UNM Logo Color

**Academic Program Review**

**Institutional Report**

**June 2016**

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Executive Summary

The Academic Program Review (APR) Process at the University of New Mexico (UNM) provides an opportunity for all units and their academic programs to evaluate their prior achievements and goals as well as their short- and long-term continuous improvement efforts. The APR Process at UNM has shifted again 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. This has included senior leadership providing unit-specific reflective questions with accompanying customized data for units to incorporate into their Self-Study Reports. Overall, there have been several updates and changes made to APR Process, Criteria, and resources.

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”

As of August 2016, the APR Office has 100% of the Self-Study Reports and Review Team Reports from the four participating units that conducted an APR Site-Visit during Spring 2016 (i.e., Family and Child Studies Program, Department of Psychology, Department of Sociology, and the Department of Chicana and Chicano Studies).

Of all units who have completed their APR Process since Fall 2006, all except three have submitted a final and approved Unit Response Report and Initial Action Plan (i.e., Department of Theatre and Dance, Department of Nanosciences and Microsystems, and the Department of Water Resources). This does not include units who are currently drafting their Unit Response Report and Initial Action Plan or whose documents are with the Office of the Provost.

The 2016 APR Institutional Report is the first annual report of its kind to provide a comprehensive overview, analysis, and documentation of APR-related information, data, and practices. It spans from Fall 2006 to Spring 2016. The Executive Summary includes an overview of the following:

* evaluation results from the *Review Team Worksheet* by each APR Criterion;
* status of the units’ last APR Process by college/school;
* status of the units’ last Annual Action Plan Updates by college/school; and
* results from completed APR surveys by units, review teams, and administrators.

The remainder of the report provides an extensive discussion of the aforementioned bulleted items.

**Over of *Review Team Worksheet* Results**

Beginning in Spring 2013, each review team was provided with a *Review Team Worksheet* to complete and submit along with its Review Team Report. The worksheet was used by review teams to record whether units met or did not meet each of nine APR Criteria, which consisted of 37 APR sub-criteria (see Appendix A).

Overall, of the 22 units who have completed the APR Process since 2013, all review teams except for one (i.e., Africana Studies) submitted a completed worksheet. A majority of UNM’s units (49%) received an overall evaluation of “Met” for at least one of the APR Criteria; only 4% received an overall evaluation of “Marginally Met” for at least one of the APR Criteria; 23% received an overall evaluation of “Met with Concerns” for at least one of the APR Criteria; and 12% received an overall evaluation of a “Not Met” for at least one of the APR Criteria. The remaining 12% included other responses or were left blank. The raw data for all of the completed *Review Team Worksheet*s are included in Appendix B.

Anderson School of Management (ASM)

ASM has one unit that is degree granting and completes the APR Process.

Overview of APR Status for the 2006-2016 Timeframe

ASM completed its last APR in the Spring of 2014. The *Review Team Worksheet* results from the Spring 2014 Site-Visit stated that the unit “Met” 38% of the criteria, 11% were “Marginally Met,” 30% were “Met with Concerns,” and 22% were “Not Met.”

Overview of Fall 2015 Annual Action Plan Updates

The unit submitted its Annual Action Plan Updates for Fall 2015, with action items for all APR Criteria 1-9. There are a total of 27 action items; all 27 of the action items have been initiated; 26 (96%) of the action items are continuous/ongoing; and one (4%) of the action items has been completed.

Refer to Appendix C for specific details regarding the Annual Action Plan Updates for ASM.

College of Arts and Sciences (A&S)

A&S has a total of 34 units with only 31 participating in the APR Process.

A&S has 21 departments and seven academic programs. All departments and five of the academic programs are degree-granting. The other three only offer certificates; and therefore do not participate in the APR Process.

Additionally, A&S shares four units with other schools: the Department of Biochemistry & Molecular Biology and the Combined BA/MD Program are shared with the School of Medicine; and the Nanoscience and Microsystems Program and the Optical Science and Engineering Program are shared with the School of Engineering. Furthermore, the School of Public Administration (SPA) is under A&S and undergoes the APR Process.

Overview of APR Status for the 2006-2016 Timeframe

Since Spring 2013, of the 31 units within A&S, 15 have completed their APR Process. Of those 15 units, the *Review Team Worksheet* results showed 46% of the criteria were “Met,” 3% “Marginally Met,” 22% “Met with Concerns,” 11% received a “Not Met,” and 12% responses provided were other than what was instructed.

Overview of Fall 2015 Annual Action Plan Updates

Of the 31 A&S units that complete the APR Process, 23 (74%) have submitted APR Annual Action Plan Updates for Fall 2015. Currently, eight (26%) A&S programs have not yet reported an Annual Action Plan Update for Fall 2015. Currently, one (4%) unit has submitted at least one action item for each HLC Criteria 1-9. The other 22 (96%) units have submitted at least one action item for at least one HLC Criterion. Every A&S APR Annual Action Plan Update submitted for Fall 2015 has at least one action item. There are a total of 313 action items and each of these action items have been initiated; 246 (79%) of the action items are continuous/ongoing; and 64 (20%) of the action items have been completed. The current status of three (1%) of the action items was not reported.

Refer to Appendix D for specific details regarding the Annual Action Plan Updates for A&S.

College of Education (COE)

The College of Education (COE) has a total of five units. The units are comprised of five departments with a combined total of 18 academic programs and 42 degree/certificate programs.

Overview of APR Status for the 2006-2016 Timeframe

Only one of COE’s units has completed its APR since Spring 2013, which is the Family and Child Studies Program. Its *Review Team Worksheet* results showed 38% of the criteria were “Met”, 14% “Marginally Met,” 16% “Met with Concerns,” 8% received a “Not Met,” and 24% responses provided were other than what was instructed.

Overview of Fall 2015 Annual Action Plan Updates

In the past, individual academic programs completed the APR Process and submitted APR Annual Action Plan Updates. As of Spring 2016, COE completes the APR Process as separate departments rather than individual academic programs.

Of the five departments and 18 academic programs that complete the APR Process, two units have submitted APR Annual Action Plan Updates for Fall 2015. Specifically, one department (TEELP) and one academic program (EdPsy) submitted Annual Action Plan Updates for Fall 2015. Currently, one academic program has submitted at least one action item for each HLC Criteria 1-9. One department has submitted at least one action item for at least one HLC Criterion. There are a total of 36 action items and all 36 have been initiated; 27 (75%) of the action items are continuous/ongoing, and nine (25%) of the action items have been completed.

Refer to Appendix E for specific details regarding the Annual Action Plan Updates for COE.

College of Fine Arts (CFA)

CFA has four departments and one academic program for a total of five degree-granting units. Each unit completes the APR Process.

Overview of APR Status for the 2006-2016 Timeframe

Two of CFA’s units have completed their APR since Spring 2013. Their *Review Team Worksheet* showed a combined score where 55% of the criteria were “Met”, 3% “Marginally Met,” 24% “Met with Concerns,” 16% received a “Not Met,” and 1% responses provided were other than what was instructed.

Overview of Fall 2015 Annual Action Plan Updates

Of the five units that complete the APR Process, two (40%) departments have submitted APR Annual Action Plan Updates for Fall 2015. One department has at least one action item for each HLC Criteria 1-9. One department has at least one action item for HLC Criteria 1, 2, 5, 6, and 7. There are a total of 32 action items and all 32 have been initiated; 20 (63%) of the action items are continuous/ongoing; nine (28%) of the action items have been completed; and the status of three (9%) of the action items was not reported.

Refer to Appendix F for specific details regarding the Annual Action Plan Updates for CFA.

Graduate Studies (GST)

GST has one unit (i.e., Water Resources) that completes the APR Process.

Overview of APR Status for the 2006-2016 Timeframe

The unit completed their last APR Process in Fall 2010.

Overview of Fall 2015 Annual Action Plan Updates

The unit has not submitted an APR Annual Action Plan Update for Fall 2015. Therefore, no action items have been submitted for Fall 2015.

Honors College (HON)

HON has one unit (i.e., Interdisciplinary Liberal Arts) that completes the APR Process.

Overview of APR Status for the 2006-2016 Timeframe

Its last APR was completed in Fall 2015. Its *Review Team Worksheet* resultsshowed 32% of the criteria were “Met”, 5% “Marginally Met,” 14% “Met with Concerns,” 3% received a “Not Met,” and 46% responses provided were other than what was instructed.

Overview of Fall 2015 Annual Action Plan Updates

The unit has not submitted an APR Annual Action Plan Update for Fall 2015. Therefore, no action items have been submitted for Fall 2015.

School of Architecture and Planning (SAP)

SAP has five units. Out of the five, three are degree-granting and complete the APR Process.

Overview of APR Status for the 2006-2016 Timeframe

None of SAP’s units have had an APR since Spring 2013. It has an APR scheduled for Community and Regional Planning for Fall 2016 and one scheduled for Landscape Architecture in Fall 2017 .

Overview of Fall 2015 Annual Action Plan Updates

Of the three SAP units that complete the APR Process, all have submitted APR Annual Action Plan Updates for Fall 2015. Currently, one (33%) of the unit has submitted at least one action item for all HLC Criteria 1-9. Two of the units (67%) have submitted at least one action item for at least one HLC Criterion. There are a total of 74 action items; 72 (97%) of the action items have been initiated; 69 (93%) of the action items are continuous/ongoing; two (2.7%) of the action items have been completed; and the status of one (1.4%) action item was not reported.

Refer to Appendix G for specific details regarding the Annual Action Plan Updates for SAP.

School of Engineering (SOE)

The School of Engineering has a total of eight units. Each unit consists of a department/academic program offering at least one degree/certificate program.

Overview of APR Status for the 2006-2016 Timeframe

SOE’s units completed their APR Process in Spring 2009, and are scheduled for their next APR Site-Visit in Spring 2018.

Overview of Fall 2015 Annual Action Plan Updates

Of the eight units that complete the APR Process, one unit (12.5%) has submitted APR Annual Action Plan Updates for Fall 2015. Seven (87%) SOE units have not reported an APR Action Plan Update for Fall 2015. Currently, one (12.5%) unit has submitted an action item for at least one HLC Criterion. There are a total of 15 action items and all have been initiated; 13 (87%) of the action items are continuous/ongoing; and two (13%) of the action items have been completed.

Refer to Appendix H for specific details regarding the Annual Action Plan Updates for SOE.

University College (UC)

UC has two units offering at least one degree/certificate program that participate in the APR Process.

Overview of APR Status for the 2006-2016 Timeframe

Both of UC’s units completed their APR Process in Fall 2014. Their combined *Review Team Worksheet* results showed 64% of the criteria were “Met”, 5% “Marginally Met,” 19% “Met with Concerns,” 11% received a “Not Met,” and 1% of responses provided were other than what was instructed.

Overview of Fall 2015 Annual Action Plan Updates

Of the two units that complete the APR Process, both have submitted APR Action Plan Updates for Fall 2015. Currently, one unit has submitted at least one action item for all HLC Criteria 1-9. One unit has submitted at least one action item for at least one HLC Criterion. There are a total of 26 action items; 18 (69%) of the action items have been initiated; 17(65%) of the action items are continuous/ongoing; and one (4%) of the action items have been completed.

Refer to Appendix I for specific details regarding the Annual Action Plan Updates for UC.

University Libraries and Learning Sciences (UL&LS)

The University Libraries and Learning Sciences has one degree-granting unit that completes the APR Process.

Overview of APR Status for the 2006-2016 Timeframe

UL&LS’s unit is not scheduled to begin its next APR Process until Fall 2017. The last APR was in Spring 2010.

Overview of Fall 2015 Annual Action Plan Updates

The unit has not submitted an APR Action Plan Update for Fall 2015. Therefore, no action items have been submitted for Fall 2015.

APR Survey Results

Overview of Results for the 2014-2016 Timeframe

Eight units who completed their APR from Fall of 2014 to Spring of 2016 have received completed surveys that provided feedback regarding the APR Process. The APR surveys has had an overall response rate from reviewers, units, and administration of 59%. The majority of the respondents (81%) stating that the APR Office was informative, helpful in explaining the expectations as well as supporting the review teams, and was able to provide adequate support for units to conduct a successful Site-Visit. To review the full survey response reports for each survey including comments, please see Appendix J.

Review Team Survey

Of the 46 reviewers invited to take the survey since Fall 2014, 61% (28) participated. Of the 28 respondents, 93% (26) agreed that the information provided by the APR Office helpful in understanding the expectations of the review team; 4% (1) did not agree, and the remaining 4% (1) did not answer the question.

Of the 28 respondents, 89% (25) agreed that information provided by the APR Office helpful in understanding the expectations on preparation of the APR *Review Team Worksheet* and report; 7% (2) did not agree, and the remaining 4% (1) did not answer the question.

Unit Survey

Of the 43 unit faculty and staff invited to take the survey since Fall 2014, 84% (36) participated. Of the 36 respondents, 78% (28) agreed that the unit was provided adequate information needed to prepare the itinerary and tasks for a successful Site-Visit; 3% (1) did not agree, and the remaining 19% (7) did not answer the question.

Administrators Survey

Of the 34 administrators including the Provost, Associate Provost, Deans, and Associate Deans invited to take the survey since Fall 2014, 26 (9) participated. Of the nine respondents, 60% (6) agreed that the Self-Study Report and review team reports provide comprehensive information regarding unit; 30% (3) did not agree, and the remaining 10% (1) did not answer the question.

Of the 34 administrators including the Provost, Associate Provost, Deans, and Associate Deans invited to take the survey since Fall 2014, 26 (9) participated. Of the nine respondents, 60% (6) agreed that the recommendations from review team useful; 30% (3) did not agree, and the remaining 10% (1) did not answer the question.

Anderson School of Management (ASM)

Overview

ASM has one unit which participates in the APR Process. The unit consists of the following departments that offer one bachelor’s (BBA) and three master’s (MBA, MACCT, and MS ISA) degree programs and one certificate program. All of the degree/certificate programs are reviewed at the same time.

* Accounting;
* Finance, International, and Technical Management
* Marketing, Information, and Decision Sciences
* Organizational Studies

The unit went through tits APR Site-Visit in Spring 2014. The Unit Response Report and Initial Action Plan has been approved by the Dean/Associate Dean and the senior leadership.

Annual Action Plan Updates

ASM has submitted an Annual Action Plan Update for Fall 201 with least one action item for all HCL Criteria 1-9, for a total of 27 action items. All action items have been initiated and are currently continuous/ongoing, and one (4%) action item has been completed. Specific information regarding each criteria of the Fall 2015 Annual Action Plan Updates are discussed in the remainder of this section.

Refer to Appendix C for specific details regarding the Annual Action Plan Updates for ASM.

Criterion 1 – Program Goals

For Fall 2015, one unit (100%) has reported information for Criterion 1. One unit has provided the date of the most recent version of the unit’s Mission/Vision Statement. One unit has provided the date of most recent update to unit’s Program Goals.

For Fall 2015, one unit (100%) has submitted action items for Criterion 1. There is only one action item, which has been initiated and completed. This action item is also considered continuous, for ongoing review and revision as necessary.

Criterion 2 – Teaching and Learning: Curriculum

For Fall 2015, one unit (100%) has reported information for Criterion 2. One (100%) unit has reported information regarding that the number of credit hours required for their undergraduate programs have been reduced, given the change to the UNM requirement of a minimum of 120 credit hours. The BBA program has provided the former and current number of credit hours for their undergraduate and when the change occurred for the unit. One undergraduate program meets the 120 credit hour degree requirement.

For Fall 2015, one unit (100%) has submitted action items for Criterion 2. There are a total of three action items and all have been initiated. Two (66%) of these action items are continuous/ongoing and one (33%) has been completed, but is also considered continuous, for ongoing review and revision as necessary.

Criterion 3 – Teaching and Learning: Continuous Improvement

For Fall 2015, one unit (100%) has reported information for Criterion 3. One unit has reported the date(s) of most recent Student Learning Outcomes for each degree/certificate program offered by the unit. One unit has reported the date(s) of the most recent submitted Annual Program Assessment reports for each degree/certificate program offered by the unit.

For Fall 2015, one unit (100%) has submitted action items for Criterion 3. There is only one action item, which has been initiated and completed. This action item is also considered continuous, for ongoing review and revision as necessary.

Criterion 4 – Students

For Fall 2015, one unit (100%) has reported information for Criterion 4.The unit did not provide a brief summary regarding the unit’s efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students.

For Fall 2015, one unit (100%) has submitted action items for Criterion 4. There is only one action item, which has been initiated and is ongoing/continuous.

Criterion 5 – Faculty

For Fall 2015, one unit (100%) has reported information for Criterion 5. One unit (100%) has provided information regarding the unit’s broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty. One unit has provided a brief summary of major accomplishments or awards for research/scholarly/productivity activities of the unit’s faculty over the past year.

For Fall 2015, one unit (100%) has submitted action items for Criterion 5. There are a total of five action items, all of which have been initiated and are ongoing.

Criterion 6 – Resources and Planning

For Fall 2015, one unit (100%) has reported information for Criterion 6. One unit (100%) has provided a brief summary of any significant changes in the unit’s budget or resources and the resource opportunities and/or challenges experienced by the unit over the past year.

For Fall 2015, one unit (100%) has submitted action items for Criterion 6. There are a total of four action items, all of which have been initiated and are ongoing/continuous.

Criterion 7 – Facilities

For Fall 2015, one unit (100%) has reported information for Criterion 7. One unit (100%) has provided a brief summary for any changes to facilities or facility planning over the past year (e.g. changes in space utilization, remodeling, new construction).

For Fall 2015, one unit (100%) has submitted action items for Criterion 7. There are a total of four action items; none of the action items have been initiated, however, all four action items will begin Fall 2017 with completion goals of Fall 2018.

Criterion 8 – Program Comparisons

For Fall 2015, one unit (100%) has reported information for Criterion 8. The unit did not provide relevant information regarding program rankings or program status related to other peer institutions for the year.

For Fall 2015, one unit (100%) has submitted action items for Criterion 8. There are a total of six action items; four (67%) of the action items have been initiated with a continuous/ongoing timeframe; none of the action items have been completed; and the remaining two action items have projected start dates of Spring 2016.

Criterion 9 – Future Directions

For Fall 2015 one unit (100%) has reported information for Criterion 9. The unit did not provide the date of most recent version of strategic plan for their unit.

For Fall 2015, one unit (100%) has submitted action items for Criterion 9. There are a total of two action items; both of these action items were initiated in Fall 2015 and will be ongoing and continuous.

College of Arts and Sciences (A&S)

Overview

The College of Arts and Sciences has a total of 33 units. Of the 33 units, 31 currently participate in the APR Process. The other two only offer certificates (i.e., Museum Studies and Peace Studies). Only degree-granting units participate in the APR Process.

Of the 31, 22 are designated as departments, five are designated as non-interdisciplinary academic programs, and four are designated as interdisciplinary/shared credit/dual credit academic programs. Each unit consists of a department/academic program offering at least one degree/certificate program.

1. Department of American Studies – Three (3) degree/certificate programs:
   * American Studies (BA, MA, PhD)
2. Department of Anthropology – Five (5) degree/certificate programs:
   * Anthropology (BA, BS, MA, MS, PhD)
3. Department of Biology – Four (4) degree/certificate programs:
   * Biology (BA, BS, MS, PhD)
4. Department of Chemistry and Chemical Biology – Four (4) degree/certificate programs:
   * Chemistry (BA, BS, MS, PhD)
5. Department of Chicana and Chicano Studies – Three (3) degree/certificate program:
   * Chicana Chicano Studies (BA), New Mexican Cultural Landscapes (CERT), Transnational Latino Studies (CERT)
6. Department of Communication & Journalism – Two (2) academic programs:
   * Communication (BA, MA, PhD), Journalism and Mass Communication (BA)
7. Department of Earth & Planetary Sciences – two (2) academic programs:
   * Earth and Planetary Sciences (BA, BS, MS, PhD), Environmental Science (BS)
8. Department of Economics – three (3) degree/certificate programs:
   * Economics (BA, MA, PhD)
9. Department of English Language and Literature – Five (5) degree/certificate programs:
   * Creative Writing (MFA), English Studies (BA), English (MA, PhD), Technical and Professional Communication (CERT)
10. Department of Foreign Languages & Literature – Eight (8) academic programs:
    * Classical Studies (BA), Comparative Literature & Cultural Studies (BA, MA), East Asian Studies (BA) [Chinese and Japanese academic programs], French Studies (BA, MA, PhD), German Studies (BA, MA), Languages (BA), Russian (BA)
11. Department of Geography – Four (4) degree/certificate programs:
    * Geography (BA, BS, MS), Law, Environment, and Geography (GCERT)
12. Department of History – Three (3) degree/certificate programs:
    * History (BA, MA, PhD)
13. Department of Linguistics – Three (3) academic programs:
    * Linguistics (BA, MA, PhD), Signed Language Interpreting (BS), Linguistics-Signed Language Studies (BA)
14. Department of Mathematics & Statistics – Two (2) academic programs:
    * Mathematics (BS, MS, PhD), Statistics (BS, MS, PhD)
15. Department of Philosophy – Four (4) degree/certificate programs:
    * Philosophy (BA, MA, PhD), English-Philosophy (BA)
16. Department of Physics & Astronomy – Two (2) academic programs:
    * Astrophysics (BS), Physics (BS, MS, PhD), Physics and Astrophysics (BA, BS)
17. Department of Political Science – Three (3) degree/certificate programs:
    * Political Science (BA, MA, PhD)
18. Department of Psychology – Four (4) degree/certificate programs:
    * Psychology (BA, BS, MS, PhD)
19. Department of Sociology – Two (2) academic programs:
    * Criminology (BA), Sociology (BA, MA, PhD)
20. Department of Spanish & Portuguese – Two (2) academic programs:
    * Portuguese (BA, MA), Spanish (BA, MA), Spanish and Portuguese (PhD)
21. Department of Speech & Hearing Sciences – Two (2) degree/certificate programs:
    * Speech and Hearing Sciences (BA), Speech-Language Pathology (MS)
22. Africana Studies – One (1) degree/certificate program:
    * Africana Studies (BA)
23. International Studies – One (1) degree/certificate program:
    * International Studies (BA)
24. Latin American Studies – Three (3) degree/certificate programs:
    * Latin American Studies (BA, MA, PhD)
25. Religious Studies – One (1) degree/certificate program:
    * Religious Studies (BA)
26. Women Studies – Two (2) degree/certificate programs:
    * Women Studies (BA, GCERT)

Additionally, A&S shares four units with other schools and these academic programs complete the APR Process with A&S. The College of Education shares a degree program (BA in Family Studies) however, A&S is not involved in their APR Process.

1. Combined BA/MD (SOM) – One (1) degree/certificate program:
   * Health, Medicine and Human Values (BA)
2. Department of Biochemistry and Molecular Biology (SOM)– Two (2) degree/certificate programs:
   * Biochemistry (BA, BS)
3. Nanosciences and Microsystems (SOE)– Two (2) degree/certificate programs:
   * Nanosciences and Microsystems (MS, PhD)
4. Optical Sciences and Engineering (SOE) – Two (2) degree/certificate programs:
   * Optical Sciences and Engineering (MS, PhD)

The School of Public Administration (SPA) has been subsumed under A&S and undergoes the APR Process.

1. Department of Public Administration – Two (2) academic programs:
   * Public Administration (M.P.A.), Health Administration (M.H.A.)

Of the 31 units, 30 (97%) have completed their APR Process and have submitted all of the required documentation. One is only lacking the Unit Response Report that is to accompany the Initial Action Plan (i.e., Africana Studies Program). Once this has been received by the APR Office it will be sent to the Senior Leadership. Three A&S units have completed their Site-Visit in Spring 2016 and are in process of drafting their Unit Response Report and Initial Action Plan (i.e., Department of Psychology, Department of Sociology, and the Department of Chicana and Chicano Studies).

The Nanoscience and Microsystems Program also has been contacted a few times; and they are in process of drafting and submitting their approved Initial Unit Response Report and Initial Action Plan.

Annual Action Plan Updates

Of the 31 A&S units that complete the APR Process, 23 (74%) have submitted APR Annual Action Plan Updates for Fall 2015. Currently, eight (26%) A&S units have not yet reported an Annual Action Plan Update for Fall 2015 (i.e., Department of Spanish and Portuguese, Department of Nanosciences and Microsystems, and the Department of Chemistry and Chemical Biology. The Africana Studies Program, Department of American Studies, BA/MD Program, Department of Foreign Languages and Literatures, Department of Speech and Hearing Sciences had not yet submitted their Unit Response Report and Initial Action Plans and so were not included in the calculations.).

Every unit that has submitted an APR Annual Action Plan Update for Fall 2015 has submitted at least one action item. One (4%) department has submitted at least one action item for all HLC Criteria 1- 9. The other 22 (96%) units have submitted at least one action item for at least one HLC Criterion.

* 17 units have submitted at least one action item for HCL Criterion 1.
* 11 units have submitted at least one action item for HCL Criterion 2.
* 16 units have submitted at least one action item for HCL Criterion 3.
* 17 units have submitted at least one action item for HCL Criterion 4.
* 16 units have submitted at least one action item for HCL Criterion 5.
* 12 units have submitted at least one action item for HCL Criterion 6.
* 10 units have submitted at least one action item for HCL Criterion 7.
* 4 units have submitted at least one action item for HCL Criterion 8.
* 11 units have submitted at least one action item for HCL Criterion 9.

Specific information regarding each criteria of the Fall 2015 Annual Action Plan Updates are discussed in the remainder of this section.

Refer to Appendix D for specific details regarding the Annual Action Plan Updates for A&S.

Criterion 1 – Program Goals

For Fall 2015, 21 of the 23 units (68%) have reported information for Criterion 1. Of the 21, 19 (90%) of the units have provided the date of the most recent version of the unit’s Mission/Vision Statement (and two departments listed that the date was “*unknown*”), and 19 (90%) of the units have provided the date of most recent update to unit’s Program Goals (and one departments listed “in progress”).

For Fall 2015, 17 of those 23 units (74%) have submitted action items for Criterion 1. There are a total of 58 action items and all have been initiated. Of those 58 action items, 41 (71%) are continuous/ongoing, 16 (28%) have been completed, and the status of one (2%) is unknown.

Criterion 2 – Teaching and Learning: Curriculum

For Fall 2015, 21 of the 23 units (91%) have reported information for Criterion 2. Six (29%) units have reported information that the number of credit hours required for their undergraduate programs have been reduced, given the change to the UNM requirement of a minimum of 120 credit hours. Six (29%) units have provided the former and current number of credit hours for their undergraduate and when the change occurred for each applicable program. Seven (33%) units offer at least one undergraduate degree that meets the 120 credit hour degree requirement, while 11 (52%) units offer degrees do not meet the 120 credit hour degree requirement. Two (10%) units only offer graduate degrees and one unit (24%) did not respond.

For Fall 2015, 11 of the 23 units (28%) have submitted action items for Criterion 2. There are a total of 38 action items and all have been initiated. Of the 38 action items, 25 (66%) are continuous/ongoing, 12 (32%) have been completed, and the status of one (3%) is unknown.

Criterion 3 – Teaching and Learning: Continuous Improvement

For Fall 2015, 19 of the 23 units (83%) have reported information for Criterion 3. Of those 19 units, 17 have reported the date(s) of most recent Student Learning Outcomes for each degree/certificate program offered by the unit and 13 have reported the date(s) of the most recent submitted Annual Program Assessment reports for each degree/certificate program offered by the unit.

For Fall 2015, 17 of the 23 units (74%) have submitted action items for Criterion 3. There are a total of 41 action items and 30 (73%) have been initiated. Of the 41 action items, 30 (73%) are continuous/ongoing and seven (17%) have been completed.

Criterion 4 – Students

For Fall 2015, 21 of the 23 units (91%) have reported information for Criterion 4. Of these 21, 16 (76%) have provided a brief summary regarding the unit’s efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students.

For Fall 2015, 17 of the 23 units (74%) have submitted action items for Criterion 4. There are a total of 46 action items and 32 (70%) have been initiated. Of the 46 action items, 36 (78%) are continuous/ongoing, five (11%) have been completed, and the status of ten (22%) action items are unknown.

Criterion 5 – Faculty

For Fall 2015, 21 of the 23 units (91%) have reported information for Criterion 5. Of these 21, 20 (95%) of responding units have provided information regarding the unit’s broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty. 14 (66%) of responding units have provided a brief summary of major accomplishments or awards for research/scholarly/productivity activities of the unit’s faculty over the past year.

For Fall 2015, 16 of the 23 units (70%) of the responding units have submitted action items for Criterion 5. There are a total of 40 action items and 27 (68%) have been initiated. Of the 40 action items, 20 (50%) are continuous/ongoing, 14 (35%) have been completed, and the status of six (15%) are unknown.

Criterion 6 – Resources and Planning

For Fall 2015, 20 of the 23 units (87%) have reported information for Criterion 6. Of the 20, 18 (90%) of responding units have provided a brief summary of any significant changes in the unit’s budget or resources and the resource opportunities and/or challenges experienced by the unit over the past year.

For Fall 2015, 12 of the 23 units (52%) have submitted action items for Criterion 6. There are a total of 27 action items and 21 (77%) have been initiated. Of the 27 action items, 18 (66%) are continuous/ongoing, two (7%) have been completed, and the status of six (22%) are unknown.

Criterion 7 – Facilities

For Fall 2015, 20 of the 23 units (87%) have reported information for Criterion 7. All of responding units have provided a brief summary for any changes to facilities or facility planning over the past year (e.g. changes in space utilization, remodeling, new construction).

For Fall 2015, ten of the 23 units (43%) have submitted action items for Criterion 7. There are a total of 18 action items and four (22%) have been initiated. Of the 18 action items, nine (50%) are continuous/ongoing, two (11%) have been completed, and the status of four (22%) are unknown.

Criterion 8 – Program Comparisons

For Fall 2015, 20 of the 23 units (87%) have reported information for Criterion 8. Of the 20, 16 (80%) units have provided relevant information regarding program rankings or program status related to other peer institutions for the year.

For Fall 2015, four of the 23 units (17%) have submitted action items for Criterion 8. There are a total of five action items and two (40%) have been initiated. Of the five action items, four (80%) are continuous/ongoing. No action item has been completed.

Criterion 9 – Future Directions

For Fall 2015, 20 of the 23 units (87%) have reported information for Criterion 9. Of the 20, 19 (95%) of responding units have provided the date of most recent version of strategic plan for the unit.

For Fall 2015, ten of the 23 units (43%) have submitted action items for Criterion 9. There are a total of 38 action items and 20 (53%) have been initiated. Of the 38 action items, 27 (71%) are continuous/ongoing, eight (21%) have been completed, and the status of seven (18%) are unknown.

College of Education (COE)

Overview

The College of Education (COE) has a total of five units. The units are comprised of five departments with a combined total of 18 academic programs and 42 degree/certificate programs.

1. Department of Special Ed (SE) – Eight (8) degree/certificate programs:
   * Special Education (BS Ed, MA, Ed D, PhD, Ed Spec; Applied Behavioral Analysis Certificate [ABA], Educational Diagnosis Certificate [EDAG], Autism Spectrum Disorder [GCERT])
2. Department of Health, Exercise, Sports Science (HESS) – Five (5) academic programs:
   * Athletic Training (BS); Exercise Science (BS); Health Education (BS Ed, MS); Physical Education Teacher Education (BS Ed, MS); and Sport Administration (Physical Education, Sports and Exercise Science PhD).
3. Department of Individual, Family, Community Education (IFCE) – Four (4) academic programs:
   * Counselor Education [Counseling (MA), Counselor Education (PhD)]; Educational Psychology (MA, PhD); Family and Child Studies [Family and Child Studies (BA, BS), Family Studies (MA, PhD)]; and Nutrition and Dietetics [Nutrition and Dietetics (BS), Nutrition (MS)].
4. Department of Language, Literacy, and Sociocultural Studies Program (LLSS) – Two (2) academic programs:
   * Language, Literacy, and Sociocultural Studies (MA, PhD); and Educational Linguistics (PhD).
5. Department of Teacher Education, Educational Leadership & Policy (TEELP) – Five (5) academic programs:
   * Elementary Education (BS Ed, MA); Secondary Education (BA Ed, BS Ed, MA); Educational Leadership (MA, Ed D, Ed Spec); Teaching, Learning, and Teacher Education and Post Master’s Certificates (Ed D, PhD, Theatre BA Ed, Curriculum and Instruction Ed Spec); and Online MA in Education Program.

All COE units have completed their APR since Fall 2006. The Department of Family and Child Studies completed its last APR in Spring 2016 and has submitted its Unit Response Report and Initial Action Plan for review and approval by the Office of the Provost in December 2016. The APR Office have collected all of the APR required documents from the Department of Language, Literacy, and Sociocultural Studies. It began its APR Process in Fall 2015. Its Site-Visit will be held in Fall 2016 and all documents should be completed and approved by August 2017.

Annual Action Plan Updates

One department (i.e., TEELP) and one academic program (i.e., EdPsy) submitted Annual Action Plan Updates for Fall 2015. Currently, TEELP has action items for HCL Criteria 1-3; and EdPsy has created at least one action item for each HCL Criteria 1-9. There are a total of 36 action items; all of which have been initiated, and nine (25%) of which have been completed.

Specific information regarding each criteria of the Fall 2015 Annual Action Plan Updates are discussed in the remainder of this section.

Refer to Appendix E for specific details regarding the Annual Action Plan Updates for COE.

Criterion 1 – Program Goals

For Fall 2015, one department (20%) and one (6%) academic program have reported information for Criterion 1. One department and one academic program have provided the date of the most recent version of the unit’s Mission/Vision Statement. One department and one academic program have provided the date of most recent update to unit’s Program Goals.

For Fall 2015, one department (20%) and one (6%) academic program have submitted action items for Criterion 1. There are a total of four action items; all four of the action items have been initiated with a continuous/ongoing timeframe.

Criterion 2 – Teaching and Learning: Curriculum

For Fall 2015, one department (20%) and one (6%) academic program have reported information for Criterion 2. One (50%) of the responding units have reported information that the number of credit hours required for their undergraduate programs have been reduced, given the change to the UNM requirement of a minimum of 120 credit hours. One (50%) of responding units have provided the former and current number of credit hours for their undergraduate and when the change occurred for each applicable academic program. One academic program (TEELP) offers two degrees and both meet the 120 credit hour degree requirement. One department (Ed Psy) only offers graduate programs.

For Fall 2015, one department (20%) and one (6%) academic program have submitted action items for Criterion 2. There are a total of eight action items; all eight of the action items have been initiated with a continuous/ongoing timeframe

Criterion 3 – Teaching and Learning: Continuous Improvement

For Fall 2015, one department (20%) and one (6%) academic program have reported information for Criterion 3. One department and one academic program have reported the date(s) of most recent Student Learning Outcomes for each degree/certificate program offered by the unit. One department and one academic program have reported the date(s) of the most recent submitted Annual Program Assessment reports for each degree/certificate program offered by the unit.

For Fall 2015, one department (20%) and one (6%) academic program have submitted action items for Criterion 3. There are a total of eight action items; all eight of the action items have been initiated; four (50%) of the action items are continuous/ongoing and four (50%) of the action items have been completed.

Criterion 4 – Students

For Fall 2015, one department (20%) and one (6%) academic program have reported information for Criterion 4. One department and one academic program have provided a brief summary regarding the unit’s efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students.

For Fall 2015, one academic program (6%) has submitted action items for Criterion 4. There are a total of six action items; all six of the action items have been initiated; four (67%) are continuous/ongoing and two (33%) of the action items have been completed.

Criterion 5 – Faculty

For Fall 2015, one department (20%) and one (6%) academic program have reported information for Criterion 5. One department and one academic program have provided information regarding the unit’s broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty. One department and one academic program have provided a brief summary of major accomplishments or awards for research/scholarly/productivity activities of the unit’s faculty over the past year.

For Fall 2015, one department (20%) and one (6%) academic program have submitted action items for Criterion 5. There are a total of four action items; all four of the action items have been initiated; two (50%) of the action items are continuous/ongoing and two (50%) of the action items have been completed.

Criterion 6 – Resources and Planning

For Fall 2015, one department (20%) and one (6%) academic program have reported information for Criterion 6. One department and one academic program have provided a brief summary of any significant changes in the unit’s budget or resources and the resource opportunities and/or challenges experienced by the unit over the past year.

For Fall 2015, one department (20%) and one (6%) academic program have submitted action items for Criterion 6. There are a total of three action items; all three of the action items have been initiated. One (33%) of the action items are continuous/ongoing. Two (66%) of the action items have been completed.

Criterion 7 – Facilities

For Fall 2015, one department (20%) and one (6%) academic program have reported information for Criterion 7. One department and one academic program have provided a brief summary for any changes to facilities or facility planning over the past year (e.g. changes in space utilization, remodeling, new construction).

For Fall 2015, one academic program (6%) has submitted action items for Criterion 7. There is only one action item. One (100%) action item has been initiated. One (100%) action item is continuous/ongoing.

Criterion 8 – Program Comparisons

For Fall 2015, one department (20%) and one (6%) academic program have reported information for Criterion 8. One department and one academic program have provided relevant information regarding program rankings or program status related to other peer institutions for the year.

For Fall 2015, one academic program (6%) has submitted action items for Criterion 8. There is only one action item. One (100%) action item has been initiated. One (100%) action item is continuous/ongoing.

Criterion 9 – Future Directions

For Fall 2015, one department (20%) and one (6%) academic program have reported information for Criterion 9. One academic program has provided the date of most recent version of strategic plan for unit.

For Fall 2015, one academic program (6%) has submitted action items for Criterion 9. There is only one action item. One (100%) action item has been initiated. One (100%) action item is continuous/ongoing.

College of Fine Arts (CFA)

Overview

CFA has four departments and one academic program for a total of five degree-granting units.

1. Department of Art and Art History – Two (2) academic programs:
   * Art Education (BA, MA); Art History (BA, MA, PhD); and Art Studio (BFA, BA, MFA)
2. Department of Music- Two (2) academic programs:
   * Music (BA, BM, M Mu), Music Education (BME)
3. Department of Theatre and Dance – Five (5) academic programs:
   * Dance (BA, MFA); Design for Performance (BA); Dramatic Writing (MFA); Theatre (BA); Theatre and Dance (MA)
4. Department of Cinematic Arts – One (1) degree/certificate program:
   * Cinematic Arts (BA).
5. Interdisciplinary Film & Digital Media Program (IFDM) – One (1) degree/certificate program:
   * Interdisciplinary Film & Digital Media (BFA).

Since Fall 2006, all five units have completed their APR. However, only two have submitted all of the required APR documentation (i.e., Department Cinematic Arts, Department of Music). As for the remaining three, the Dean and units’ chair were notified in May 2016 regarding the missing Unit Response Reports and Initial Action Plans (i.e., Department of Interdisciplinary Film & Digital Media Program, Department of Art and Art History, Department of Theatre and Dance). The units have been notified and are in the process of submitting all reviewed and approved documentation by August 2016.

Annual Action Plan Updates

Of the five units that completed the APR Process, two units (40%) have submitted Annual Action Plan Updates for Fall 2015 (i.e., Department Cinematic Arts, Department of Music). One has at least one action item for each HCL Criteria 1-9 and one has at least one action item for HCL Criteria 1, 2, 5, 6, and 7. There are a total of 31 action items and 28 (90%) of the have been initiated. Of the 31 action items, 26 (84%) are currently ongoing and nine (29%) of the action items have been completed. Specific information regarding each criteria of the Fall 2015 Annual Action Plan Updates are discussed in the remainder of this section.

Refer to Appendix F for specific details regarding the Annual Action Plan Updates for CFA.

Criterion 1 – Program Goals

For Fall 2015, two of the five units (40%) have reported information for Criterion 1. Both have provided the date of the most recent version of the unit’s Mission/Vision Statement and have provided the date of most recent update to unit’s Program Goals.

For Fall 2015, two of the five units (40%) have submitted action items for Criterion 1. There are a total of five action items and all five have been initiated. Of the five action items, four (80%) are continuous/ongoing and one (20%) has been completed.

Criterion 2 – Teaching and Learning: Curriculum

For Fall 2015, two of the five units (40%) have reported information for Criterion 2. One unit has reported information that the number of credit hours required for their undergraduate programs have been reduced, given the change to the UNM requirement of a minimum of 120 credit hours. One unit has provided the former and current number of credit hours for their undergraduate program and when the change occurred (or will occur) for each applicable program. Music reported that two of the undergraduate Music programs will meet the 120 credit hour degree requirement by 2016.

For Fall 2015, two of the five units (40%) have submitted action items for Criterion 2. There are a total of four action items and all have been initiated with a continuous/ongoing timeframe.

Criterion 3 – Teaching and Learning: Continuous Improvement

For Fall 2015, two of the five units (40%) have reported information for Criterion 3. Both have reported the date(s) of most recent Student Learning Outcomes for each degree/certificate program offered by the unit and have reported the date(s) of the most recent submitted Annual Program Assessment reports for each degree/certificate program offered by the unit.

For Fall 2015, one of the five units (20%) has submitted action items for Criterion 3. There are a total of four action items and all have been initiated. Of the four action items, two (50%) are continuous/ongoing and two (50%) have been completed.

Criterion 4 – Students

For Fall 2015, two of the five units (40%) have reported information for Criterion 4. Both have provided a brief summary regarding the unit’s efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students.

For Fall 2015, one of the five units (20%) has submitted action items for Criterion 4. There are a total of four action items and all have been initiated. Of the four action items, one (25%) is continuous/ongoing and three (75%) have been completed.

Criterion 5 – Faculty

For Fall 2015, two of the five units (40%) have reported information for Criterion 5. Both have provided information regarding the unit’s broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty. One unit has provided a brief summary of major accomplishments or awards for research/scholarly/productivity activities of the unit’s faculty over the past year.

For Fall 2015, one of the five units (20%) has submitted action items for Criterion 5. There are a total of three action items, all have been initiated with a continuous/ongoing timeframe.

Criterion 6 – Resources and Planning

For Fall 2015, two of the five units (40%) have reported information for Criterion 6. Both have provided a brief summary of any significant changes in the unit’s budget or resources and the resource opportunities and/or challenges experienced by the unit over the past year.

For Fall 2015, two of the five units (40%) have submitted action items for Criterion 6. There are a total of three action items and all three (100%) have been initiated with a continuous/ongoing timeframe.

Criterion 7 – Facilities

For Fall 2015, two of the five units (40%) have reported information for Criterion 7. One unit has provided a brief summary for any changes to facilities or facility planning over the past year (e.g. changes in space utilization, remodeling, new construction).

For Fall 2015, two of the five units (40%) have submitted action items for Criterion 7. There are a total of four action items and all four (100%) have been initiated with a continuous/ongoing timeframe.

Criterion 8 – Program Comparisons

For Fall 2015, two of the five units (40%) have reported information for Criterion 8. Both have provided relevant information regarding program rankings or program status related to other peer institutions for the year.

For Fall 2015, one of the five units (20%) has submitted action items for Criterion 8. There are a total of two action items and the status of both (100%) are continuous and ongoing.

Criterion 9 – Future Directions

For Fall 2015, two of the five units (40%) have reported information for Criterion 9. Both have provided the date of most recent version of strategic plan for unit.

For Fall 2015, one of the five units (20%) has submitted action items for Criterion 9. There are a total of two action items and both (100%) have been initiated with a continuous/ongoing timeframe.

Graduate Studies (GST)

Overview

Graduate Studies has one unit that completes the APR Process. The Water Resources Program (WRP) is an interdisciplinary professional program offering a Master of Water Resources (MWR).

Water Resources completed its last APR Site-Visit in Fall 2010. The APR Office has the unit Self-Study Report as well as the Review Team Report on file. The program has not submitted a Unit Response Report or Initial Action Plan.

Annual Action Plan Updates

This program did not submit an Annual Action Plan Update for Fall 2015.

Honors College (HON)

Overview

The Honors College has one degree/certificate program: Interdisciplinary Liberal Arts (BA).

The College completed its last APR in Fall 2015 and has submitted its approved final Unit Response Reports and Initial Action Plan.

Annual Action Plan Updates

Due to the Site-Visit being held in Fall 2015, this program was not required to submit an Annual Action Plan Update in October of 2015.

School of Architecture and Planning (SAP)

Overview

SAP has five units. Three of the five have completed the APR Process. The other two only offer graduate certificates (i.e. Historic Preservation & Regionalism and Urban & Regional Design); and only the degree-granting units participated in the APR Process.

1. Architecture – Three (3) degree/certificate programs:
   * Architecture (BAA, M Arch, MS)
2. Community & Regional Planning – Two (2) degree/certificate programs:
   * Environment, Planning & Design (BAEPD); Community and Regional Planning (MCRP)
3. Landscape Architecture – One (1) degree/certificate program:
   * Landscape Architecture (MLA)

All three have completed their APR since Spring 2009; and they have submitted all required APR documentation. The Department of Landscape Architecture will begin its next APR Process in Spring 2017.

Annual Action Plan Updates

Of the three SAP units that completed the APR Process, all have submitted APR Annual Action Plan Updates for Fall 2015. One (33%) unit has submitted at least one action item for all HLC Criteria 1-9 (i.e., Department of Architecture); and two (67%) have submitted at least one action item for at least one HLC Criterion. There are a total of 74 action items and 67 (91%) have been initiated. Of the 74 action items, 64 (86%) are continuous/ongoing, two (3%) have been completed, and the status of one (1%) was not reported. Specific information regarding each criteria for the Annual Action Plan Updates that were submitted in Fall 2015 are discussed in the remainder of this section.

Refer to Appendix G for specific details regarding the Annual Action Plan Updates for SAP.

Criterion 1 – Program Goals

For Fall 2015, all three units (100%) have reported information for Criterion 1. All three units (100%) have provided the date of the most recent version of the unit’s Mission/Vision Statement and have provided the date of most recent update to unit’s Program Goals.

For Fall 2015, two of the three units (66%) have submitted action items for Criterion 1. There are a total of eight action items and seven (87.5%) have been initiated. Of the eight action items, seven (87.5%) are continuous/ongoing.

Criterion 2 – Teaching and Learning: Curriculum

For Fall 2015, three units (100%) have reported information for Criterion 2. One (33%) unit has reported information that the number of credit hours required for their undergraduate programs have been reduced, given the change to the UNM requirement of a minimum of 120 credit hours. One (33%) unit has provided the former and current number of credit hours for their undergraduate and when the change occurred for each applicable unit. One undergraduate unit meet the 120 credit hour degree requirement. Of the three SAP units, Community and Regional Planning currently meets the 120 credit hour criteria for a bachelor’s degree, Architecture hopes to meet the criteria by 2016/17, and Landscape Architecture only offers graduate degrees.

For Fall 2015, two (66%) units have submitted action items for Criterion 2. There are a total of ten action items and all have been initiated with a continuous/ongoing timeframe.

Criterion 3 – Teaching and Learning: Continuous Improvement

For Fall 2015, all three units (100%) have reported information for Criterion 3. All three units (100%) have reported the date(s) of most recent Student Learning Outcomes for each degree/certificate unit offered by the unit and have reported the date(s) of the most recent submitted Annual unit Assessment reports for each degree/certificate unit offered by the unit.

For Fall 2015, all three units (100%) have submitted action items for Criterion 3. There are a total of ten action items and all have been initiated. Of the ten action items, nine (90%) are continuous/ongoing and one (10%) has been completed.

Criterion 4 – Students

For Fall 2015, all three units (100%) have reported information for Criterion 4. Two (66%) of the units have provided a brief summary regarding the unit’s efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students.

For Fall 2015, all three units (100%) have submitted action items for Criterion 4. There are a total of 14 action items and all have been initiated with a continuous/ongoing timeframe.

Criterion 5 – Faculty

For Fall 2015, three units (100%) have reported information for Criterion 5. All units have provided information regarding the unit’s broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty. Two (66%) of the units have provided a brief summary of major accomplishments or awards for research/scholarly/productivity activities of the unit’s faculty over the past year.

For Fall 2015, all three (100%) of the units have submitted action items for Criterion 5. There are a total of 16 action items and all have been initiated. Of the 16 action items, 14 (88%) are continuous/ongoing and two (13%) have been completed.

Criterion 6 – Resources and Planning

For Fall 2015, all three (100%) of the units have reported information for Criterion 6. All three (100%) of the units have provided a brief summary of any significant changes in the unit’s budget or resources and the resource opportunities and/or challenges experienced by the unit over the past year.

For Fall 2015, of the three, two units (66%) have submitted action items for Criterion 6. There are a total of five action items and all have been initiated with a continuous/ongoing timeframe.

Criterion 7 – Facilities

For Fall 2015, all three (100%) of the units have reported information for Criterion 7. All three (100%) have provided a brief summary for any changes to facilities or facility planning over the past year (e.g. changes in space utilization, remodeling, new construction).

For Fall 2015, one unit (33%) has submitted action items for Criterion 7. There are a total of two action items and both have been initiated with a continuous/ongoing timeframe.

Criterion 8 – Program Comparisons

For Fall 2015, all three (100%) programs have reported information for Criterion 8. All three (100%) units have provided relevant information regarding program rankings or program status related to other peer institutions for the year.

For Fall 2015, one program (33%) has submitted action items for Criterion 8. There is only one action item and it has been initiated with a continuous/ongoing timeframe.

Criterion 9 – Future Directions

For Fall 2015, all three (100%) programs have reported information for Criterion 9. All units have provided the date of most recent version of strategic plan for unit.

For Fall 2015, two (66%) of the programs have submitted action items for Criterion 9. There are a total of eight action items and all have been initiated with a continuous/ongoing timeframe.

School of Engineering (SOE)

Overview

The School of Engineering has a total of nine units that participate in the APR Process. Out of the nine units, six are designated as departments, two are designated as non-interdisciplinary academic programs, and two are designated as interdisciplinary/shared credit/dual credit academic programs. Each unit consists of a department/academic program offering at least one degree/certificate program.

1. Department of Chemical and Biological Engineering – Three (3) degree/certificate programs:
   * Chemical Engineering [Chemical Engineering (BSChE, MS), Engineering (PhD)]
2. Department of Civil Engineering – Two (2) academic programs:
   * Civil Engineering [Civil Engineering (BSCE, MS, ME), Engineering (PhD)], Construction Engineering (BSCnE), Construction Management (BSCM, MS, MCM)
3. Department of Computer Science – Three (3) degree/certificate programs:
   * Computer Science (BSCS, MS, PhD)
4. Department of Electrical & Computer Engineering – Two (2) academic programs:
   * Computer Engineering [Computer Engineering (BSCpE, MS), Engineering (PhD)]
   * Electrical Engineering [Electrical Engineering (BSEE, MS), Engineering (PhD)]
5. Department of Mechanical Engineering – Two (2) degree/certificate programs:
   * Mechanical Engineering [Mechanical Engineering (BSM.E., MS), Engineering (PhD)]
6. Department of Nuclear Engineering – Two (2) degree/certificate programs:
   * Nuclear Engineering [Nuclear Engineering (B.S.N.E., MS), Engineering (PhD)]
7. Biomedical Engineering – Two (2) degree/certificate programs:
   * Biomedical Engineering (MS, PhD)
8. Manufacturing Engineering – Two (2) degree/certificate programs:
   * Manufacturing Engineering (MS, ME)

Additionally, SOE shares two units with A&S and both undergo the APR Process.

1. Nanoscience and Microsystems – Two (2) degree/certificate programs:
   * Nanoscience and Microsystems (MS, PhD)
2. Optical Science and Engineering – Two (2) degree/certificate programs:
   * Optical Science and Engineering (MS, PhD)

SOE also offers a graduate certificate in Computational Science and Engineering but it does not seem to be part of any particular unit. Students also can obtain a Master of Engineering in Manufacturing Engineering (MEME) concentration through the CS, ECE or ME units.

Since 2009, all of SOE’s units have completed the APR Process at least once. Each unit has submitted all required APR documentation except the Nanoscience and Microsystems Program. However, this program also is shared with A&S. The APR Office has been in contact with the unit to try to resolve the issue and determine who would be responsible for submitting the program’s Unit Response Report and Initial Action Plan.

Annual Action Plan Updates

Of the eight units that have completed the APR Process, only one (13%) has submitted an APR Annual Action Plan Update for Fall 2015 (i.e., Department of Computer Science).

One (13%) program has submitted at least one action item for at least one HLC Criterion. There are a total of 15 action items and all action items have been initiated. Of the 15 action items, 13 (87%) are continuous/ongoing and two (13%) have been completed. Specific information regarding each criteria of the Fall 2015 Annual Action Plan Updates are discussed in the remainder of this section.

Refer to Appendix H for specific details regarding the Annual Action Plan Updates for SOE.

Criterion 1 – Program Goals

For Fall 2015, one of the eight units (13%) has reported information for Criterion 1. The unit has provided the date of the most recent version of the unit’s Mission/Vision Statement as well as the date of most recent update to unit’s Program Goals.

For Fall 2015, one of the eight units (13%) has submitted action items for Criterion 1. There are a total of four action items and all have been initiated with a continuous/ongoing timeframe.

Criterion 2 – Teaching and Learning: Curriculum

For Fall 2015, one of the eight units (13%) has reported information for Criterion 2. The unit has reported information that the number of credit hours required for their undergraduate programs have been reduced, given the change to the UNM requirement of a minimum of 120 credit hours. The unit has also provided the former and current number of credit hours for their undergraduate and when the change occurred for each applicable program. One undergraduate programs meet the 120 credit hour degree requirement.

For Fall 2015, no departments have submitted action items for Criterion 2.

Criterion 3 – Teaching and Learning: Continuous Improvement

For Fall 2015, one of the eight units (13%) has reported information for Criterion 3. The unit has reported the date(s) of most recent Student Learning Outcomes for each degree/certificate program offered by the unit as well as the date(s) of the most recent submitted Annual Program Assessment reports for each degree/certificate program offered by the unit.

For Fall 2015, one of the eight units (13%) has submitted action items for Criterion 3. There are a total of two action items and both have been initiated with a continuous/ongoing timeframe

Criterion 4 – Students

For Fall 2015, one of the eight units (13%) has reported information for Criterion 4. The unit has provided a brief summary regarding the unit’s efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students.

For Fall 2015, one of the eight units (13%) has submitted action items for Criterion 4. There are a total of six action items and all have been initiated. Of the six action items, five (83%) are continuous/ongoing and one (17%) has been completed.

Criterion 5 – Faculty

For Fall 2015, one of the eight units (13%) has reported information for Criterion 5. The unit has provided information regarding the unit’s broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty. The unit has also provided a brief summary of major accomplishments or awards for research/scholarly/productivity activities of the unit’s faculty over the past year.

For Fall 2015, no units have submitted action items for Criterion 5.

Criterion 6 – Resources and Planning

For Fall 2015, one of the eight units(13%) has reported information for Criterion 6. The unit has provided a brief summary of any significant changes in the unit’s budget or resources and the resource opportunities and/or challenges experienced by the unit over the past year.

For Fall 2015, no units have submitted action items for Criterion 6.

Criterion 7 – Facilities

For Fall 2015, one of the eight units (13%) has reported information for Criterion 7. The unit has provided a brief summary for any changes to facilities or facility planning over the past year (e.g. changes in space utilization, remodeling, new construction).

For Fall 2015, one of the eight units (13%) has submitted action items for Criterion 7. There are a total of three action items and all have been initiated. Of the three action items, two (66%) are continuous/ongoing and one (33%) has been completed.

Criterion 8 – Program Comparisons

For Fall 2015, one of the eight units (13%) has reported information for Criterion 8. The unit has provided relevant information regarding program rankings or program status related to other peer institutions for the year.

For Fall 2015, no units have submitted action items for Criterion 8.

Criterion 9 – Future Directions

For Fall 2015 one of the eight units (13%) has reported information for Criterion 9. The unit has provided the date of most recent version of strategic plan for unit.

For Fall 2015, no units have submitted action items for Criterion 9.

University College (UC)

Overview

UC has two units that participate in the APR Process. Each unit consists of an academic program offering at least one degree/certificate program.

1. Native American Studies Department – One (1) degree/certificate program:
   * Native American Studies (BA)
2. Liberal Arts and Integrative Studies – Two (2) degree/certificate programs:
   * Liberal Arts (BLA); Integrative Studies (BIS)

Both units had their APR Site-Visit in Fall 2014; and they have submitted their approved final Unit Response Report and Initial Action Plan.

Annual Action Plan Updates

Of the two units that complete the APR Process, both have submitted APR Annual Action Plan Updates for Fall 2015. Only one unit has submitted at least one action item for all HLC Criteria 1-9 (i.e., Native American Studies Department). Only one unit has submitted at least one action item for at least one HLC Criterion. There are a total of 28 action items and 18 (64%) have been initiated. Of those 18 action items, 12 (67%) are continuous/ongoing and six (33%) of the action items have been completed. Specific information regarding each criteria of the Fall 2015 Annual Action Plan Updates are discussed in the remainder of this section.

Refer to Appendix I for specific details regarding the Annual Action Plan Updates for UC.

Criterion 1 – Program Goals

For Fall 2015, both units have reported information for Criterion 1. One of the two units (50%) has provided the date of the most recent version of the unit’s Mission/Vision Statement. One of the two units (50%) has provided the date of most recent update to unit’s Program Goals.

For Fall 2015, both units have submitted action items for Criterion 1. There are a total of seven action items and all have been initiated with a continuous/ongoing timeframe.

Criterion 2 – Teaching and Learning: Curriculum

For Fall 2015, one of the two units (50%) has reported information for Criterion 2. However, no units have reported information that the number of credit hours required for their undergraduate programs have been reduced, given the change to the UNM requirement of a minimum of 120 credit hours. Nor have any units provided the former and current number of credit hours for their undergraduate and when the change occurred for each applicable program.

For Fall 2015, one of the two units (50%) has submitted action items for Criterion 2. There are a total of two action items and neither have been initiated. However, both action items will be continuous/ongoing.

Criterion 3 – Teaching and Learning: Continuous Improvement

For Fall 2015, both units have reported information for Criterion 3. However, no units have reported the date(s) of most recent Student Learning Outcomes for each degree/certificate program offered by the unit, nor has any unit reported the date(s) of the most recent submitted Annual Program Assessment reports for each degree/certificate program offered by the unit.

For Fall 2015, one of the two units (50%) has submitted action items for Criterion 3. There are a total of two action items and both have been initiated with a continuous/ongoing timeframe.

Criterion 4 – Students

For Fall 2015, both units have reported information for Criterion 4. Only one program (50%) has provided a brief summary regarding the unit’s efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students.

For Fall 2015, both units have submitted action items for Criterion 4. There are a total of four action items and only two (50%) have been initiated. Of the four action items, one has been completed (25%) and two (50%) of the action items are continuous/ongoing.

Criterion 5 – Faculty

For Fall 2015 both units have reported information for Criterion 5. However, no units have provided information regarding the unit’s broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty. Nor has any unit provided a brief summary of major accomplishments or awards for research/scholarly/productivity activities of the unit’s faculty over the past year.

For Fall 2015, both units have submitted action items for Criterion 5. There are a total of four action items and two (50%) have been initiated. Of the four action items, two (50%) have been completed.

Criterion 6 – Resources and Planning

For Fall 2015, both units have reported information for Criterion 6. Only one unit has provided a brief summary of any significant changes in the unit’s budget or resources and the resource opportunities and/or challenges experienced by the unit over the past year.

For Fall 2015 both units have submitted action items for Criterion 6. There are a total of three action items and all have been initiated. Of the three action items, two (66%) are continuous/ongoing and one (33%) has been completed.

Criterion 7 – Facilities

For Fall 2015, both units have reported information for Criterion 7. Both units have provided a brief summary for any changes to facilities or facility planning over the past year (e.g. changes in space utilization, remodeling, new construction).

For Fall 2015, both units have submitted action items for Criterion 7. There are a total of three action items and two (66%) have been initiated. Of the three action items, two (66%) are continuous/ongoing and one (33%) has been completed.

Criterion 8 – Program Comparisons

For Fall 2015, both units have reported information for Criterion 8. Both units have provided relevant information regarding program rankings or program status related to other peer institutions for the year.

For Fall 2015, both units have submitted action items for Criterion 8. There is only one action item which has been initiated and is ongoing.

Criterion 9 – Future Directions

For Fall 2015, both units have reported information for Criterion 9. However, no units have provided the date of most recent version of strategic plan for unit.

For Fall 2015, both units have submitted action items for Criterion 9. There are a total of two action items and both have been initiated. Of the two action items, one (50%) is continuous/ongoing and one (50%) has been completed.

University Libraries and Learning Sciences (UL&LS)

Overview

The University Libraries and Learning Sciences has one unit that participates in the APR Process.

1. Organization, Information & Learning Sciences (OILS) – Four (4) degree/certificate programs:
   * Instructional Technology and Training (BS), Organization, Information & Learning Sciences (OILS) (MA, PhD, EdSCERT)

OILS’ last APR Site-Visit was completed in Fall 2009; and it has submitted all required APR documents.

Annual Action Plan Updates

This program did not submit an Annual Action Plan Update for Fall 2015.

*Review Team Worksheet* Results

The APR Criteria are used by units to develop their Self-Study Reports as well as by the Review Team to evaluate the units using the *Review Team Worksheet*. The nine APR Criteria consist of a total of 37 sub-criteria. The APR Criteria are aligned with the HLC Core Components.

The current overall evaluation of each APR Criteria should be noted as one of the following:

**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).

It is important to note that prior to Spring 2016 the worksheet allowed reviewers to evaluate units as “Marginally Met.” The *Review Team Worksheet* results that the APR Office received from the review teams for 21 units from Spring 2013 to Spring 2016 are outlined below.

Criterion 0 – Introduction and Background

This criterion has not been included in previous *Review Team Worksheet.* However, **if** a unit was to have “Met” *Criterion 0: Introduction and Background*, they would also have demonstrated compliance of HLC Core Component 4.A. In other words, these units may have provided sufficient evidence associated with the following:

* The institution demonstrates responsibility for the quality of its educational programs.

Criterion 1 – Program Goals

*Review Team Worksheet* results showed 67% of the criteria were “Met,” 3% “Marginally Met,” 19% “Met with Concerns,” 3% received a “Not Met,” and 8% responses included other responses or were left blank.

Based on the units’ performance, the majority “Met” the APR *Criterion 1: Program Goals*. Since the majority met this Criterion, it would seem that the 21 units who have submitted worksheets also have demonstrated compliance of HLC Core Components 1.A, 1.D, 2.B, 3.A, 3.B, and 4.B. In other words, these units may have provided sufficient evidence associated with the following:

* The institution’s mission is broadly understood within the institution and guides its operations.
* The unit’s mission demonstrates commitment to the public good.
* The unit presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.
* The unit’s degree programs are appropriate to higher education.
* The unit demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
* The unit demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Criterion 2 – Teaching and Learning: Curriculum

*Review Team Worksheet* results showed 51% of the criteria were “Met”, 4% “Marginally Met,” 21% “Met with Concerns,” 5% received a “Not Met,” and 19% responses included other responses or were left blank.

Based on the units’ performance, the majority “Met” the APR *Criterion 2: Teaching and Learning: Curriculum*. Since the majority met this Criterion, it would seem that the 21 units who have submitted worksheets also have demonstrated compliance of HLC Core Components 3.A and 3.B. In other words, these units may have provided sufficient evidence associated with the following:

* The unit’s degree programs are appropriate to higher education.
* The unit demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Criterion 3 – Teaching and Learning: Continuous Improvement

*Review Team Worksheet* results showed 60% of the criteria were “Met”, 5% “Marginally Met,” 10% “Met with Concerns,” 11% received a “Not Met,” and 8% responses provided were other than what was instructed.

Based on the units’ performance, the majority “Met” the APR *Criterion 3: Teaching and Learning: Continuous Improvement*. Since the majority met this Criterion, it would seem that the 21 units who have submitted worksheets also have demonstrated compliance of HLC Core Components 4.B. In other words, these units may have provided sufficient evidence associated with the following:

* The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Criterion 4 – Students

*Review Team Worksheet* results showed 57% of the criteria were “Met”, 1% “Marginally Met,” 18% “Met with Concerns,” 8% received a “Not Met,” and 16% responses provided were other than what was instructed.

Based on the units’ performance, the majority “Met” the APR *Criterion 4: Students*. Since the majority met this Criterion, it would seem that the 21 units who have submitted worksheets also have demonstrated compliance of HLC Core Components 3.D, 4.A, and 4.C. In other words, these units may have provided sufficient evidence associated with the following:

* The institution provides support for student learning and effective teaching.
* The institution demonstrates responsibility for the quality of its educational programs.
* The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Criterion 5 – Faculty

*Review Team Worksheet* results showed 60% of the criteria were “Met”, 2% “Marginally Met,” 19% “Met with Concerns,” 9% received a “Not Met,” and 10% responses provided were other than what was instructed.

Based on the units’ performance, the majority “Met” the APR *Criterion 5: Faculty*. Since the majority met this Criterion, it would seem that the 21 units who have submitted worksheets also have demonstrated compliance of HLC Core Components 3.B and 3.C. In other words, these units may have provided sufficient evidence associated with the following:

* The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
* The institution has the faculty and staff needed for effective, high-quality programs and student services.

Criterion 6 – Resources and Planning

*Review Team Worksheet* results showed 26% of the criteria were “Met”, 11% “Marginally Met,” 32% “Met with Concerns,” 24% received a “Not Met,” and 7% responses provided were other than what was instructed.

Based on the units’ performance, the majority “Met with Concerns” the APR *Criterion 6: Resources and Planning*. Since the majority met this Criterion, it would seem that the 21 units who have submitted worksheets also have demonstrated compliance of HLC Core Components 3.D, 5.A, and 5.C. In other words, these units may have provided sufficient evidence associated with the following:

* The institution provides support for student learning and effective teaching.
* The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
* The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Criterion 7 – Facilities

*Review Team Worksheet* results showed 48% of the criteria were “Met”, 4% “Marginally Met,” 21% “Met with Concerns,” 13% received a “Not Met,” and 8% responses provided were other than what was instructed.

Based on the units’ performance, the majority “Met” the APR *Criterion 7: Facilities*. Since the majority met this Criterion, it would seem that the 21 units who have submitted worksheets also have demonstrated compliance of HLC Core Component 3.D. In other words, these units may have provided sufficient evidence associated with the following:

* The institution provides support for student learning and effective teaching.

Criterion 8 – Program Comparisons

*Review Team Worksheet* results showed 27% of the criteria were “Met”, 8% “Marginally Met,” 32% “Met with Concerns,” 25% received a “Not Met,” and 9% responses provided were other than what was instructed.

There is not a direct alignment with APR Criterion 8: Program Comparisons to any of the HLC Core Components.

Criterion 9 – Future Directions

*Review Team Worksheet* results showed 52% of the criteria were “Met”, 2% “Marginally Met,” 29% “Met with Concerns,” 6% received a “Not Met,” and 11% responses provided were other than what was instructed.

Based on the units’ performance, the majority “Met” the APR *Criterion 9: Future Directions*. Since the majority met this Criterion, it would seem that the 21 units who have submitted worksheets also have demonstrated compliance of HLC Core Component 5.C. In other words, these units may have provided sufficient evidence associated with the following:

* The institution engages in systematic and integrated planning.

UNM Branch Campuses

Overview

The APR Process of the Branch Campuses are structured differently than that of the Main Campus. The APR Office regularly consults with key representatives from the Branch Campuses regarding their APR Process. In Appendix K, an alignment matrix is provided demonstrating the correlation between the APR Criteria of all the Branch Campuses to that of the Main Campus, including which of the criteria of the Higher Learning Commission (HLC) are targeted in the APR Process of the Branch Campuses. The following sections provide an overview of the APR Processes for each branch campus, including how they align with the criteria of the Higher Learning Commission (HLC).

UNM Gallup

The UNM Gallup Branch Campus has a total of three units. Each unit consists of a department/division that offers at least one associate degree/certificate program.

1. Arts and Sciences Division – Six (6) associate degree/certificate programs:
   * Art Studio (AA); Communications (AA); General Studies (AA); Liberal Arts (AA); Psychology (AA); and Science (AA).
2. Education, Health, and Human Services (EHHS) Division – 12 associate degree/certificate programs:
   * Early Childhood Multicultural Education (AA); Early Childhood Multicultural Education (CERT); Pre-Professional Education (AA); Dental Assisting (CERT); Diabetes Prevention Specialist (CERT); Health Information Technology (AS); Human Services (CERT); Human Services (AA); Medical Laboratory Technology (AS); Health Information Technology-Coding (CERT); Health Care Technician (CERT); and Nursing (AS).
3. Business and Applied Technology Division – 22 associate degree/certificate programs:
   * Automotive Technology (AAS); Automotive Technology (CERT); Collision Repair Technology (CERT); Collision Repair Technology (AAS); Construction Technology (AAS); Construction Technology-General Construction (CERT); Construction Technology-Carpentry (CERT); Construction Technology-Electrical (CERT); Green Building (CERT); Cosmetology (CERT); Cosmetology/Barbering (CERT); Welding Technology (CERT); General Studies (AAS); Business Administration (AA); Bookkeeping (CERT); Organizational Management & Public Admin (CERT); Entrepreneurism (CERT); Information Technology (CERT); Legal Assistant (AAS); Tribal Court Advocate (ASS); Criminal Justice (AA); and Drafting Technology (CERT).

The Gallup Branch reported that is has a six-year review cycle with three to four associate degree/certificate programs participating in the APR Process during the fall and spring semesters.

The Self-Study Report at the Gallup Branch Campus consists of nine “*Documents*” or criteria. Each of the nine *Documents* have direct alignment to one or more of the APR Criteria outlined in the Main Campus’ APR Manual. However, three of the ten Main Campus APR Criteria have no corresponding *Documents* or criteria.

* The *Document 1* criterion of the Gallup Branch’s APR Self-Study Report aligns with Main Campus’ APR Criteria 0 and 1 as well as targets the HLC Core Component 1.A. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution’s mission is broadly understood within the institution and guides its operations.
* The *Document 2* criterion of the Gallup Branch’s APR Self-Study Report aligns with Main Campus’ APR Criteria 2 as well as targets the HLC Core Component 3.A. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution’s degree programs are appropriate to higher education.
* The *Document 3* criterion of the Gallup Branch’s APR Self-Study Report aligns with Main Campus’ APR Criteria 3 and 4 as well as targets the HLC Core Components 4.A, 4.B, and 4.C. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution demonstrates responsibility for the quality of its educational programs.
  + The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
  + The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.
* The *Document 4* criterion of the Gallup Branch’s APR Self-Study Report aligns with Main Campus’ APR Criteria 5 as well as targets the HLC Core Component 3.C. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution has the faculty and staff needed for effective, high-quality programs and student services.
* The *Document 5* criterion of the Gallup Branch’s APR Self-Study Report aligns with Main Campus’ APR Criteria 4 as well as targets the HLC Core Component 3.D. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution provides support for student learning and effective teaching.
* The *Document 6* criterion of the Gallup Branch’s APR Self-Study Report aligns with Main Campus’ APR Criterion 0 as well as targets the HLC Core Component 4.A. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution demonstrates responsibility for the quality of its educational programs.
* The *Document 7* criterion of the Gallup Branch’s APR Self-Study Report aligns with Main Campus’ APR Criterion 0 as well as targets the HLC Core Component 4.A. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution demonstrates responsibility for the quality of its educational programs.
* The *Document 8* criterion of the Gallup Branch’s APR Self-Study Report aligns with Main Campus’ APR Criterion 5 as well as targets the HLC Core Component 3.C. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution has the faculty and staff needed for effective, high-quality programs and student services.
* The *Document 9* criterion of the Gallup Branch’s APR Self-Study Report aligns with Main Campus’ APR Criterion 6 as well as targets the HLC Core Component 5.A and 5.C. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
  + The institution engages in systematic and integrated planning.

The APR Office has documentation of the Gallup Branch’s APR procedures on file and has obtained evidence of completed reviews for the Fall 2015 and Spring 2016 semesters for the Psychology, Drafting, Entrepreneurship, Science, and Information Technologies associate degree/certificate programs.

UNM Los Alamos

The UNM Los Alamos Branch Campus has a total of eight units. Each unit consists of a department/division that offers at least one associate degree/certificate program.

1. Department of Applied Science – Six (6) associate degree/certificate programs:
   * Applied Technology (AAS), Applied Science in Robotics (AAS), Electro-Mechanical Technology (CERT), Emergency Medical Services (AS), Fire Science (AAS), and Solar Technology (CERT)
2. Department of Business – Five (5) associate degree/certificate programs:
   * Accounting (AAS), Accounting (CERT), Business (AAS), Business (CERT), and Pre-Business Administration (AA)
3. Department of Computer Science – One (1) associate degree/certificate program:
   * Computer Science (AS)
4. Department of Computer Technology/Information Technology – One (1) associate degree/certificate program:
   * Information Technology with Cybersecurity (AAS)
5. Department of Fine Arts – Two (2) associate degree/certificate program:
   * Art Studio (AA), and Art Studio (CERT)
6. Department of General Studies – Three (3) associate degree/certificate programs:
   * General Studies (AAS), Liberal Arts (AA), and Southwest Studies (CERT)
7. Department of Math and Engineering – One (1) associate degree/certificate program:
   * Pre-Engineering (AS)
8. Department of Science – Four (4) associate degree/certificate programs:
   * Environmental Technology (AAS), Environmental Science (AS), Pre-Professional Health Sciences (AS), and Science (AS)

The Los Alamos Branch reported that all programs are reviewed at one time, but it will be transitioning to a three to five-year cycle.

The Self-Study Report at the Los Alamos Branch Campus consists of six “*Sections*” or criteria. Each of the six *Sections* have direct alignment to one or more of the APR Criteria outlined in the Main Campus’ APR Manual. However, two of the ten Main Campus APR Criteria have no corresponding *Documents* or criteria.

* The *Section 1* criterion of the Los Alamos Branch’s APR Self-Study Report aligns with Main Campus’ APR Criterion 1 as well as targets the HLC Core Component 1.A. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution’s mission is broadly understood within the institution and guides its operations.
* The *Section 2* criterion of the Los Alamos Branch’s APR Self-Study Report aligns with Main Campus’ APR Criterion 3 as well as targets the HLC Core Components 4.B. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
* The *Section 3* criterion of the Los Alamos Branch’s APR Self-Study Report aligns with Main Campus’ APR Criterion 5 as well as targets the HLC Core Component 3.C. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution has the faculty and staff needed for effective, high-quality programs and student services.
* The *Section 4* criterion of the Los Alamos Branch’s APR Self-Study Report aligns with Main Campus’ APR Criterion 4 as well as targets the HLC Core Components 4.A and 4.C. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution demonstrates responsibility for the quality of its educational programs.
  + The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.
* The *Section 5* criterion of the Los Alamos Branch’s APR Self-Study Report aligns with Main Campus’ APR Criteria 2, 6 and 7 as well as targets the HLC Core Component 3.A, 3.D, 5A, and 5.C. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution’s degree programs are appropriate to higher education.
  + The institution provides support for student learning and effective teaching.
  + The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
  + The institution engages in systematic and integrated planning.
* The *Section 6* criterion of the Los Alamos Branch’s APR Self-Study Report aligns with Main Campus’ APR Criterion 9 as well as targets the HLC Core Component 5.C. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution engages in systematic and integrated planning.

The APR Office has documentation of the Los Alamos Branch’s APR procedures on file and has obtained evidence of completed reviews for the Fall 2015 and Spring 2016 semesters for all units.

UNM Taos

The UNM Taos Branch Campus has a total of four units. Each unit consists of a department/division that offers at least one associate degree/certificate program.

1. Department of Academic Curricula – Six (6) associate degree/certificate programs:
   * Fine Arts (AFA), Liberal Arts (AA), Early Childhood Multicultural Education (AA), Education (AA), Education (AS), and Pre-Science (AS)
2. Department of Business and Professional Studies – Ten (10) associate degree/certificate programs:
   * Applied Arts and Crafts (CERT), Administrative Assistant (CERT), Business Computers (CERT), Digital Media Arts (AAS), Information Technology Support (CERT), Digital Graphic Design (CERT), Pre-Business (AA), Construction Technology (CERT), Culinary Arts (CERT), and Woodworking (CERT)
3. Department of Health Sciences – Five (5) associate degree/certificate programs:
   * Nursing (ASN), Dental Assisting Science Program (CERT), Integrative Massage Therapy (CERT), Holistic Health and Healing Arts (CERT), and Human Services (CERT)
4. Department of Instructional and Academic Support – One (1) associate degree/certificate program:
   * General Studies (AAS)

Is in the process of implementing and piloting a review system. The process will be piloted with the English program. It was reported that Taos expects to have a rotating APR cycle that spans several years. The APR Office will continue to consult with the campus regarding its development of an APR Process.

UNM Valencia

The UNM Valencia Branch Campus has a total of six units. Each unit consists of a department/division that offers at least one associate degree/certificate program.

1. Department of Business, Technology, and Fine Arts – 15 associate degree/certificate programs:
   * Art Studio (CERT); Art Studio (AA); Business Administration (AA); Business Administration (CERT); Computer-Aided Drafting (AAS); Computer-Aided Drafting (CERT); Construction Technology (AAS); Digital Media Arts (AAS); Digital Media Arts (CERT); Information Technology (AAS); Information Technology (CERT); Office and Business Technology (AAS); Office and Business Technology (CERT); Sustainable Building (CERT); and Auto Technician (CERT).
2. Department of Communication, Humanities, English, and Social Sciences – Three (3) associate degree/certificate programs:
   * Criminology (AA); General Studies (AAS); and Liberal Arts (AA).
3. Department of Community Education – Five (5) associate degree/certificate programs:
   * Emergency Medical Services (AS); Job Skills (CERT); Phlebotomy (CERT); Certified Nursing Assistant (CERT); and Personal Care Attendant (CERT).
4. Department of Nursing – One (1) associate degree/certificate program:
   * Nursing (AS).
5. Department of Science and Mathematics – Two (2) associate degree/certificate programs:
   * General Science (AS); and Pre-Engineering (AS).
6. Department of Transitional Studies and Education – Seven (7) associate degree/certificate program:
   * Early Childhood Multicultural Education (AA); Early Childhood Multicultural Education (CERT); Elem. & Sec. Education (AA); Elementary Education (CERT); Secondary Education (CERT); Group Fitness Instructor Leadership (CERT); and Health/Fitness Education (AS).

The Valencia Branch reported that three programs are reviewed each spring semester on a seven-year cycle.

The Self-Study Report at the Valencia Branch Campus consists of seven “*Components*” or criteria. Each of the seven *Components* have direct alignment to one or more of the APR Criteria outlined in the Main Campus’ APR Manual. However, four of the ten Main Campus APR Criteria have no corresponding *Components* or criteria.

* The *Component I* criterion of the Valencia Branch’s APR Self-Study Report aligns with Main Campus’ APR Criterion1 as well as targets the HLC Core Component 1.A. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution’s mission is broadly understood within the institution and guides its operations.
* The *Component II* criterion of the Valencia Branch’s APR Self-Study Report aligns with Main Campus’ APR Criterion 1 as well as targets the HLC Core Component 3.B. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
* The *Component III* criterion of the Valencia Branch’s APR Self-Study Report aligns with Main Campus’ APR Criterion 3 as well as targets the HLC Core Components 4.B. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
* The *Component IV* criterion of the Valencia Branch’s APR Self-Study Report aligns with Main Campus’ APR Criterion 4 as well as targets the HLC Core Component 3.C. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution has the faculty and staff needed for effective, high-quality programs and student services.
* The *Component V* criterion of the Valencia Branch’s APR Self-Study Report aligns with Main Campus’ APR Criterion 6 as well as targets the HLC Core Component 5.A and 5.C. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
  + The institution engages in systematic and integrated planning.
* The *Component VI* criterion of the Valencia Branch’s APR Self-Study Report aligns with Main Campus’ APR Criterion 2 as well as targets the HLC Core Component 3.A. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution’s degree programs are appropriate to higher education.
* The *Component VII* criterion of the Valencia Branch’s APR Self-Study Report aligns with Main Campus’ APR Criterion 9 as well as targets the HLC Core Component 5.C. In other words, these units may have provided sufficient evidence associated with the following:
  + The institution engages in systematic and integrated planning.

The APR Office has documentation of the Valencia Branch’s APR procedures on file and has obtained evidence of completed reviews for the Spring 2016 semester for Nursing.

Goals for Submitting Annual Action Plan Updates by College/School

Overview

Annual Action Plan Updates for Fall 2015 were due no later than October 31st. In October of 2015, there was an overall submission rate of 46% (33 of 72 units). It is the overall goal of the APR Office to increase the submission rate of Annual Action Plan Updates to 61% (44 of 72 units) in October of 2016. In order to achieve this overall goal, a goal has been established for each college and school. The following sections provide a breakdown of these targeted goals by school and college.

Anderson School of Management (ASM)

ASM submitted 100% of the Action Plans and the APR Office expects it to remain at 100% for 2016.

College of Arts and Sciences (A&S)

A&S submitted 74% of the Action Plans and the APR Office expects it to increase by two additional departments to 81% for 2016.

College of Education (COE)

COE submitted 11% of the Action Plans and the APR Office expects it to double with two additional departments to 22% for 2016.

College of Fine Arts (CFA)

CFA submitted 40% of the Action Plans and the APR Office expects it to increase by one additional department to 60% for 2016.

Graduate Studies (GST)

GST had not submitted an Annual Action Plan Update but it is expected to submit one in Fall 2016.

Honors College (HON)

HON had not submitted an Annual Action Plan Update but it is expected to submit one in Fall 2016.

School of Architecture and Planning (SAP)

SAP submitted 33% of the Annual Action Plan Updates, and the APR Office expects it to increase by one additional department to 67% for Fall 2016.

School of Engineering (SOE)

SOE submitted 22% of the Annual Action Plan Updates, and the APR Office expects it to double with two additional departments to 44% for Fall 2016.

University College (UC)

ASM submitted 100% of the Annual Action Plan Updates, and the APR Office expects it to remain at 100% for Fall 2016.

University Libraries and Learning Sciences (UL&LS)

UL had not submitted an Annual Action Plan Update but it is expected to submit one in Fall 2016.

University Branch Campuses

The goal for 2016-2017 is for each Branch Campus to have submitted evidence of implementing its APR Process during the Fall 2016 and/or Spring 2017.

Another goal for each Branch Campus is for it to be prepared to provide evidence of and demonstrate compliance with any of the HLC Core Components that are not targeted in its APR Process.

APR Process and Improvements

Overview

The APR Office, along with the APR Taskforce, annually reviews and updates, as needed, the APR Manual and surveys in order to improve its processes, procedures, guidelines, and resources. The APR Taskforce consists of faculty, staff and administration representatives associated with each college and school as well as the Office of the Provost.

APR Process

The APR Process at UNM has shifted to better focus on and emphasize continuous improvement and evaluation efforts. 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. This has resulted in the Self-Study Report transitioning from a predominantly descriptive narrative to a reflective/argumentative narrative that is data-driven and evidence-based. A comparison of the updated APR Criteria in the 7th edition of the APR Manual with those in the 6th edition is provided in Appendix L.

In addition to the APR Criteria, senior leadership included a process that involves soliciting 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 may include providing customized data to units in order to assist them in addressing and incorporating the reflective questions into their Self-Study Report.

Expanding the APR Process

Previously, the APR Process was relegated to the Main Campus. The APR Office has started working with the Branch Campuses to ensure they have a process in place and that the HLC Core Components are being met.

Over the next year, the APR Office plans to reach out the UNM North Campus to begin the conversation to determine if or how these schools and colleges are conducting APRs and obtaining evidence of implementing an APR Process. The APR Office will begin consulting with relevant representatives from the UNM Health Sciences Center (i.e., College of Nursing, School of Medicine, College of Pharmacy and College of Population Health) and School of Law regarding their APR Process, including collecting evidence to demonstrate their compliance with conducting APRs.

Additionally, during the evaluation and update of the APR Process, it was discovered that the APR Master Schedule should be updated to reflect new and adjusted units. Meetings will be scheduled with the Provost of Academic Affairs/Associate Provost for Curriculum, unit chair, Dean and/or CFO of Academic Affairs to discuss updating the APR Master Schedule to include these units. The following information highlights the units that would need to be added to the APR Master Schedule.

* Department of Individual, Family, and Community Education (IFCE) within the College of Education has been disaggregated and each academic program will be undergoing its own APR Process.
  + The last APR Site-Visit for this unit was scheduled for Fall 2015. However, it did not complete the APR Site-Visit until Spring 2016. In addition, only one (i.e. Family and Child Studies) of the four academic programs associated with this department completed the APR Process in Spring 2016. The following three academic programs will need to be added to the current Master Schedule for APR.
    - Counselor Education [Counseling (MA), Counselor Education (PhD)]; Educational Psychology (MA, PhD); and Nutrition and Dietetics [Nutrition and Dietetics (BS), Nutrition (MS)]
* Anderson School of Management is actually a unit that consists of four departments. However, these four departments complete the APR Process as one unit instead of four. Senior leadership has indicated that a discussion needs to be had to determine if ASM departments should complete the APR Process individually.
* On July 19, 2016, the New Mexico State Board of Finance approved the new Master of Museum Studies graduate degree program at UNM. As they now have a degree/certificate program, Museum Studies would need to be included in the APR Process.

APR Manual

The APR Office, in collaboration with the APR Taskforce, completes an annual review of the APR Manual, APR Process, and associated documentation during the summer months. Along with standard updates and edits, the APR Office has made changes to the APR Criteria as mentioned in the above “APR Process” section. These updates are reflecting in the new 7th edition of the APR Manual.

In Fall 2015, the APR Office began working with various stakeholders as well as senior leadership from the Office of the Provost to provide unit-specific reflective questions with accompanying customize data to units to incorporate into their Self-Study Report. These reflective questions will be included in the APR Process for the units who completed their APR Orientation Meeting during and after Fall 2015.

Additionally, 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 and data-driven. In the 7th edition of the APR Manual, there are eight APR Criteria. The ninth APR Criteria in the 6th edition has been integrated throughout APR Criteria one thru seven. The following highlights other updates that were made to the APR Process and/or documentation.

*Update of the Review Team Worksheet*

Since the APR Criteria have been updated to support the development of reflective/argumentative narratives for the Self-Study Report, the *Review Team Worksheet* has also been updated to reflect the changes. A copy of the updated worksheet is provided in Appendix A.

*Incorporation of Faculty Credentials Template*

The Higher Learning Commission (HLC) has included guidelines regarding faculty credentials in order to ensure faculty are qualified to hold their appointments. The APR Office, in conjunction with the Office of Faculty Affairs and Services, has drafted a *Faculty Credentials Template* to assist in documenting faulty credentials and qualifications. A copy of the template is provided in Appendix M.

*Update of Peer Comparisons Template*

Typically, the *Peer Comparisons Template* has not provided sufficient data for analysis or accurate comparison. The APR Office has revised a template provided by a unit within the College of Arts and Sciences to assist units in providing a more comprehensive comparison of their capabilities/resources with their peers. A copy of this template is provided in Appendix N.

APR Process Web Application (App)

Thus far the APR Process Web Application has been utilized by six units to draft their Self-Study Reports. The APR Office has been working with the Institute for Design and Innovation (IDI) to improve and strengthen the functionality of the app.

The APR Office also has been working with IDI to expand the usage of the app in include features other than just drafting the Self-Study Report. The eventual goal is to have the whole APR Process centralized within the app. The following outlines the five steps to this expansion.

1. Self-Study Report Functionality and Timeline
   * The web application may be ready and in working order for the four units whose APR Site-Visit is in Spring 2017. These units have been encouraged to use the app to draft their Self-Study Report.
   * Already, the milestone and calendar functions have been linked. Once the APR Office entered the Site-Visit date, all milestones called out in the manual are automatically created and placed on the calendar.
2. Reviewer Nomination Forms
   * The units will be able to submit up to six external and three internal reviewer nominations. The CVs will be uploaded as a pdf and the existing form will be converted to be electronic.
   * Once completed, an automatic email notification will be sent that the documents are ready for review and approval will be sent to the Dean and subsequently, the Associate Provost for Curriculum.
3. Because the app does not require UNM NetIDs, the review teams will be able to submit their Review Team Reports and *Review Team Worksheets* via the app. These documents will be uploaded as pdf files with the responses from the worksheet being entered directly into an electronic web form.
   * Once uploaded, the unit will receive an automatic email notification that the report is up and ready for review and it is time for them to begin drafting their response and Action Plans,
4. Unit Response Report and Initial Action Plan
   * Similar to the Review Team Reports, units will be able to upload and submit their response report and Initial Action Plan via the app. The *Action Plan Template* will be reconfigured into an electronic web form.
   * Once completed, an automatic email that the documents are ready for review and approval will be sent to the Dean and subsequently, the Office of the Provost.
5. Annual Action Plan Updates
   * Units will be able to update their action plan via the app. The app will become an avenue for tracking and archiving Annual Action Plan Updates.

Entering all the APR information and documentation electronically directly into the app will allow the APR Office to better track units’ progress.

APR Website

The APR website was revised in Fall 2016 by the APR Coordinator. The revised APR website aligns with the University marketing standards. In addition, broken links were fixed and a more clear navigation path was created.

The main changes to the APR website include a Home webpage highlighting the purpose and mission of the APR Office as well as providing links to the APR Manual, APR Process Web Application, and a Documents and Templates webpage. The APR Reports section also reorganized by school/college. The APR Master Schedule was updated to better identify which units were departments vs. academic programs.

APR Follow-up Surveys

Previously, the survey results were compiled based on the calendar year. Going forward, the survey results will be compiled based on the academic year. Initially there were a total of four surveys.

During Spring 2016, the APR Office reviewed and updated the surveys. Currently, there are three surveys (i.e., Review Team Survey, Unit Survey, and Administrators Survey). New and revised questions have been included in order to provide the Office with more meaningful feedback as well as to better guide and inform improvements in the APR Process. The following are the three surveys and the items/questions associated with each survey. The revised surveys will take effect in Fall 2016. The original surveys and associated questions/items are provided in Appendix J.

Review Team Survey

This updated version has ten questions and should not take more than 5-10 minutes to complete.

1. Which UNM program did you review?

* Dept 1
* Dept 2
* Dept 3
* Dept 4

COMMUNICATION

1. Please state how you feel regarding the following statements.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| The information provided was clear. |  |  |  |  |  |
| My questions and concerns were addressed in a timely manner. |  |  |  |  |  |
| The expectations and roles for conducting the APR Site-Visit were clearly communicated. |  |  |  |  |  |
| The expectations for developing the Reviewer Report were clearly communicated. |  |  |  |  |  |
| The level of service provided by the APR staff met my expectations. |  |  |  |  |  |
| The expectations and the process for reimbursement were clearly communicated. |  |  |  |  |  |

1. Please provide any comments or suggestions you have regarding the APR Office communication process.

SITE-VISIT

1. Please state how you feel regarding the following statements.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| My hotel room was clean and comfortable. |  |  |  |  |  |
| The hotel staff was friendly and helpful. |  |  |  |  |  |
| Overall, the hotel accommodations met my expectations. |  |  |  |  |  |
| I found the Morning Orientation helpful. |  |  |  |  |  |
| I found the Morning Orientation informative. |  |  |  |  |  |
| One hour was a sufficient amount of time for the Morning Orientation. |  |  |  |  |  |
| I was able to meet with everyone needed to conduct an effective Site-Visit. |  |  |  |  |  |
| The amount of time allotted for meetings on itinerary was appropriate. |  |  |  |  |  |
| I understood how to utilize the *Review Team Worksheet* to evaluate the program. |  |  |  |  |  |
| I was adequately prepared to present at the Exit Meeting. |  |  |  |  |  |
| One hour was a sufficient amount of time to conduct the Exit Meeting. |  |  |  |  |  |

1. Please provide any comments or suggestions you have regarding the Site-Visit.

REVIEW TEAM REPORT AND WORKSHEET

1. Please state how you feel regarding the following statements.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| I was provided with clear instructions on how to complete the *Review Team Worksheet* in order to document and highlight any issues, concerns, and/or recommendations regarding the Review Team Report. |  |  |  |  |  |
| I was provided with clear instructions on how the program will be expected to address any suggestions made. |  |  |  |  |  |
| I was provided the necessary tools to complete the Review Team Report. |  |  |  |  |  |
| I was provided clear instructions to complete the Review Team Report. |  |  |  |  |  |

1. Please provide any comments or suggestions you have regarding the Review Team Report and Worksheet.

OVERALL

1. How would you rate the APR Process at UNM?

* Excellent Good Average Fair Poor

Unit Survey

This updated version has 11 questions and should not take more than 5-10 minutes to complete.

1. Please select your unit.

* Dept 1
* Dept 2
* Dept 3
* Dept 4

ORIENTATION MEETING

1. Please state how you feel regarding the following statements.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| The APR Manual provided clear instructions. |  |  |  |  |  |
| My unit was provided with clear directions for developing a Self-Study Report based on the criteria set forth. |  |  |  |  |  |
| My unit was provided with clear instructions for hosting the Site-Visit. |  |  |  |  |  |
| My unit was provided with clear instructions regarding the review team nomination and selection as well as the reimbursement process. |  |  |  |  |  |
| My unit was provided with a clear timeline of all action items needed to complete the APR Process. |  |  |  |  |  |
| My unit was provided with data to assist in developing the Self-Study Report. |  |  |  |  |  |
| My School/College administration provided sufficient resources to support the unit in completion of the APR Process. |  |  |  |  |  |
| The APR Office provided sufficient information about resources that could be utilized to complete this process. |  |  |  |  |  |
| My unit was provided with sufficient information about the reflective questions including how to incorporate them into the Self-Study Report. |  |  |  |  |  |

1. Please provide any comments or suggestions you have regarding the Orientation Meeting.

PRE VISIT MEETING

1. Please state how you feel regarding the following statements.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| My unit was provided useful feedback for improving the Self-Study Report. |  |  |  |  |  |
| My unit was provided with clear instructions on the next steps following the pre-visit meeting. |  |  |  |  |  |
| My unit was provided with clear instructions for submitting our final version of the Self-Study Report. |  |  |  |  |  |

1. Did your unit utilize the APR app for drafting the Self-Study Report?

* Yes
* No, Why not?

1. Please provide any comments or suggestions you have regarding the pre-visit Meeting.

SITE-VISIT

1. Please state how you feel regarding the following statements.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| The APR Office provided sufficient information to the unit on expectations for conducting a successful Site-Visit. |  |  |  |  |  |
| The APR Office provided sufficient information and support to the review team on expectations for conducting a successful Site-Visit. |  |  |  |  |  |
| The APR Office provided sufficient instructions and support for updating the itinerary during the Site-Visit. |  |  |  |  |  |
| Involvement of UNM Administration during the Site-Visit was helpful. |  |  |  |  |  |

1. Please provide any comments or suggestions you have regarding the Site-Visit.

RESPONSE AND ACTION PLAN

1. Please state how you feel regarding the following statements.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| My unit was provided with sufficient guidelines and instructions for developing and submitting a response and Action Plan to the review team report. |  |  |  |  |  |
| I am aware that the response and Action Plan has to be submitted for review and approval by the Dean and Provost Office within 2 semesters (including summer) following the Site-Visit. |  |  |  |  |  |
| I am aware that updates to the Action Plan have to be provided to the APR Office annually during the fall semester. |  |  |  |  |  |
| I am aware that the approved response and Action Plan will be sent to the review team. |  |  |  |  |  |
| I am aware that the approved response and Action Plan will be posted on the APR website. |  |  |  |  |  |

1. Please provide any comments or suggestions you have regarding the Response and Action Plan.

OVERALL

1. How would you rate the APR Process at UNM?

* Excellent Good Average Fair Poor

Administrators Survey

This updated version has eight questions and should not take more than 3-5 minutes to complete.

1. Please select the role that reflects the majority of your duties and responsibilities at UNM.

* Provost
* Associate Provost
* Dean
* Associate Dean
* Other, please specify

1. I am aware that the final Unit Response Report and Initial Action Plan approved by both the Dean and Office of the Provost for the units listed above must be submitted to the APR Office by August/December 16.

* Yes
* No

1. Please state how you feel regarding the following statements.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Yes** | **Currently Under Review** | **Not Yet Submitted for Review/Approval** | **N/A** |
| Dept 1. |  |  |  |  |
| Dept 2 |  |  |  |  |
| Dept 3 |  |  |  |  |
| Dept 4 |  |  |  |  |

1. I am aware that each unit must provide an annual update of the Initial Action Plan to the APR Office during the fall semester.

* Yes
* No

1. Overall, how would you rate the APR Process at UNM.

* Excellent Good Average Fair Poor

1. Please provide any comments or suggestions you have regarding the Academic Program Review Process.