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

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

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

[Text]

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

[Text]

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

[Text]

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

[Text]

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

[Text]

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

* *note when the last review was conducted;*
* *provide a summary of the findings from the Review Team Report;*
* *indicate how the Unit Response Report and Initial Action Plan addressed the findings; and*
* *provide a summary of actions taken in response to the previous APR.*

[Text]

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

[Text]

# **Criterion 2. Teaching & Learning: Curriculum**

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

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

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

[Text]

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

[Text]

# **Criterion 3. Online Programming**

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

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

[Text]

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

[Text]

3C: Online Quality Review *Provide a summary of the department’s most current online course rubric ratings and plans within the department for completing quality reviews of online courses offered within the department. Expand on areas of opportunity and areas of strength that resulted from the rubric analysis. Describe the faculty-to-student and faculty-to-course ratio within the online degree program, and any impacts this has on the unit’s success. Discuss if there are any concerns or challenges in planning/providing online course instruction including any instructional capacity concerns resulting from the need to provide the course in multiple instructional modalities.*

[Text]

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

[Text]

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

[Text]

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

[Text]

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

[Text]

# **Criterion 4. Teaching & Learning: Assessment**

The unit should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program’s assessment plan(s) and annual program assessment records/reports. (Differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.)

4A: Assessment Plans *Provide current Assessment Plan for each degree and certificate program in the unit.*

[Text]

4B: Assessment Reports *Provide current Assessment Report for each degree and certificate program in the unit. Expand on any initiatives/changes that have resulted from these reports.*

[Text]

4C: Primary Constituents *Describe the unit’s primary constituents and participants. Include an explanation of how the student learning outcomes for each degree/certificate are communicated to students, constituents, and other stakeholders.*

[Text]

# **Criterion 5. Students (Undergraduate & Graduate)**

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

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

[Text]

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

[Text]

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

[Text]

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

[Text]

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

[Text]

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

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

[Text]

# **Criterion 6. Faculty**

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

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

[Text]

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

[Text]

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

[Text]

# **Criterion 7: Community Engagement**

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

[Text]

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

[Text]

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

[Text]

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

[Text]

# **Criterion 8. Research, Scholarship, & Service**

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

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

[Text]

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

[Text]

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

[Text]

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

[Text]

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

[Text]

# **Criterion 9. Peer Comparisons**

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

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

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

[Text]

# **Criterion 10. Resources & Planning**

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

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

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

[Text]

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

[Text]

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

[Text]

# **Criterion 11. Facilities & Technology**

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

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

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

[Text]

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

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

[Text]

# **Conclusion. Strategic Planning**

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

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

[Text]

# **Appendices**

## Appendix A: [Title]

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