



OFFICE OF
ACADEMIC AFFAIRS

Office of Assessment & Academic Program Review

Academic Program Review Manual

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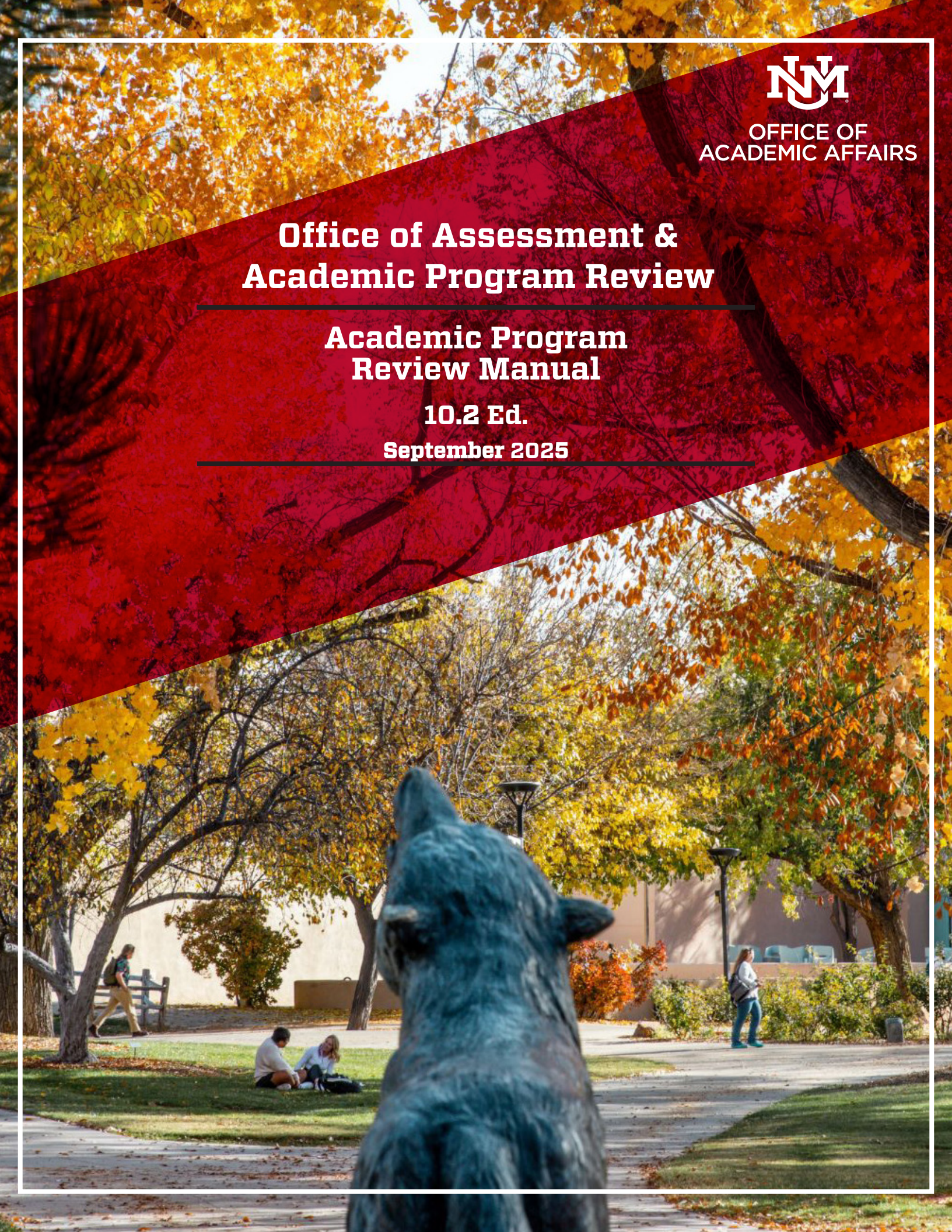


Table of Contents

The Purpose of Academic Program Review	4
Timeline & Stages for Program Reviews.....	5
APR Orientation Meeting.....	5
Schedule Leadership Meetings on Itinerary.....	7
Draft of Self-Study Report & Itinerary Due	7
Conduct the Pre-Visit Meeting	7
Final Self-Study Report & Site-Visit Itinerary Due	8
APR Site-Visit	8
Exit Meeting	8
Unit Response Report & Initial Action Plan Due.....	9
Mid-Cycle Check-In.....	10
Options for Developing the Academic Program Review Self-Study	11
Non-Accredited Approach Guidelines & Criteria for Unit Self-Study Report	13
Criterion 1. Introductory Section & Background Information	13
Criterion 2. Teaching & Learning: Curriculum.....	14
Criterion 3. Online Programming.....	14
Criterion 4. Teaching & Learning: Assessment	15
Criterion 5. Students (Undergraduate & Graduate).....	15
Criterion 6. Faculty	17
Criterion 7: Community Engagement.....	17
Criterion 8. Research, Scholarship, & Service.....	18
Criterion 9. Peer Comparisons	19
Criterion 10. Resources & Planning.....	19
Criterion 11. Facilities & Technology	20
Conclusion. Strategic Planning	20
Accredited Approach Guidelines and Criteria for Unit Self-Study Report	21
Review Team Charge	21
The Exit Meeting & Review Team Report	22
Unit Response Report.....	23
Initial Action Plan	23
Mid-Cycle Meeting	23
Appendices.....	25
Appendix A: Master Schedule of Academic Program Reviews.....	25
Appendix B: Nomination Form for Potential Review Team Member.....	26
Appendix C: APR itinerary Checklist & Sample	27

Appendix D: Faculty Credentials Template..... 30

Appendix E: Peer Comparison Template 31

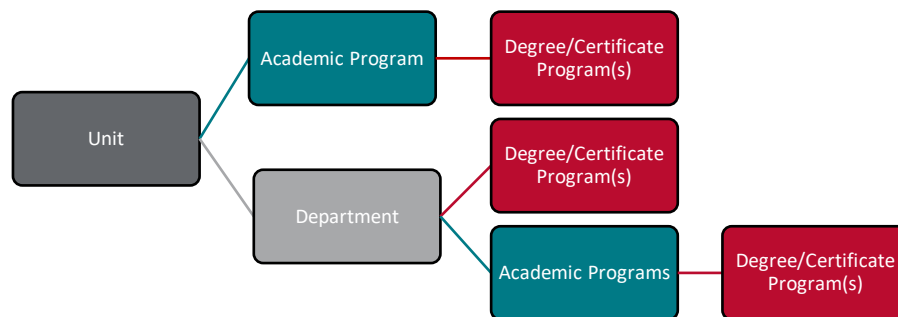
Appendix F: Review Team Worksheet (Optional)..... 33

Appendix G: Unit Response & Action Plan Cover Sheet..... 35

Appendix H: Mid-Cycle Check-In Form..... 36

The Purpose of Academic Program Review

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



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

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

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

Timeline & Stages for Program Reviews

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

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

Activity/Action Item	Notes	Responsible Party	Due Date
<i>Nomination Form for Potential Review Team Members Due</i>	The Nomination Form for each potential review team member should be approved by the School/College Dean, and then submitted via the APR email (apr@unm.edu), for final approval by the Office of the Provost. A form should be submitted for, at most, 6 external and 3 internal reviewers for consideration as review team members. Reviewers should be prominent faculty whose expertise are relevant to the particular distinctions and aspirations of the unit being reviewed. It is preferred the external reviewers are selected from peer institutions. The internal reviewer must be from a different unit at UNM.	Unit Chair	2 months after APR Orientation Meeting
Begin Preparation of the Self Study Report	The unit chair should form a Self-Study committee composed of relevant faculty and staff to begin drafting the APR Self-Study. The Self-Study is a criterion and evidence-based document, focused on opportunities for improvement that will serve as a reference point for the review team when assessing the unit.	Unit Chair, Faculty, and Staff	3 months after APR Orientation Meeting
Finalize Review Team	The unit should submit a final list of reviewers and dates for the Site-Visit to the APR Specialist. The APR budget is able to support a maximum of 1 internal and 2 external reviewers. A minimum of 1 external reviewer should come from a peer institution. If more are desired, the unit or College will need to cover all associated expenses. Please note: the unit is responsible for determining the availability of potential reviewers, not the APR staff. The final list of reviewers should not be submitted until the unit has confirmed their availability during the chosen dates. Following this, the APR Specialist will contact the review team to arrange travel.	Unit Chair	6 months prior to the Site-Visit

Activity/Action Item	Notes	Responsible Party	Due Date
Schedule Leadership Meetings on Itinerary	The APR Specialist will work with the Dean's assistant and Provost's assistant to schedule 2 separate meetings with the reviewers.	APR Specialist	3-4 months prior to the Site-Visit
Draft of Self-Study Report & Itinerary Due	Submit a PDF, via email, to the APR Office. The PDF will then be distributed to the Dean, Associate Provost for Curriculum & Assessment, Director of Assessment, OA/APR team, and Associate Dean of Graduate Studies (when pertinent) for review. The unit should also have a rough Site-Visit Itinerary draft completed and sent to the APR Office for comment. The unit is free to schedule their site-visit as they see fit, provided that the meetings set by the APR staff (as seen on itinerary examples) are not affected. The unit may reach out to the review team for feedback and/or confirmation on finalizing the itinerary. The APR Office may also recommend activities and events. <i>Please note that the APR Office is unable to pay or split any food costs with the unit. Any events where food is provided must be paid by the unit.</i>	Unit Chair	10 weeks prior to the Site-Visit
Conduct the Pre-Visit Meeting	The APR Specialist will initiate communication with the unit to schedule the Pre-Visit Meeting, which will review and provide comments on the unit's self-study report & itinerary draft. Those attending the meeting should include the unit chair, administrator, key faculty, and the Office of Assessment & APR staff, as well as university and college leaders. The APR Specialist will consult with the appropriate administrative assistants in scheduling the meeting based on the availability of relevant senior administrators and the unit.	APR Specialist	8 weeks prior to the Site-Visit

Activity/Action Item	Notes	Responsible Party	Due Date
Final Self-Study Report & Site-Visit Itinerary Due	Submit 6 hard copies of the Self-Study Report and a PDF, via email, to the APR Office. The final Site-Visit Itinerary should also be submitted, via email, with the final Self-Study Report. The hard copies and Itinerary will be distributed to the Dean, Executive Vice President for Academic Affairs/Provost, Office of Assessment & APR, and the review team (via email) at least five weeks prior to the APR Site-Visit.	Unit Chair	5 weeks prior to the Site-Visit
APR Site-Visit	The unit's review team will conduct the APR Site-Visit. The reviewers will tour facilities, meet with faculty, staff, and students, to assess the overall program quality and explore areas for improvement.	Unit and APR Office	12 months following the APR Orientation Meeting
Exit Meeting	The APR Specialist will schedule the Site-Visit Exit Meeting either from 4:00 p.m. - 5:00 p.m. for a two-day Site-Visit or from 11:00 a.m. - 12:00 p.m. for a three-day Site-Visit. 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.	APR Specialist	Dependent on two- or three-day Site-Visit

Activity/Action Item	Notes	Responsible Party	Due Date
Review Team Report Due	The review team should submit a PDF of the Review Team Report to the APR Office (apr@unm.edu). The unit's chair will receive an email notification once these documents have been submitted and given two weeks upon receipt to ask the team for any clarifications before the report is considered final.	Review Team	6 weeks following the Site-Visit
Begin drafting the Unit Response Report and the Initial Action Plan	Working with the faculty, Deans, and Academic Affairs, the unit should begin preparing a response to the review team findings, and then an action plan for the unit based on synthesis of the review and information about College, School and university strategic goals. Please note that these documents are two separate entities.	Unit and College/School Leadership	Within 3 months following the Site-Visit
Unit Response Report & Initial Action Plan Due	If the unit's Site-Visit took place during the fall semester, the final approved Unit Response Report and the final Initial Action Plan (approved by both the Dean and Office of the Provost) must be submitted to the APR office by August 16th. If the unit's Site-Visit took place during the spring semester, the final approved Unit Response Report and the final Initial Action Plan (approved by both the Dean and Office of the Provost) must be submitted to the APR office by December 16th. The APR Office will upload all unit documentation associated with the APR Process on its website at apr.unm.edu.	Unit Chair and Faculty	December 16 th or August 16 th
University Strategic Planning	The Deans and Administration will synthesize and analyze findings from APRs (with support from Office of Assessment & APR) for use in university strategic planning.	University Leadership and Assessment/APR Office	Annually

Activity/Action Item	Notes	Responsible Party	Due Date
Mid-Cycle Check-In	The unit will collaborate with the Office of Assessment & APR to conduct a mid-cycle check-in with college and institutional leadership. The OA/APR will initiate this process when a unit is 3 years away from their next APR site-visit. Units will utilize the Mid-Cycle Check-In form for this process, located in Appendix H.	Assessment/APR Office and Unit	3 years prior to unit's next APR Site-Visit

Options for Developing the Academic Program Review Self-Study¹

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

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

1. Non-Accredited Approach
2. Accredited Approach

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

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

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

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

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

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

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

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

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

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

All Self-Study Reports are expected to address each APR Criteria described below. The Criteria will inform the unit's strategic planning efforts moving forward. The Self-Study Report, not including any appendices, normally totals around 50-100 pages.

Criterion 1. Introductory Section & Background Information

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

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

1B: History A brief description of the history of each degree/certificate program offered by the unit, including any online degree programming.

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

1D: Accreditation Information regarding specialized/external program accreditation(s) associated with the unit, including a summary of findings from the last review, if applicable. If not applicable, indicate that the unit does not have any specialized/external program accreditation(s).

1E: Professional Licensures For a student with intent to pursue a profession as a result of graduating with a particular degree, does the profession require a license to practice? If yes, list each profession, the name of the license and the requirements needed to earn the license.

1F: Previous APR A brief description of the previous Academic Program Review Process for the unit. The description should:

- note when the last review was conducted;
- provide a summary of the findings from the Review Team Report;

- indicate how the Unit Response Report and Initial Action Plan addressed the findings; and
- provide a summary of actions taken in response to the previous APR.

1G: Vision & Mission Provide a brief overview of the vision and mission of the unit, including how each degree/certificate is offered and addresses this vision and mission. Describe the relationship of the unit's vision and mission to UNM's vision and mission. In other words, to assist the university in better showcasing your unit, please explain the importance of its contribution to the university, including the impact of the unit's degree/certificate program(s) on relevant disciplines/fields, locally, regionally, nationally, and/or internationally?

Criterion 2. Teaching & Learning: Curriculum

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

2A: Curricula Provide a detailed description of the curricula for each degree/certificate program within the unit.

- Include a description of the general education component required, including any contributions from the unit to general education, and program-specific components for both the undergraduate and graduate programs.
- Discuss the unit's contributions to and/or collaboration with other internal units within UNM, such as common courses, courses that fulfill pre-requisites of other programs, courses that are electives in other programs, cross-listed courses, etc.

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

Criterion 3. Online Programming

If applicable, please address the following prompts for fully online degrees offered within your unit. Where relevant, discuss any differences in online programs versus non-online programs and differences between AOP programs and traditional online programs.

3A: Vision & Mission Discuss how online courses and programming fit into the unit's vision and mission. If the current vision & mission do not include online programming directly, please share how the unit plans to consider online expansion in the future planning of the program.

3B: Curriculum Discuss any variation of course offerings between your online and face to face programs- Also describe how the department selects and prioritizes development and delivery of online courses that are not part of an existing online degree offering.

3C: Online Quality Review Provide a summary of the department's online courses that have passed a quality review in the past five years. Specifically, include online courses that have received a Golden Paw award, courses that passed quality review to be offered

in the Accelerated Online format, and online classes that have been certified to meet the Foundational Design Elements of the [Online Learning Excellence Framework](#). Describe the department's future plans for completing quality reviews of the department's online courses. Expand on areas of opportunity and areas of strength that resulted from the quality review analysis.

Describe the faculty-to-student and faculty-to-course ratio within the online degree program, and any impacts this has on the unit's success. Discuss if there are any concerns or challenges in planning/providing online course instruction including any instructional capacity concerns resulting from the need to provide the course in multiple instructional modalities.

3D: Marketing & Recruitment Discuss any specific strategies used to attract students to the program's online degree options including if there are strategies used to target specific demographics (gender, race/ethnicity, first gen, underrepresented, etc.). Discuss populations that you seek to recruit to your online programs (out of state; rural, working adult, etc.) and the actual populations enrolling online. Describe any trends in enrollment. Expand on whether there are any concerns about competition between your face to face and online programs.

3E: Advisement and Support Services Describe how advisement needs are met for online students. Does the program have a specific advisement process for students enrolled in an online program? Are there any specific student support services for online students? Expand on how advisement practices and support services have evolved or changed to improve or address gaps, have raised concerns, or ensure inclusiveness and equity in advising practices.

3F: Student Opportunities Discuss any opportunities dedicated or offered to students enrolled in the online degree program(s) including research, innovation, discovery, scholarship, and creative works through curricular and extracurricular activities. Include any feedback from students regarding these opportunities, including the program's ability to provide them and any student requests for additional support.

3G: Faculty Explain the process for determining when faculty teach in a specific modality and how their preparedness for a modality is supported. Explain how the program distributes qualified faculty across traditional and online programs. How many instructors are dedicated to your online degree program? Do instructors teach in multiple modalities or across multiple degrees? Include information regarding tenure/tenure-track and adjunct faculty numbers teaching in the online program, including TPTs and GTAs. Provide information regarding any specific faculty training and professional development related to online instruction such as Evidence Based Practices for Teaching Online (EBPTO), Regular and Substantive Interaction (RAS), and Golden Paw certifications.

Criterion 4. Teaching & Learning: Assessment

The unit should attach its most current assessment **plans and reports for each degree program as appendices**. In this section, summarize and reflect on assessment results and impact made to

programming or assessment plans since the last APR. Please differentiate responses for each undergraduate and graduate degree, certificate program, and concentration offered by the unit.

4A: Assessment Plans Discuss whether your current assessment plans are up to date. Describe any changes made since the last APR and explain how the plans align across degree levels (i.e., how they scaffold between undergraduate and graduate programs). If a plan is missing, outline the steps the unit is taking to address the issue.

4B: Assessment Reports Summarize your most recent assessment results and compare them to previous findings since the last APR. Describe specific actions taken in response to these results (content/curriculum updates, improved pedagogy/instructional delivery, changes to program offerings, developed/expanded student skills, added student support services/opportunities, changes to assessment processes/tools/plans). If no reports are available, explain how the unit plans to remedy this.

4C: Primary Constituents & Communication Identify the primary audiences for your assessment. Describe how the unit ensures consistent and equitable communication about goals and results per stakeholder group (e.g., through retreats, standing committee meetings, mass emails, or shared documents on a website).

Criterion 5. Students (Undergraduate & Graduate)

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

5A: Recruitment Discuss the unit's proactive recruitment activities for both undergraduate and graduate programs, including targeted efforts focused on recruiting in specific locations, students of color, underserved students, and students from groups that have been traditionally under-represented in your academic field.

5B: Admissions Discuss the unit's admissions criteria and decision-making processes (including transfer articulation(s)) for both undergraduate and graduate programs. Evaluate the impact of these processes on enrollment.

5C: Data Provide available data and an analysis of the unit's traditional and online programming for each area 1) enrollment (such as how online degree enrollment impacts face to face degree enrollment), 2) retention, and 3) graduation (i.e. time to degree, graduation rates, etc.) trends. Please provide data and analysis on enrollment, retention and graduation rates for students by race/ethnicity and gender, where possible. Include an explanation of the action steps or initiatives the unit has taken to address any significant challenges or issues highlighted in these trends. When possible, data should be obtained from a UNM source such as MyReports, UNM Online or OIA. The APR office will assist with identifying appropriate data sources and provide a data packet prior to your completion of the self-study draft.

5D: Advisement Practices Discuss the unit's advisement process for students, including an explanation of how the unit has attempted to improve or address issues regarding its advising practices and to ensure inclusiveness and equity in advising.

5E: Student Support Services Discuss any student support services that are maintained by the unit and evaluate the relevance and impact of these services on students' academic success.

5F: Graduate Success Discuss the success of graduates of the program (include any specifics of traditional and online) by addressing the following questions:

- How does the unit measure the success of graduates (i.e. employment, community engagement, graduate studies, etc.)?
- What are the results of these measures?
- Discuss the equity of student support and success across demographic categories.

Criterion 6. Faculty

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

6A: Composition After completing the Faculty Credentials Template (Appendix D), discuss the composition of the faculty and their credentials (i.e. proportion of senior versus junior faculty, proportion of women and underrepresented faculty, etc.). Provide a link to the faculty vitae.

6B: Course-Load Explain the process that determines and assigns faculty course-load (i.e., how many courses do faculty teach per semester, how does the unit determine faculty assignment to lower division vs. upper division courses. Describe the faculty-to-student and faculty-to-course ratio and any impacts this has on the unit's success.

6C: Professional Development & Service Describe the professional development and service activities (conference presentations, committees, memberships, etc.) for faculty within the unit, including how these activities are used to sustain research-related agendas, quality teaching, and students' academic/professional development at the undergraduate and graduate level. Describe what measures the department takes to ensure appropriate support, mentoring, workload and outcomes for faculty of color and members of groups that are traditionally under-represented in your field.

Criterion 7: Community Engagement

As part of the institution's ongoing commitment to enhancing community engagement at the University of New Mexico, this section supports the efforts for the elective reclassification of the Carnegie Foundation for Community Engagement. The unit should provide information about its community engagement initiatives. These activities may encompass, but are not limited to: Outreach programs, Service-learning projects, Community Based Participatory Research, Collaborative research with community partners, Public service activities and any other initiatives that contribute to community well-being and development.

7A: Evidence Provide examples of faculty, staff, or students that engage in Community Engagement activities.

7B: Resources & Support Describe how your program supports faculty and staff in establishing and maintaining community engagement partnerships, including any programs, personnel, or resources dedicated to this purpose.

7C: Curriculum Integration Describe how your academic programs integrate community engagement activities into the curriculum. Provide examples of how these activities are embedded in core courses, capstone projects, first-year sequences, general education, majors, minors, and graduate courses. Highlight at least two examples, focusing on the type of engagement such as traditional service-learning courses, project-based learning, internships, student leadership, and study abroad programs as well as student roles and activity surrounding these.

7D: CE Activity Assessment Describe and/or provide examples of how your program assesses the success of student community engagement activities integrated into the curriculum and/or program. (e.g. relevant outcomes, standards, and ways assessment results have informed your CE curriculum).

Criterion 8. Research, Scholarship, & Service

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

8A: Policy & Faculty Workload Describe the unit's approach to balancing expectations and commitments for teaching, research/scholarship/creative works and service, including mechanisms of support for the scholarly pursuits of faculty (e.g., course releases, shared research/creative facilities, start-up funding, etc.).

8B: Scholarly & Creative Works Describe the scholarly/creative works and research accomplishments of the faculty. Explain how these accomplishments support the quality of the unit and the key metrics that are used to measure achievement in this area (e.g., peer-reviewed publications, juried exhibitions, proposals submitted/funded, books published, etc.). Identify areas of strength for the unit as well as areas of growth and any plans or systems in place to increase productivity. Please explain how your unit and field define achievement in this area, bearing in mind that metrics of achievement differ by academic field.

8C: Research Expenditures Provide the most relevant metrics (defined above in 6B) for the past 5 years and discuss any trends identified in these data. If applicable, include a summary of the unit's research-related expenditures and explain how external funding (identified by source such as federal grants, state support, private foundations, etc.) is used to support the goals of the unit, including supporting graduate students and undergraduates. If your unit does not generate research-related expenditures and external

funding, explain the approach taken to supporting, sustaining, and assessing research activity.

8D: Collaborations & External Partnerships Provide an overview of the unit's collaborations across departments/colleges/campuses within UNM as well with external organizations, including research laboratories, community organizations and other institutions of higher education to develop research programs, community engaged research, and/or scholarly and creative works.

8E: Student Opportunities Describe the opportunities for undergraduates and graduate students to be involved in research, innovation, discovery, scholarship, and creative works through curricular and extracurricular activities.

Criterion 9. Peer Comparisons

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

9A: Analysis Choose 3 peer departments from the Peer Comparison Template (Appendix E) to contrast with the unit. After completing the Template for these departments, provide an analysis of the comparison. Please describe aspects of your program that are unique compared to these peers.

- The unit may choose to select an alternative peer institution designated by a relevant regional, national, and/or professional agency.

Criterion 10. Resources & Planning

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

10A: Budget Provide an analysis of the unit's budget for a minimum of the past three years, including support received from the institution and external funding sources.

- Include a discussion of how alternative avenues (i.e., summer bridge programs, course fees, differential tuition, etc.) have been explored to generate additional revenue to maintain the quality of the unit's degree/certificate program(s) and courses.
- Include a breakdown of online learning cost analysis (i.e., revenue share compared with the costs of running the online program)

10B: Staff Discuss the unit staff and their responsibilities (including titles and FTE). Include an overall analysis of the adequacy and effectiveness of the staff composition in supporting the mission and vision of the unit.

10C: Advisory Board If the unit has an advisory board, describe the membership, their charge, and discuss how the board's recommendations are incorporated into decision-making.

Criterion 11. Facilities & Technology

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

11A: Current Space Provide an updated listing from UNM's current space management system of the spaces assigned to your unit (e.g., offices, conference rooms, classrooms, laboratories, computing facilities, research space, etc.). Discuss the unit's ability to meet academic requirements with current facilities.

- Explain if the unit has any spaces that are not documented in UNM's space management system.
- Provide information regarding current technology used by the program to meet the needs of instructors and students, including the use of enterprise systems such as UNM Canvas and any additional software or technology needs that are required for students to complete their coursework.
- Explain the unit's unmet facility and technology needs including classroom technology, computer lab facilities, online teaching and learning tools, and any software that is not already provided to faculty and students by the university or department.
- If applicable, describe the facility issues that were raised or noted in the last APR. What were the results, if any?

11B: Future Space Needs Discuss any future space management planning efforts related to the teaching, scholarly, and research activities of the unit. Include an explanation of any proposals that will require new or renovated facilities and technology and how they align with UNM's strategic planning initiatives.

- Explain the potential funding strategies and timelines for these facility goals.

Conclusion. Strategic Planning

In this final section, discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its degree programs (if applicable, differentiate between undergraduate and graduate, and traditional and online degrees offered). Include the key points from all criteria that demonstrate the strengths of the unit as well as areas needing attention and focus for sustainability, growth, or revitalization identified throughout the Self-Study Report. This section should provide a draft roadmap to support the reviewers during the APR. This may include but not limited to:

- Summarize how the unit intends to position itself for future success, both in terms of academic programming and research output. This could include current initiatives or those still in the planning phase.
- Highlight the key areas where the unit excels based on peer comparisons and internal assessments.
- Outline critical areas for improvement identified throughout the self-study to ensure the continued success and relevance of the program. Prioritize challenges in student success, faculty development, resource allocation, and infrastructure.

Accredited Approach Guidelines and Criteria for Unit Self-Study Report

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

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

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

Review Team Charge

The purpose of the Review Team is to use the criteria in this APR Manual to review the unit, ultimately providing support and feedback. The role of each review team member is that of a benevolent auditor working as a partner in a unit's continuous improvement efforts, rather than as an investigator or detective. In other words, review teams are asked to visit the university and provide possible recommendations to bolster/continue unit strengths, address future concerns, or critically address current issues. These recommendations can be directed at the unit, college/school, or university level. Review team members are expected to interact with institutional personnel in a professional and collegial manner. 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 OA/APR will revisit the charge of the review team during the Review Team Orientation Meeting on the first day of the Site-Visit. In addition, the office will provide the review team members with manuals and digital copies of all pertinent APR materials during the morning orientation meeting. These documents, the itinerary, and other information will be reviewed and discussed with the review team during the aforementioned orientation meeting.

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

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

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

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

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

Upon receipt of the Review Team Report, the unit will have the option to review the report over a timeframe of no more than two weeks for any errors-of-fact contained within the report, or any areas in need of clarification. OA/APR 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.

Unit Response Report

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

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

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

Initial Action Plan

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

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

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

Mid-Cycle Meeting

Units will be required to submit a mid-cycle check-in form 3 years prior to their next scheduled APR. These forms must include recommendations put forth by review teams and those actionable items mentioned by the unit in their initial Action Plan. This form is approved by both

college/school and Academic Affairs leadership. By including measurable, time-specific action items at a reflective midpoint, the unit and university leadership will evidence continuous improvement during the seven-year APR cycle.

Appendices

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

Appendix A: Master Schedule of Academic Program Reviews

The APR Office will contact each unit to schedule their Orientation Meeting. The Orientation will take place one year before the Site-Visit. Mid Cycle Check Ins occur three years prior to the next APR.

The Master Schedule, with site visits, orientations, and mid-cycle check-ins, can be found at <http://apr.unm.edu/master-apr-schedule/index.html>.

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

ACADEMIC UNIT BEING REVIEWED:

POTENTIAL REVIEWER'S INFORMATION

Name:

Title or Rank:

Phone:

Current Address:

Email:

City:

State:

Zip:

Website:

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

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

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

SUBMITTED BY: UNIT CHAIR/DIRECTOR

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

Name:

Signature:

Date:

APPROVED BY: DEAN

Name:

Signature:

Date:

APPROVED BY: ASSOCIATE PROVOST

Signature :

Date:

DATE RETURNED TO UNIT BY APR SPECIALIST:

Appendix C: APR itinerary Checklist & Sample

Please use at your discretion to assist in your Itinerary planning. **This checklist is not all inclusive**, additional groups may need to be added based on the program's constituents.

<i>Group</i>	<i>Participants Names</i>	<i>Confirmation Yes/No</i>	<i>Location</i>	<i>Day/Time</i>
<i>Undergraduate Students</i>				
<i>Graduate Students</i>				
<i>Alumni</i>				
<i>T/TT Faculty</i>				
<i>Adjunct Faculty</i>				
<i>Staff – Admin/Research</i>				
<i>Advisory Board</i>				
<i>Community Stakeholders</i>				
<i>Other – Committees / Partnerships / Clubs / Donors</i>				

Facilities Tour

<i>Tour Guide</i>	<i>Confirmation</i>	<i>Buildings/rooms/spaces/labs list</i>

Lunch/Reception - optional

<i>Day</i>	<i>Time</i>	<i>Participants</i>	<i>Meal Order</i>
<i>Day 1 (Lunch)</i>			
<i>Day 1 (Reception)</i>			
<i>Day 2 (Lunch)</i>			
<i>Day 2 (Reception)</i>			

The following mandatory meetings will be scheduled by the APR Specialist

1. **College/School Leadership meeting**
 - a. Dean/s, Associate Dean/s
2. **University Leadership meeting**
 - a. Provost, Associate Provost, and Vice President of Research *or* Associate Vice President of Research
3. **Confidential Meetings (1:1) at the request of faculty staff**
 - a. A 1-hour block will need to be provided by Chair for potential meetings

Sample Itinerary

Day One:

Time	Activity	Who is responsible	Location
6:30 to 7:45 a.m.	Breakfast at hotel – Unit will pick up team members	Designee	
8:00 a.m. to 8:15 a.m.	Meet & Greet	Designee	
8:15 a.m. to 9:00 a.m.	Review Team Orientation Meeting Director Assessment & APR, APR Specialist, POC Self-Study Report committee	APR Specialist	
9:00 a.m. to 9:30 a.m.	Review team planning	Designee	
9:30 a.m. to 10:15 a.m.	Recruitment & Admissions Meeting	Designee	
10:30 a.m. to 11:15 a.m.	Chair & Program Administrators Meeting	Designee	
11:30 p.m. to 1:00 p.m.	Lunch with the Chair & Key Faculty	Designee	
1:00 p.m. to 1:45 p.m.	Facilities Tour	Designee	
2:00 p.m. to 3:00 p.m. Mandatory Meeting	College/School Deans Meeting Dean, Associate/s Dean/s	APR Specialist	
3:15 p.m. to 4:00 p.m.	T/TT Faculty Meeting	Designee	
4:15 p.m. to 5:00 p.m.	Review Team Discussion Meeting	Designee	
5:00 p.m. to 9:00 p.m.	Working dinner <i>or</i> Hospitality Dinner with the Chair		

Day Two:

Time	Activity	Who is responsible	Location
6:30 to 7:45 a.m.	Breakfast at hotel – Unit will pick up team members	Designee	
8:00 a.m. to 8:45 a.m.	Program Staff Meeting	Designee	
9:00 am to 9:45 a.m.	Curriculum/Concentrations/Pedagogy Meeting	Designee	
10:00 a.m. to 11:00 a.m. Mandatory meeting	University Leadership Meeting Provost, Associate Provost, OVPR designee	APR Specialist	Scholes Hall, Room 246
11:00 a.m. to 11:30 a.m.	Break / Walking	Designee	
11:30 p.m. to 12:45 p.m.	Lunch with Students (graduate, undergraduate, & alumni)	Designee	
1:00 p.m. to 1:45 p.m.	Adjunct Faculty Meeting	Designee	
2:00 p.m. to 2:45 p.m.	Community Partners/Advisory Board Meeting	Designee	
3:00 p.m. to 4:00 p.m. Mandatory meeting	Confidential Meetings (1:1)	Designee	
4:00 p.m. to 5:00 p.m.	Review Team Discussion Time	Designee	
5:00 p.m. to 9:00 p.m.	Working Dinner – Reviewers to decide location	Designee	

Day Three:

Time	Activity	Who is responsible	Location
6:30 to 7:45 a.m.	Breakfast at hotel – Unit will pick up team members	Designee	
8:00 a.m. to 10:45 a.m.	Review Team – Presentation Preparation	Designee	
11:00 a.m. – 12:00 p.m.	Exit meeting Review Team, Provost, Associate Provost for Curriculum, College/School Dean, Associate Dean(s), Director of Assessment & APR, Chair of the Self-Study Report committee, APR Specialist	APR Specialist	Scholes Hall, Robert's Room
1:00 p.m.	Reviewers depart Albuquerque	Designee	

Additional Guidance

Confidential Meetings – during the drafting of the itinerary, the Chair will need to advise the APR Specialist of a 1-hour block (30 minutes if a 2-day itinerary) used for requested 1:1 meetings by faculty and staff. Once the block has been determined, the APR Specialist will craft an email for the DA to send to faculty/staff list serves advising to directly email the APR Specialist to request a 10-15-minute meeting with the review team.

Over the years of conducting APRs, both Chairs and Reviewers have given feedback on their experiences regarding the site-visit. Below are the takeaways and are **not** required to be incorporated into your itinerary.

1. Departments have included mini breakfast/snack bar in the main conference room used by reviewers. Items have included coffee/hot water (teas) & bagels, muffins, fruit tray, fruit parfait bar, snack bags (granola bars, chips, treats, popcorn etc.), bottle waters and other drinks.
2. Some reviewers have mentioned an ordered-in lunch is easier than to shorten their lunch timeslot by walking to the SUB or other location for lunch. Since any lunch provided by the unit is a department expense, lunch could be extended 15-30 minutes to account for any walking times. Per diem will be provided by the OA/APR for any meals not covered through an UNM index.
3. Some Chairs wish to join the reviewers for “working dinners” in the evenings. This is completely acceptable if there is another built-in time for the review team to discuss and deliberate their observations by themselves, without the Chair. See sample for end of Day 1. Meal expenses for Chairs cannot be covered by OA/APR.
4. Receptions have been planned using the University Club where policy 2140 2.1 can apply. Receptions cannot be covered by OA/APR.
5. Large departments have found it easier to break up groups into multiple meetings to accommodate time availability and to get as many voices heard as possible (i.e., Faculty having multiple meetings based on rank or sub-discipline).
6. Some reviewers have mentioned they wished they spoke with faculty and students before leadership (to have thoughts & questions ready to guide discussion).

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

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

Please add rows as necessary

Name of Department/Academic Program(s): _____

Full First and Last Name	Faculty Appointment <u>Continuing</u> • Lecturer (LT) • Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP) • Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP) • Prof. of Practice (PP) <u>Temporary</u> • Adjunct (AD) • Term Teacher (TMT) • Visitor (VR) • Research Faculty (RF)	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s) (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018) **Only Terminal Degree is Necessary**	Program Level(s) (Please leave blank or provide “N/A” for each level(s) the faculty <u>does not</u> teach at least one course.)		Instructs online (please indicate full, partial, or no)	Faculty Credentials • Faculty completed a terminal degree in the discipline/field (TDD); • Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); • Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR • Other (Explain)
			Undergraduate	Graduate		
1.			Undergraduate			
			Graduate			
			Doctoral			
2.			Undergraduate			
			Graduate			
			Doctoral			
3.			Undergraduate			
			Graduate			
			Doctoral			
4.			Undergraduate			
			Graduate			
			Doctoral			
5.			Undergraduate			
			Graduate			
			Doctoral			(Press tab to add more lines)

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

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

	Total University Enrollment	Unit Undergraduate Degrees/Certificates Offered	Unit Undergraduate Student Enrollment	Unit Graduate Degrees/Certificates Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty	Status/Ranks/Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)	Other (please specify)
PEER INSTITUTIONS	54,058	• 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								
The University of Texas at Arlington								
The University of Texas at Austin								

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

Appendix F: Review Team Worksheet (Optional)

This worksheet is optional for your use as a note keeper. The table below follows the structure of the Exit Meeting PowerPoint for your presentation. Please feel free to notate any findings of strengths, opportunities of improvement, or areas in need of attention relative to the APR Criteria. For each criterion, please designate as Exceeds (E), Met (M), Met With Concerns (MC), or Not Met (NM). Please see below for a description of each:

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

For each opportunity of improvement or areas in need of attention, please summarize the basis of your assessment in the comments column.

APR Criteria	Evaluation Measures (E/M/MC/NM)	Comments
1. INTRODUCTION & BACKGROUND		
2. TEACHING & LEARNING: CURRICULUM		
3. ONLINE PROGRAMMING		
4. TEACHING & LEARNING: ASSESSMENT		
5. STUDENTS (UNDERGRADUATE & GRADUATE)		

6. FACULTY		
7. COMMUNITY ENGAGEMENT		
8. RESEARCH, SCHOLARSHIP, & SERVICE		
9. PEER COMPARISONS		
10. RESOURCES & PLANNING		
11. FACILITIES & TECHNOLOGY		
CONCLUSION, STRATEGIC PLANNING		

**Appendix G:
Unit Response & Action Plan Cover Sheet**



Unit Response Report and Initial Action Plan Cover Sheet

Unit Name: _____

APR Site-Visit Dates: _____

Unit Chair: Review and Confirmation

The action items provided in the Initial Action Plan aligns with information provided in the Unit Response Report. YES [] NO [] PARTIALLY []

Print Name

Signature

Date (MM/DD/YYYY)

Dean/Associate Dean: Dean's Office Review and Approval

Does the proposed Initial Action Plan include action items that are within the Unit's budget?
YES [] NO [] PARTIALLY []

What is the financial impact of the Unit's Initial Action Plan?

What additional resources are required beyond the Unit's budget?

Print Name

Signature

Date (MM/DD/YYYY)

Provost/Associate Provost: Office of the Provost Review and Approval

Comments/Feedback:

Print Name

Signature

Date (MM/DD/YYYY)

**Appendix H:
Mid-Cycle Check-In Form**



APR Mid-Cycle Check-In

Unit Name:

Previous APR Site-Visit Dates:

Next Scheduled APR:

Unit Chair: Updates to Recommendations

*Address all APR-related recommendations incorporated in the Unit Response and Action Plan documents, **adding rows as necessary**. New initiatives can be included and discussed, even if they were not included in the Unit Response or Action Plan.*

Reviewer Recommendation or Finding	Action Taken since Review	Future Action
<i>Describe the recommendation for change that resulted from the self-study, external review, department response, and initial action plan.</i>	<i>Describe the actions taken to implement the recommendation. If none, why?</i>	<i>Describe additional actions planned to implement the recommendation, or changes in the unit affecting implementation of recommendation.</i>

Unit Chair: Assessment Reflection

Consider the unit's assessment practices since the last APR. Please provide a small narrative reflecting on assessment impact, strengths, concerns, or obstacles that exist within the unit, focusing on those areas that would be well-served by leadership feedback and/or highlighted to reviewers at the unit's next APR.

Unit Chair: Review and Confirmation

Comments:

The items provided in the Mid-Cycle Check in align with information provided in the previous Unit Response Report and Action Plan. ☐ YES ☐ NO ☐ PARTIALLY

Print Name

Signature

Date (MM/DD/YYYY)

Dean/Associate Dean: Dean's Office Review and Approval

Comments/Feedback:

Print Name

Signature

Date (MM/DD/YYYY)

Provost/Associate Provost: Office of the Provost Review and Approval

Comments/Feedback:

Print Name

Signature

Date (MM/DD/YYYY)