous action planning.

To ensure that the APR Process at UNM is effective, the APR Office annually administers surveys to the units, review team members, and administrators for feedback and recommendations. In addition, the Academic Program Review (APR) Taskforce meets annually to consider, review, and evaluate changes/updates to the APR Process. The taskforce consists of selected faculty, staff, and administrators throughout the university. All improvements to the APR Process, procedures, guidelines, and/or resources are vetted by the APR Taskforce.

APPENDIX A
MASTER SCHEDULE OF ACADEMIC PROGRAM REVIEWS

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

Begin APR Process	Department	Academic Programs	Degree/Certificate Programs	School/ College	Last APR Site-Visit
Fall 2015	Linguistics	Linguistics Signed Language Interpreting Linguistics-Signed Language Studies	B.A., M.A., Ph.D. B.S. BA	A&S	Fall 2007
Fall 2015		Latin American Studies	B.A., M.A., Ph.D.	A&S	Fall 2007
Fall 2015	Language, Literacy and Sociocultural Studies	LLSS Educational Linguistics	M.A., Ph.D. Ph.D.	COE	Spring 2007
Fall 2015		Community and Regional Planning	M.C.R.P. B.A.E.P.D.	SAAP	Spring 2007
Spring 2016	Biology		B.A., B.S., M.S., Ph.D.	A&S	Spring 2008
Spring 2016	Geography		B.A., B.S., M.S. GCERT (Law, Environment, and Geography)	A&S	Spring 2008
Spring 2016	Mathematics and Statistics	Mathematics Statistics	B.S., M.S., Ph.D. B.S., M.S., Ph.D.	A&S	Spring 2008
Spring 2016	Spanish and Portuguese	Spanish Portuguese Spanish and Portuguese	B.A., M.A. B.A, M.A. Ph.D.	A&S	Spring 2008
Fall 2016	Anthropology		B.A., B.S., M.A., M.S., Ph.D.	A&S	Fall 2008
Fall 2016	Philosophy	Philosophy English-Philosophy	B.A., M.A., Ph.D. B.A.	A&S	Fall 2008
Fall 2016		Landscape Architecture	M.L.A.	SAAP	Spring 2009
Fall 2016	Cinematic Arts	Media Arts Interdisciplinary Film and Digital Media	B.A. B.F.A.	CFA	Fall 2008
Spring 2017	Chemical and Biological Engineering	Chemical Engineering	B.S.Ch.E., M.S. Ph.D. (Engineering)	SOE	Spring 2009
Spring 2017	Nuclear Engineering		B.S.N.E., M.S. Ph.D. (Engineering)	SOE	Spring 2009
Spring 2017	Electrical and Computer Engineering	Electrical Engineering Computer Engineering	B.S.E.E., M.S. B.S.Cp.E., M.S. Ph.D. (Engineering)	SOE	Spring 2009
Spring 2017	Mechanical Engineering	Mechanical Engineering Manufacturing Engineering Biomedical Engineering	B.S.M.E., M.S. M.E.M.E. M.S. Ph.D. (Engineering)	SOE	Spring 2009

Begin APR Process	Department	Academic Programs	Degree/Certificate Programs	School/ College	Last APR Site-Visit
Spring 2017	Civil Engineering and Construction Management	Civil Engineering Construction. Engineering Construction. Management	B.S.C.E., M.S., M.Eng. B.S.Cn.E. B.S.C.M., M.C.M. Ph.D. (Engineering)	SOE	Spring 2009
Fall 2017		Biomedical Engineering	M.S. Ph.D. (Engineering)	SOE	N/A
Fall 2017	History	History International Studies	B.A., M.A. Ph.D. B.A.	A&S	Fall 2009
Fall 2017	Public Administration	Public Administration Health Administration	M.P.A. M.H.A.	A&S	Fall 2009
Fall 2017	Organization, Information and Learning Sciences	Instructional Technology and Training Organization, Information and Learning Sciences	B.S. M.A., Ed.Spc., Ph.D.	ULLS	Fall 2009
Spring 2018	English Language and Literature	English Studies English Creative Writing Technical and Professional Communication	B.A. M.A., Ph.D. M.F.A. CERT	A&S	Spring 2010
Spring 2018	Physics and Astronomy	Physics Physics and Astrophysics Astrophysics	B.S., M.S., Ph.D. B.A., B.S. B.S.	A&S	Spring 2010
Spring 2018		Optical Science and Engineering	M.S., Ph.D.	A&S / SOE	Spring 2010
Spring 2018	Computer Science		B.S.C.S., M.S., Ph.D.	SOE	Spring 2010
Fall 2018	Economics		B.A., M.A., Ph.D.	A&S	Spring 2011
Fall 2018	Teacher Education, Educational Leadership and Policy	Elementary Education Secondary Education Educational Leadership Teaching, Learning, and Teacher Education	B.S.Ed., M.A. B.A.Ed., B.S.Ed., M.A. M.A., Ed.D., Ed.Spc. Ed.D., Ph.D., Ed.Spc. (Curriculum and Instruction), BA Ed Theatre	COE	Fall 2011
Fall 2018	Art and Art History	Art Education Art History Art Studio	B.A., M.A. B.A., M.A., Ph.D. B.F.A., B.A., M.F.A.	CFA	Fall 2010
Fall 2018		Water Resources	M.W.R.	Grad Studies	Fall 2010
Spring 2019	Communication and Journalism	Communication Journalism and Mass Communication	B.A., M.A., Ph.D. B.A.	A&S	Spring 2012
Spring 2019	Health, Exercise, and Sports Sciences	Athletic Training Exercise Science Health Education Physical Education Teacher Education Sport Administration	B.S. B.S. B.S., M.S. B.S.Ed., M.S. Ph.D. (Physical Education Sports and Exercise Science)	COE	Spring 2012

Begin APR Process	Department	Academic Programs	Degree/Certificate Programs	School/ College	Last APR Site-Visit
Spring 2019		Architecture	B.A.A., M.S., M.Arch.	SAAP	Spring 2012
Spring 2019	Music	Music Music Education	B.A., B.M., M.Mu. B.M.E.	CFA	Spring 2012
Fall 2019	Political Science		B.A., M.A., Ph.D.	A&S	Spring 2013
Fall 2019	Speech and Hearing Sciences	Speech and Hearing Sciences Speech-Language Pathology	B.A. M.S.	A&S	Fall 2013
Fall 2019	Nanosciences and Microsystems		M.S., Ph.D.	A&S / SOE	Fall 2012
Fall 2019	Special Education		BS Ed, MA, Ed D, PhD, Ed Spec.	COE	Fall 2012
Spring 2020	Chemistry and Chemical Biology		B.A., B.S., M.S., Ph.D.	A&S	Spring 2013
Spring 2020	Earth and Planetary Sciences	Earth and Planetary Sciences Environmental Science	B.A., B.S., M.S., Ph.D. B.S.	A&S	Fall 2013
Spring 2020		International Studies	B.A. (Asian Studies) B.A. (European Studies)	A&S	Fall 2013
Spring 2020	Theatre and Dance	Dance Design for Performance Dramatic Writing Theatre Theatre and Dance	B.A., M.F.A. B.A. M.F.A. B.A. M.A.	CFA	Spring 2014
Fall 2020	Accounting; Finance, International, and Technical Management; Marketing, Information, and Decision Sciences; and Organizational Studies	Business Administration Accounting Information Systems and Assurance	B.B.A., M.B.A., M.Acct. M.S. ISA.	ASM	Spring 2014
Fall 2020	Foreign Languages and Literature	Classical Studies Comparative Literature and Cultural Studies East Asian Studies French Studies German Studies Languages Russian	B.A. B.A., M.A. B.A. B.A., M.A., Ph.D. B.A., M.A. B.A. B.A.	A&S	Fall 2014
Fall 2020		Religious Studies	B.A.	A&S	Spring 2014
Fall 2020		Women Studies	B.A.	A&S	Spring 2014
Spring 2021	BA/MD	Health, Medicine, and Human Values	B.A.	A&S / SOM	Fall 2014
Spring 2021		Interdisciplinary Liberal Arts	B.A.	HON	Fall 2015
Spring 2021		Integrative Studies and Liberal Arts	B.L.A. B.I.S.	UC	Fall 2014
Spring 2021		Native American Studies	B.A.	UC	Fall 2014
Fall 2021	American Studies		B.A., M.A., Ph.D.	A&S	Spring 2015
Fall 2021		Africana Studies	B.A.	A&S	Spring 2015

Begin APR Process	Department	Academic Programs	Degree/Certificate Programs	School/College	Last APR Site-Visit
Fall 2021	Biochemistry		B.A., B.S.	A&S / SOM	Fall 2015
Spring 2022	Sociology	Sociology Criminology	B.A., M.A., Ph.D. B.A.	A&S	Spring 2016
Spring 2022	Individual, Family, and Community Education	Family and Child Studies	B.A.(A&S), B.S. M.A., Ph.D. (Family Studies) B.S. (Human Development and Family Relations)	COE	Spring 2016
Spring 2022	Chicana and Chicano Studies		B.A.	A&S	Spring 2016
Spring 2022	Psychology		B.A., B.S., M.S., Ph.D.	A&S	Spring 2016

Please note that each unit will be provided a customized timeline in the APR Process Web Application located here (i.e., http://apr-report.herokuapp.com/login) once its selected Site-Visit dates are entered into the web application by the APR Office. If your unit's chair has not been sent a login, please contact the APR Office at (505) 277-3330.

Activity/Action Item	Notes	Due Date
APR Orientation Meeting	It will take place one year before the Site-Visit is scheduled. The APR Office will initiate communication to schedule the orientation meeting as well as create an account for the unit's chair in the APR Process Web Application prior to the orientation meeting.	TBD
Site-Visit Dates Due	Submit the Site-Visit Dates to the APR Office via email. The unit should provide the week it would like to be blocked off/ reserved until the specific dates are chosen.	1 month after APR Orientation Meeting
Nomination Form for Potential Review Team Members Due	The Nomination Form for each potential review team member should be submitted, via the APR Process Web Application, for review and approval by the School/College Dean and the Office of the Provost A form should be submitted for, at most, 6 external and 3 internal reviewers for consideration as review team members.	2 months after APR Orientation Meeting

Activity/Action Item	Notes	Due Date
Begin Preparation of the Self Study Report	The APR Process Web Application should be used to draft the Self-Study Report. If the unit's chair would like to provide others with access to APR Process Web Application, a request must be emailed to the APR Office including the name and privilege designation (i.e., review and/or edit) for each user.	3 months after APR Orientation Meeting
DRAFT Self-Study Report Due	Submit five (5) hard copies and a PDF, via email, to APR office The hard copies will be distributed to the Dean, Executive Vice President for Academic Affairs/Provost, Associate Provost for Curriculum, Director of Assessment and APR, and the APR Coordinator for review.	9 months after APR Orientation Meeting
Draft Site-Visit Itinerary	The unit should begin determining its Site-Visit Itinerary. The unit may reach out to the review team for feedback and/or confirmation on finalizing the itinerary.	9 months after APR Orientation Meeting
Conduct the Pre-Visit Meeting	The APR Office will initiate communication with the unit to schedule the Pre-Visit Meeting. 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.	10 months after APR Orientation Meeting

Activity/Action Item	Notes	Due Date
Final Self-Study Report and Site-Visit Itinerary Due	Submit 8 hard copies of the Self-Study Report and a PDF, via email, to the APR Office. The final Site-Visit Itinerary also should be submitted, via email, with the final Self-Study Report. The hard copies will be distributed to the Dean, Executive Vice President for Academic Affairs/Provost, Associate Provost for Curriculum, Director of Assessment and APR, APR Coordinator, and the review team (via email and USPS) at least five weeks prior to the APR Site-Visit.	3 weeks following Pre-Visit Meeting
APR Site-Visit	The unit's review team will conduct the APR Site-Visit. The APR Office will create an account for the review team in the APR Process Web Application prior to the APR Review Team Orientation Meeting.	12 months following the APR Orientation Meeting
Exit Meeting	The APR Office will schedule the Site-Visit Exit Meeting either from 4 p.m. to 5 p.m. for a two day Site-Visit or 11 a.m. to noon for a three day Site-Visit. 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.	TBD

Activity/Action Item	Notes	Due Date
Review Team Report and *Review Team Worksheet* Due	The review team should upload a PDF of the Review Team Report and complete *Review Team Worksheet*, via the APR Process Web Application, within six weeks following the Site-Visit. The unit's chair will receive an email notification once these documents have been submitted.	6 weeks following the Site-Visit
Unit Response Report and Initial Action Plan Due	If the unit's Site-Visit took place during the fall semester, the final approved Unit Response Report and Initial Action Plan (i.e. by both the Dean and Office of the Provost) must be submitted by August 16th. If the unit's Site-Visit took place during the spring semester, the final approved Unit Response Report and Initial Action Plan (i.e. by both the Dean and Office of the Provost) must be submitted by December 16th. The APR Office will upload all unit documentation associated with the APR Process on its website at apr.unm.edu.	December 16th or August 16th

APPENDIX C
NOMINATION FORM FOR POTENTIAL REVIEW TEAM MEMBER
ACADEMIC PROGRAM REVIEW (APR)

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'S CHAIR/DIRECTOR

Name:

Signature:	Date

APPROVED BY: DEAN

Name:

Signature:	Date:

APPROVED BY: ASSOCIATE PROVOST FOR CURRICULUM

Signature	Date:

DATE RETURNED TO UNIT BY APR COORDINATOR:

APPENDIX D
SITE-VISIT SAMPLE ITINERARIES
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 Assessment and APR; APR Coordinator, unit's chair; Self-Study Report committee	Unit/ APR Coordinator	
9:00 a.m. to 9:30 a.m.	Review team planning and orientation	APR Coordinator	
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	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 Coordinator	Scholes Hall, Room 246
Mandatory meeting 10:30 a.m. to 11:00 a.m.	Meeting with Associate Provost	APR Coordinator	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 – *optional*	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. Lunch served	Exit meeting attended by: Review Team Provost; Executive Vice President for Academic Affairs, Associate Provost for Curriculum, Vice Provost for Research or designee; Dean of Graduate Studies or designee, as applicable; College/School Dean, Associate Dean(s), University Accreditation Director, Director of Assessment and APR, Representatives of the Faculty Senate Graduate, Undergraduate and Curricula Committees, Unit's chair, Chair of the Self-Study Report committee, Office of Institutional Analytics Staff, APR Coordinator	Unit/ APR Coordinator	Roberts Room
1:00 p.m.	Reviewers depart Albuquerque		

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 Assessment and APR; APR Coordinator, unit's chair; Self-Study Report committee	Unit/ APR Coordinator	
9:00 a.m. to 9:30 a.m.	Review team planning and orientation	APR Coordinator	
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 – *optional*		
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 Coordinator	Scholes Hall, Room 246
Mandatory meeting 10:30 a.m. to 11:00 a.m.	Meeting with Associate Provost	APR Coordinator	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; Executive Vice President for Academic Affairs, Associate Provost for Curriculum, Vice Provost for Research or designee; Dean of Graduate Studies or designee, as applicable; College/School Dean, Associate Dean(s), University Accreditation Director, Director of Assessment and APR, Representatives of the Faculty Senate Graduate, Undergraduate and Curricula Committees, Unit's chair, Chair of the Self-Study Report committee, Office of Institutional Analytics Staff, APR Coordinator	Unit/APR Coordinator	Roberts Room
5:00 p.m.	Reviewers depart Albuquerque or schedule a working dinner	Unit	

APPENDIX E
REVIEW TEAM WORKSHEET

This worksheet should be completed by the end of the Site-Visit and used as a supplement to the Review Team Report to document any findings, shortcoming or issue relative to the APR Criteria. For each criterion, please assess whether the criterion is Met (M) if no shortcoming or issue exists in the Self-Study Report and/or during the Site-Visit. If a shortcoming or issue is identified for a criterion in the Self-Study Report and/or during the Site-Visit, please assess the criterion as Met with Concerns (MC) or Not Met (NM) (refer to p. 19 of the APR Manual for a description of the evaluation measures). 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 (M/MC/NM)	Comments
1. STUDENT LEARNING GOALS & OUTCOMES		
Demonstrated significance of the unit and its programs to UNM's mission and the UNM community		
Provided clear student learning goals and measurable outcomes for each degree/certificate program (undergraduate and graduate)		
Published and clearly communicated student learning goals and outcomes to the students and the UNM community		
Established student learning goals and outcomes are relevant, current, and sufficient in meeting the academic and professional aspirations of constituents		
Participated in outreach and/or community activities that were sufficient and appropriate in supporting the unit and its programs and students in achieving their goals		
Demonstrated the unit's diligence in taking steps that maximize its strengths and address shortcomings		
Demonstrated that the unit's strategic efforts have evolved with regards to its programs' goals and student learning outcomes, service of its constituents and stakeholders, and contribution to the university and UNM community		
2. TEACHING AND LEARNING: CURRICULUM		
Demonstrated that the curriculum for each degree/certificate program is adequate and consistent with its student learning goals and outcomes		
Provided clarity on the significance of the unit's contributions to or collaborations with other internal units within UNM		
Demonstrated that the mode(s) of delivery for teaching courses for each program are efficient and necessary to address student demands and academic needs		
Provided clarity on the unit's future strategic planning efforts for improving its programs' curriculum as needed		

3.	**TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT**		
	Demonstrated that student learning goals and outcomes are clearly established and reflective of the skills, knowledge, discipline, etc. that students are expected to demonstrate for each degree/certificate program		
	Demonstrated that the established assessment methods for each degree/certificate program are program-level and effective in measuring student learning and progression through the program		
	Demonstrated the efforts of each degree/certificate program to improve, evolve and/or maintain its assessment structure and activities in order to maximize and/or sustain student learning		
	Demonstrated use of assessment results from program-level assessment methods to inform and support quality teaching and learning in each degree/certificate program		
	Demonstrated use of assessment results to evaluate student learning and inform program improvements		
	Demonstrated how each degree/certificate program monitors the short- and/or long-term impact of its changes or improvements on student learning and/or the quality of the program		
4.	**STUDENTS**		
	Provided clarity on the unit's processes and policies for recruiting and admitting students and the impact of them on enrollment		
	Conducted a clear and accurate analysis of the unit's enrollment, persistence/retention, and graduation trends		
	Demonstrated that sufficient efforts were made to address any significant issues in enrollment, persistence/retention, and graduation rates		
	Established an efficient advising process that has been improved as needed		
	Provided clarity on the adequacy, relevancy, and impact of the student support services available to students		
	Demonstrated that graduates and their success are monitored and measured		
	Provided clarity on the unit's future strategic planning efforts for improving or strengthening its recruitment, retention, and graduation processes and rates		
5.	**FACULTY**		
	Demonstrated that the composition, qualifications, and credentials of the faculty are appropriate and sufficient to cover all program and curricular areas as well as student demands		
	Conducted a clear and accurate evaluation of the efficiency of faculty course-load assignments for lower division and upper division courses		

Demonstrated that faculty actively and sufficiently participate in professional development activities that support quality teaching and student learning at the undergraduate and graduate level		
Identified and demonstrated that the research/creative work and efforts of faculty at the undergraduate and graduate level are adequate and/or significant		
Demonstrated that the majority of faculty diligently participate in efforts to retain, support, and/or mentor students (i.e., undergraduate and graduate)		
Provided clarity on the unit's future strategic planning efforts to regarding its instructional staff		
6. RESOURCES AND PLANNING		
Demonstrated that the unit engages in effective resource planning and allocation		
Demonstrated that the unit have attempted to utilize faculty research to generate revenue		
Conducted a clear and accurate analysis on the unit's budget including the sufficiency of the resources and support provided by the institution and external sources		
Demonstrated that the composition and effectiveness of the staff are appropriate and sufficient to cover all unit, program, and curricular areas as well as faculty and student demands		
Demonstrated that the library resources available to the unit are adequate		
Provided clarity on the unit's future strategic planning efforts to sustain the sufficient allocation of resources and institutional support towards its programs, faculty, and staff		
7. FACILITIES		
Conducted a clear and accurate evaluation of the appropriateness and adequacy of the space and facilities allocated to the unit, its programs, faculty, staff, and students		
Demonstrated that the current space and facilities are sufficient for meeting academic requirements		
Provided clarity on recent space management planning efforts of the unit		
Provided clarity on the unit's short- and long-term strategic planning efforts regarding space management and/or space allocation		
8. PEER COMPARISONS		
Conducted a clear and adequate evaluation of the quality and sufficiency of the degree/certificate programs within the unit based on comparisons with similar programs at other institutions (i.e., demonstrated examination of student enrollment rates, degrees/certificates offered, number of tenure-track faculty, research/creative work of faculty, etc.)		
Provided clarity on the unit's future strategic planning efforts to improve or sustain the quality of its programs with regards to similar programs at other institutions		

APPENDIX F
REVIEW TEAM EXIT MEETING PRESENTATION TEMPLATES

NARRATIVE FORMAT

Academic Program Review (APR) Exit Meeting Presentation

Instructions

The following Word template should be used by Academic Program Review (APR) review team to develop its exit meeting presentation.

The template aligns with the APR Criteria outlined in the *Review Team Worksheet* (APR Manual, Appendix E).

Additional pages may be added as needed for feedback and/or comments.

If a criterion is met no comments/feedback are necessary. Please skip the page or include "N/A" for not applicable.

Comments/Feedback should be detailed with reference to evidence provided in the APR Self-Study Report and/or during the Site-Visit. They should highlight the unit and its programs' strengths and/or shortcomings.

Reviewers should avoid providing remedies, recommendations, and/or solutions they believe should be applied in order for the program to correct any shortcomings. The program and its own constituents, after sufficient opportunity for discussion and thought, must determine their own path forward.

Please send a copy of the presentation to the APR Coordinator (apr@unm.edu) prior to the scheduled exit meeting.

Please delete this page before sending the final version of the presentation to the APR Coordinator.

Academic Program Review (APR) Exit Meeting Presentation

Part I: Cover Page

Unit/Programs:

Exit Meeting Date:

Review Team:

Part II: Body

Overall Unit Strengths

Criterion 1: Student Learning Goals and Outcomes

Overall Findings (select one): Met (M), Not Met (NM), or Met with Concerns (MC)

Findings on strengths:

Findings on shortcomings:

Criterion 2: Teaching and Learning Curriculum

Overall Findings (select one): Met (M), Not Met (NM), or Met with Concerns (MC)

Findings on strengths:

Findings on shortcomings:

Criterion 3: Teaching and Learning: Continuous Improvement

Overall Findings (select one): Met (M), Not Met (NM), or Met with Concerns (MC)

Findings on strengths:

Findings on shortcomings:

Criterion 4: Students

Overall Findings (select one): Met (M), Not Met (NM), or Met with Concerns (MC)

Findings on strengths:

Findings on shortcomings:

Criterion 5: Faculty

Overall Findings (select one): Met (M), Not Met (NM), or Met with Concerns (MC)

Findings on strengths:

Findings on shortcomings:

Criterion 6: Resources and Planning

Overall Findings (select one): Met (M), Not Met (NM), or Met with Concerns (MC)

Findings on strengths:

Findings on shortcomings:

Criterion 7: Facilities

Overall Findings (select one): Met (M), Not Met (NM), or Met with Concerns (MC)

Findings on strengths:

Findings on shortcomings:

Criterion 8: Peer Comparisons

Overall Findings (select one): Met (M), Not Met (NM), or Met with Concerns (MC)

Findings on strengths:

Findings on shortcomings:

POWERPOINT FORMAT

Academic Program Review (APR) Exit Meeting Presentation

APPENDIX G
FACULTY CREDENTIALS TEMPLATE

Directions: Please complete the following table by: **1)** listing the full name of each faculty member associated with the designated degree/certificate 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., MD, TDD, TDDR, TDO or Other). Please include this template as an appendix in your Self-Study Report for Criterion 5A.

Name of Unit/Academic Program(s): _____

Full First and Last Name	Faculty Appointment Continuing • 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) Temporary • 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)	Program Level(s) (Mark each level taught by the faculty. Please leave blank or include "N/A" for each level the faculty <u>does not</u> teach at least one course.)		Faculty Credentials • Faculty only completed a Master's degree in the discipline/field (MD); • Faculty only 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)
1.			Undergraduate		
			Graduate		
			Doctoral		
2.			Undergraduate		
			Graduate		
			Doctoral		
3.			Undergraduate		
			Graduate		
			Doctoral		
4.			Undergraduate		
			Graduate		
			Doctoral		
5.			Undergraduate		
			Graduate		
			Doctoral		
6.			Undergraduate		
			Graduate		
			Doctoral		

Full First and Last Name	Faculty Appointment Continuing • 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) Temporary • 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)	Program Level(s) (Mark each level taught by the faculty. Please leave blank or include "N/A" for each level the faculty does not teach at least one course.)		Faculty Credentials • Faculty only completed a Master's degree in the discipline/field (MD); • Faculty only 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)
7.			Undergraduate		
			Graduate		
			Doctoral		
8.			Undergraduate		
			Graduate		
			Doctoral		
9.			Undergraduate		
			Graduate		
			Doctoral		
10.			Undergraduate		
			Graduate		
			Doctoral		
11.			Undergraduate		
			Graduate		
			Doctoral		
12.			Undergraduate		
			Graduate		
			Doctoral		
13.			Undergraduate		
			Graduate		
			Doctoral		
14.			Undergraduate		
			Graduate		
			Doctoral		
15.			Undergraduate		
			Graduate		
			Doctoral		

NOTE: Please add rows to the table as needed.

APPENDIX H
PEER COMPARISON TEMPLATE

With the understanding that not all programs are included in every peer institution. This template can be adjusted to remove institutions which do not have similar programs, add institutions that the unit deems adequate, or add columns that the unit feels reflects a certain characteristic that is not already mentioned. However, please do not remove any columns.

	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	• BA • 3 Certificates	• 4-BA • 89-Certificate	• MA • 2 MS dual degrees • PhD	• 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								

	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 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								

	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)
University of Oklahoma-Norman								
University of Utah								
Other (please name)								
Other (please name)								

APPENDIX I
ACADEMIC PROGRAM REVIEW ACTION PLAN TEMPLATE
(rev. 10-3-16)

Unit:

Date(s) of Last APR Site-Visit:

This is the Unit's:

☐ **Initial Action Plan Submission**   **Date:**
OR
☐ **Action Plan Annual 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- and long-term action items that are clear and aligned with the goals and mission of the unit, college/school, and university. The action items should be feasible, with respect to the resources of the degree/certificate program(s)/unit, college, and university; sustainable; and measurable. The Action Plan should address any shortcomings or issues noted in the APR Review Team Report and the unit-specific reflective questions with respect to the relevant APR Criterion; and it should be reflective of the unit's mission and strategic planning efforts.

The Initial Action Plan or the Annual Action Plan Update should be documented using this template. (The full-version of the template can be accessed at apr.unm.edu.) Comments or a brief narrative explaining the action items or updates to action items should be provided in the designated space.

Each action item should include:

- A description and associated tasks written as appropriate measurable outcome(s)/metrics.
- The person(s) responsible for monitoring the completion of the action item.
- An outline of the 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.*
- A timeline for implementation with the projected start date and target end date for completion.
- A status update annually.

For the Annual Action Plan Update, new action steps can be added, based upon the changes/updates in overall goals or strategic planning efforts 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 of the relevant APR Criterion.

Criterion 1 – Student Learning Goals and Outcomes

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

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

Date of most recent update to Unit's Student Learning Program Goals for each degree/certificate 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 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 degree program(s) 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 update to the Student Learning Outcomes for each degree/certificate program offered by the unit:

Date(s) of the last submitted annual program assessment report 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 the recruitment and advisement of all students and four-year graduation rates for undergraduate students (if these efforts are different from the ones provided last 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 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 current 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 recent significant changes in the unit's budget or resources including 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 space management planning over the past year (e.g. changes in space utilization, remodeling, and 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 – Peer Comparisons
In addition to action items associated with this Criterion please provide or update the following information:

Please provide any relevant information regarding each degree/certificate program(s)' ranking or status related to other peer institutions for the last year (if the rankings are different from the ones provided last 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: