



OFFICE OF  
ACADEMIC AFFAIRS

**Office of Assessment &  
Academic Program Review**

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**State of APR Affairs Report**

**AY22-23**

**August 2023**

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## Introduction

For AY22-23, all APRs were conducted in person and onsite. The APR Specialist continues to work toward both process and pragmatic improvements, in addition to collecting annual assessment data to reflect on APR programming. Review teams across this year's APRs focused on advisement, advancement for faculty and staff, and administrative structures.

## APR Initiatives

Modifications and adaptations were made to specific APRs to accommodate joint leadership structures and account for cocurricular programming within academic units. Specifically, both Biochemistry and Nanoscience & Microsystems Engineering (NSME) share oversight from multiple colleges/schools and University College contains ROTC programs, Pre-Health Professions, and Academic Communities, which are non-degree-granting student support programs.

The APR process has provided opportunities for a holistic approach in reviewing and evaluating UNM academic programming, including collaborative efforts in oversight, funding streams, daily operations, communication, and inter-disciplinary design.

## Albuquerque Campus Program Reviews

Fall 2022 APRs	Spring 2023 APRs	APR Mid-Cycles
Individual, Family, & Community Education	Biochemistry	CAS: Anthropology, Geography & Environmental Studies, Philosophy
Religious Studies	Native American Studies	CFA: Film & Digital Arts
Languages, Cultures, & Literatures	University College	SAAP: Landscape Architecture
	Nanoscience & Microsystems Engineering	SOE: Chemical & Biological Engineering, Electrical & Computer Engineering, Mechanical Engineering

## Summary of Review Team Reports for AY2022-2023

The section below summarizes the collective views and recommendations of this year's review teams. Each team produces a report specific to the academic program reviewed. Links to each report can be found on the last page.

### Curriculum

This cycle of APRs affirmed that UNM's curricula are academically robust and interdisciplinary and offer a variety of modes of course delivery to meet student, industry, and community needs. Review teams commended programs for supporting students' diverse needs and educational goals through flexible pathways and interdisciplinary course work. Programs are offering new courses, concentrations, and certificates, sustaining online

**"The program is largely defined by a set of core courses that allows for students from the broadest range of academic background to participate."  
NSME Review Team**

class modalities that were only face-to-face prior to the pandemic, and including active learning components such as place-based assignments, eco-tours, and human-animal interfaces. Curricula reflect course options across departments and colleges, giving students new opportunities to design their own paths to degree completion. For example, Languages, Cultures, & Literatures (LCL) collaborates with Africana Studies, Law,

International Studies, and Film & Digital Arts to name a few. Religious Studies has developed concentrations in Health/Medicine and Environment and Sustainability and plans to revive course connections with the Psychology department. Review teams echoed students' wishes for increased cross-listed and interdisciplinary topics.

With new ventures and collaborations, reviewers expressed the importance of providing clear roadmaps to degree or certificate completion. They recommended that programs evaluate core coursework, pre-requisites, co-requisites, and sequencing and address barriers for majors and non-majors in accessing advanced electives. Increased flexibility could reduce the burden of

**"Support opportunities for further interactions of tenure track faculty with undergraduates in their first and second years to increase awareness of the biochemistry program to "pre-declared" biochemistry majors. ... Expand [ÉLITE Career Mentoring Program] to include lower division Life Sciences majors; ... bring back a 1-credit introductory class."  
Biochemistry Review Team**

instructor overrides, create new optional routes for course work, and reduce barriers to graduation. Increased communication between programs regarding curriculum planning and designing can prevent duplication of course creation and support programs in managing instruction loads. Reviewers stressed the importance of exposing freshmen and sophomore students to programs through general education and lower division courses

**"UC recognizes that students begin their educational journeys with unique goals and circumstances and has ingeniously developed a framework that empowers students to forge their academic paths."  
UC Review Team**

UC Review Team

and providing guest speakers during classes to market and build interest for potential majors, minors, and certificate seekers.

Reviewers recognized some units for their outstanding internal student support, such as Biochemistry’s ÉLITE Career Mentoring Program, which encourages expanded opportunities for engagement between tenure track faculty with undergraduates in their first and second years. The University College’s Academic Foundation Communities Program was deemed crucial in onboarding students and facilitating a successful transition for incoming undergraduates. Reviewers for Native American Studies (NAS) shared student testimony that NAS’s curriculum and faculty has helped them find ways to rebuild their tribal nations, peoples, communities, and themselves through restoration of Indigenous ecologies, consciousness, and languages.

### *Assessment and Data*

Review teams reported positive comments regarding programs’ assessment processes. Some programs were recognized for having a strong assessment protocol, having a well-designed model of student learning objectives, or for developing a culture of assessment within their diverse degree programs. Reviewers also noted that programs are strengthening and improving their assessment by incorporating feedback from UNM’s Office of Assessment and Academic Program Review (OA/APR), College Assessment Review Committees, and national accreditors. Reviewers gave high praise to programs that utilize both direct and indirect measures. Some programs were recognized for incorporating goals or student learning outcomes (SLOs) that involve assessing students beyond the classroom setting. Some teams suggested that programs assess student learning in terms of their benefits to and/or influence on local and professional communities. Many programs have a rigorous capstone course that may offer opportunities to assess innovative goals and learning outcomes. As programs build new

“Learning outcomes are integrated through mission, courses, and degree programs as demonstrated in the NAS rubric guiding assessment protocol. Assessment plans are effective, organized, and regularly implemented”  
NAS Review Team

“The BA in Classics has incorporated an admirable program goal that one does not often see: “Program Goal #3: To inform students about opportunities for study or work in Classics and related fields after graduating from UNM.” A recommendation is that all undergraduate programs in LCL build this kind of student self-advocacy into their degree.”  
LCL Review Team

degrees and certificates, reviewers reminded departments to create assessment plans parallel to curriculum and to involve faculty at all levels to ensure consistency in evaluation expertise. Review teams advised this work may call for further training among all faculty on assessment best practices. Another item teams discussed was the role of exit surveys in refining and gathering reliable data on recruitment and retention.

### *Students*

Self-study reports and reviewer meetings with students revealed various student achievements within their studies, graduate programs, career paths, and employment. APRs reported that students are receiving valuable experiences through high-level professionalization opportunities

such as conferences, fellowships, internships, and activities abroad. Reviewers pointed out that graduate students who teach are invaluable and are vital toward the production of student credit hours. The LCL review team encountered clear cases where graduate student teaching could be strengthened by the addition of a faculty coordinator. Such positions could provide guidance and advice to student instructors. As part of any department's infrastructure, a coordinator would deliver important oversight to graduate programming and clear training for successful teaching (e.g., orientation and observations). This position would be able to address reviewers' concerns about consistency and quality of student- or TPT-led courses.

A few review teams discussed the importance of fostering a sense of community with students. Both the LCL and NAS review teams have been commended for how student-centered their programs are. The NSME review team suggested restoring funding for social programs to offer students opportunities to network and socialize with their colleagues in informal settings. In the University College APR, reviewers recommended hosting regular speakers, events, and community-building activities that align with the curriculum and support the development of leadership skills. These would enhance social connection within the college and relationships among programs, faculty, and students.

**"Students are active co-contributors to the department... they [as Indigenous students] were responsible for giving back to their tribal communities... Their NAS learning was an action of "an act of reciprocity.""**

**NAS Review Team**

**"The program has the potential to attract national and global talent in the field of nanosciences and this can only be realized through some resources being allocated to recruitment"**

**NSME Review Team**

APRs conducted in AY22-23 showed a strong focus on marketing, recruitment, and advisement of students into programs. Reviewers observed a mix of well-oiled strategies as well as strategies that were underfunded. They pointed out that programs need a strong infrastructure to support recruitment, such as having dedicated staff to maintain websites and marketing

materials and advising of program offers. Without an appropriate infrastructure, such responsibilities may take time away from faculty mentoring and research. Students valued faculty for their dedication and support, especially for their educational and professional advice and mentorship. Advisement structures varied among this year's program reviews. Reviewers pointed out that within some programs, faculty effort is increased due to lack of program-specific knowledge required for shared advisement services to be successful. Reviewers stressed that advisement staff should be able to explain the differences and similarities among programs for optimal services. Aligning advisors' educational backgrounds with their areas of focus with students could serve as a great starting point. Some reviewers observed and heard from students that they received misinformation that caused delays in their degree progress. As programs adapt and transform their curricula, updating their degree

**"An increase in student enrollment and majors also depends on the advising that students receive throughout their college careers. It is critical that first-year students-especially are introduced to the exciting classes offered by [RS] Program, giving them ample opportunity to change majors or double major... without extending their time to degree."**

**Religious Studies Review Team**

roadmaps and communicating with advisors will be key to keeping everyone informed and knowledgeable. Reviewers stated that advisor workload should be calculated and reviewed to see if additional hiring is warranted. One review pointed out that NACADA recommends ratios of 350:1, with smaller ratios for students with unique learning needs. This review team suggested a target ratio of 200:1, especially for undecided majors or students requiring extra guidance. UNM leadership monitors advisor to student ratios and generally has found ratios to be within these guidelines. If enrollment trends continue to rise, it will be of high importance to review ratios annually. The UC review team stressed the importance of building community among advisors by developing working groups and consistent meetings for information sharing. They also suggested establishing a small budget to send advisors to NACADA and other student success conferences to bring new knowledge to campus.

### **Faculty**

As a flagship university and R1 institution, reviewers repeatedly recognized UNM for its faculty's strong commitment to students and research. Student reviews across APRs reported excellent quality of instruction and voiced the desire for more opportunities to interact with their faculty. All review teams continued to report faculty dedication to teaching, to their field of expertise, and to the community. Faculty were noticed for their investments in their programs, their acts to increase positive outcomes for their students and departments, and their engagement in service of public and scholarly agendas. Given the variety and number of faculty responsibilities, reviewers warned there were varying degrees of effort spent on non-instructional, non-research, and non-professional services that detracted from faculty's primary goals within an R1 institution. Across several APRs, reviewers recommend staff positions should be created to support faculty responsibilities beyond teaching and research.

**"NAS faculty are dedicated and engaged as mentors, family, researchers, and scholars and they have all made a commitment to UNM NAS student groups and Indigenous nations. [They] also serve as advisors to student groups...and [collaborate] with Center for Regional Studies and iFAIR. NAS faculty have been on the CNM to UNM Humanities Initiatives."**

**NAS Review Team**

**"Faculty are getting mixed messages about priorities on the track to promotion as well as tenure, which is leading to challenges with retention as well as challenges advancing through the ranks."**

**IFCE Review Team**

advancement for both tenure and non-tenure tracks for faculty. Some review teams stressed that administrators should evaluate and count a broader variety of duties and services as part of the consideration for promotional requirements (e.g., faculty peer reviews, conference presentations, interdisciplinary program services

A couple of review teams pointed out that there were UNM faculty who lacked understanding of tenure and promotion steps and processes. Reviewers suggested that departments develop clear policies regarding promotions and

**"A more centralized incentive model that encourages departments to work with interdisciplinary programs... would go a long way in addressing these concerns [particularly departments that are understaffed and are not able to loan faculty to teach courses outside of their primary teaching mission]."**

**NSME Review Team**

as well as other commitments outside of home departments, and community engagement projects). Meetings with reviewers revealed concerns with recognition of teaching courses outside the home department toward teaching load as well as in the case of achieving tenure. By recognizing such responsibilities, obstacles will be removed, delays will be addressed, and transparency will provide a clearer path. In addition, reviewers pointed out how this practice could entice faculty to participate in various activities, especially teaching requests from interdisciplinary programs. In addition, some mid-career faculty members have been stalled from promotion and require support so they can shift their focus to completing publications and applying for promotion.

**“NAS developed its own Promotion and Tenure guidelines to align its values with community-based and community-engaged scholarship.”**  
NAS Review Team

**“Teaching loads of BMB faculty are greater compared to other SOM basic science departments due to the undergraduate program. Follow through on plans to hire two additional tenure-track faculty”**  
Biochemistry Review Team

Review teams continued to call for attention to faculty hiring plans. Peer comparisons and observations evidenced that the workload of UNM faculty is higher than at other institutions, even those with higher student populations. APR faculty meetings showed that program operations are on the verge of becoming unsustainable when faculty

are not replaced due to retirement, departure, or fulfilling administrative roles. Reviewers advised leadership that replacements and new faculty lines should be a priority to sustain UNM’s level of excellence and to empower its demonstrated potential for growth. This round of APRs continues to echo last year’s observation of needing a balance between full-time faculty and TPTs to offer consistent course quality and align faculty composition with national standards.

**“Lecturers and part-time faculty are also developing innovative curriculum... None of this can happen without the investment from administration in new faculty lines and in ensuring the stability of the lines that exist.”**  
Religious Studies Review Team

### ***Research, Scholarship, & Service***

Review teams recognized UNM faculty for their active engagement in research and scholarship. Tenured, tenure-track, and non-tenure-track faculty were highly praised by reviewers for their research endeavors, publications, and community service. Faculty are providing opportunities for graduate and undergraduate students and impacting their respective fields and local, regional, national, and international communities. Faculty are successful in obtaining internal and external grants/funding including significant sponsored projects. Reviewers were impressed by the

**“Several of the Department’s lecturers pursue a significant research agenda through publications and external activities. The University should support them to a greater extent.”**  
LCL Review Team

visibility of faculty output, especially the interdisciplinary nature of some projects. NAS was praised for the *Wicazo Sa Review*, creating a higher profile for the university, the department, and the editor. The journal also provides research, editorial and scholarly experience opportunities for graduate students. The Religious Studies review team were



highly impressed by the program’s ability to position UNM as a national leader in Catholic Studies due to grants and a very successful symposium, *Building Catholic Studies Where We Are*, especially since only one of seven full-time faculty holds a tenured appointment.

Reiterating a point made in APRs in AY21-22, some reviewers suggested a web platform to host independent study research opportunities and undergraduate research programs (MARC, LSAMP, etc.). UNM’s Undergraduate Research, Arts, & Design (URAD) is an active web platform for the UNM community and has been communicated with programs. In addition, the Biochemistry review team proposed that the department host workshops for undergrads on topics like finding research opportunities, approaching faculty, and developing CVs, etc. They also recommended the program address barriers to independent study research (full time employment, lack of awareness) to fully serve their student populations. NAS review team echoed the wishes of some students and staff that communications and media with university partners incorporate a listserv in addition to social media, given that stakeholders did not have social media accounts but wanted to receive information on UNM events.

Both IFCE’s and UC’s review teams highlighted that there are rich sources of data embedded within these units that could be integrated into research activities. Review teams identified a mix

**“UC, [Academic Foundations]...is poised to become a robust structure for research in pedagogical and curricular innovation and teaching effectiveness. Research outcomes ... could provide valuable models for other universities ... and establish a robust platform for grant-seeking initiatives...”**

**UC Review Team**

of needs to support high level of research output, such as additional faculty to ease teaching loads in Biochemistry, a graduate assistant or a work-study undergraduate student to support the NAS journal, as well as greater resources to support and encourage lecturers’ research activities within LCL and Religious Studies. During the NSME APR, the reviewers acknowledged that little credit is given to NSME for published work from affiliated

faculty and students. They expressed the need for UNM to have a tracking mechanism in place to share credit with the program. Research productivity is on an upward trajectory, and reviewers have observed projects that connect to communities and are multidisciplinary and collaborative. They encouraged faculty to continue establishing cross-unit research collaborations.

### **Peer Institutions**

Some review teams note that peer department at peer universities have a significantly greater student enrollment and number of FTEs in each department. At the same time, some UNM programs demonstrated greater performance and student success in comparison to peers. The LCL review team noted that UNM’s one-semester language requirement creates an uneven playing field as well as concerns for graduate program admissions that may require a fourth-semester undergraduate course in a chosen foreign language. This reduced requirement means there are far fewer fourth-semester language courses offered and semesters where no courses are offered at all, which have impacted student’s degree progress, and possibly graduate applications. NAS’s newly developed PhD program has helped the department join global ranks of offering American Indian Studies/Native American Studies/Indigenous Studies doctoral programs, with only a handful in the United States. The review team recommends greater

institutional resources to support the development of national and international relationships with other PhD programs. The Biochemistry review team pointed out the Biochemistry & Molecular Biology BMB department is one of only twenty public R1 universities with ASBMB-accredited BMB programs and the only one of 105 undergraduate degree programs housed within a medical school department. It is recommended that UNM continues to foster and enhance reciprocal relationships with peer institutions, especially those selected to be peer evaluators. These efforts can significantly strengthen mutual understanding and inform best practices.

### *Resources and Planning*

Reviewers pointed out that budget cuts over the past five years appeared to significantly impact operating budgets. Review teams found that programs were resourceful or making do without suitable operational funds. Some review teams called attention to the I&G funds distributed to

“...there have been significant cuts to the program’s budget. While NSME is still able to function, we feel that several services including student engagement and recruitment have suffered as a result of these cuts.”

NSME Review Team

their academic units as being inadequate for a flagship and R1 institution. Several programs have been successful in obtaining external funds targeting specific faculty or student opportunities such as professional development, guest speakers, and student competitions, but these funds are not sufficient to support new faculty or staff or support new growth within programs.

A primary concern for reviewers were departure of staff. Most programs operate with only a handful of personnel. Losing a staff member requires others to absorb more responsibilities and duties to maintain operations. These responsibilities are often shared between other administrative staff and faculty. From meetings with staff, reviewers shared their concerns that increased responsibilities are not being recognized or appropriately compensated. In addition, they stated that it is important to be cognizant of evolving program needs and the fact that job descriptions should be reviewed to match changes in duties. Many reviewers heard from staff that they desired career growth within their own departments but did not see any opportunities for advancement. Reviewers recommended creating career ladders for current staff where justified with program growth and shuffling of responsibilities when vacancies are not replaced.

“The Department fulfills its mission...It is greatly to the credit of the Chair and two remaining staff members...[that] the Department continues to meet its obligations; but inadequacy of the budget and staff shortage must be urgently addressed...”

LCL Review Team

### *Facilities*

Most review teams found department spaces to be adequate for current operations. Accommodating growth of faculty or staff lines will pose challenges as programs do not seem to have any vacant office spaces. However, some concerns did emerge. Reviewers of CAS programs suggest program involvement during the planning stage of the new Humanities building to learn what future space is also needed for personnel. The Biochemistry review team advised that BMB faculty need a permanent room and access to office equipment on Main

campus for student meetings, locking valuables, and printing materials for instruction. IFCE reviewers pointed out that their program needs small-scale funding for new equipment and record keeping software. They also highlighted that Nutrition does not have a space for a food lab but could cultivate relationships with the medical center or other on-campus food service operations to create one. The University College review team focused on creating signage and displaying student memorabilia near advising and other service offices as well as creating ROTC displays in the new ROTC complex building.

### **APR Mid-Cycles**

After three semesters of conducting the newly created APR mid-cycle process, a survey was administered to Chairs and Department Administrators to assess its usefulness and improve dialogue between programs and leadership on student success and other indicators of program output. A summary from the survey is included in this report along with highlights from this academic year's APR mid-cycles.

23 individuals were asked to complete a survey regarding Spring 2022 – Spring 2023 mid-cycles, and 8 responses were received. Everyone agreed the mid-cycle documents and meeting were useful and provided information covering various facets of program performance. Conversations between leadership, the OA/APR, and programs led to different areas of focus based on key indicators and/or Check-In forms that prompted further discussion. In addition, both meetings and survey responses illuminated opportunities to refine the provided data and posed more questions, such as how to connect new data points to the self-study and how to frame the meeting with clear takeaways. Lack of available data and the development of a new platform to oversee research output presents challenges to making improvements. The OA/APR will be mindful of the following points while planning and working with leadership towards next steps.

#### **Areas of opportunity**

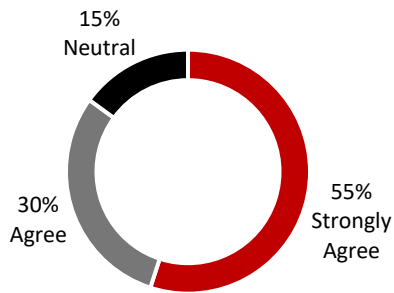
- More current student demographic data and graduation rates
- Research data that includes faculty projects listed under centers
- Incorporating greater attention to assessment as needed
- Identifying a balance of TPT and fulltime faculty ratios with consistent enrollment trends
- Resources for both student and faculty mentoring needs
- Mechanisms to track alumni at an institutional/college/program level
- Developing benchmarks for improvements
- Consideration to host meeting to a wider faculty audience

### **General Education Program Review**

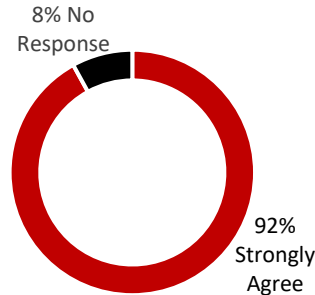
The General Education Program Review (GEPR) was postponed due to this AY's HLC site visit. Continuation of the GEPR process is set to start in Fall 2023, thus moving the timeline further to a possible Fall 2024 site visit. Review of the manual for approval will be addressed in the next planning phase.

## Reviewer Feedback: Fall 2022 and Spring 2023 Visits

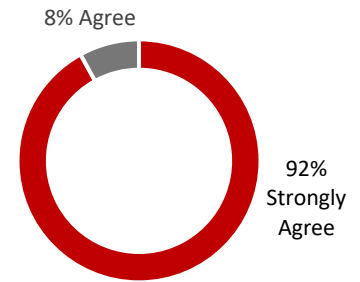
The OA/APR solicits survey responses from all reviewers regarding their experience in the UNM APR process. This year 13 of 23 surveys were completed, a 56% response rate compared to 75% last year. All responses received were positive. The following charts summarize the survey responses and comments made by reviewers.



I made observations that would be useful in my own institution, college, and/or department/program



Serving as a reviewer was a meaningful experience



I was prepared for my role and responsibilities as a reviewer

“  
—The APR group was very well organized and attended to every relevant detail. The Department’s report described activities and assessments that would be worthy to consider at my home institution.

“  
—I found that completing this review was a valuable learning experience that allowed me to better understand my role within my institution. It helped me gain perspective on our strengths as well as areas where we can improve.

“  
—I learned many things but perhaps the most notable is the importance of collegiality in a unit for creativity and success.

“  
—Yes, as an example of a well-organized process, and because many of the stakeholders across the ranks appeared sincerely interested in improving the program and resolving areas of difficulty.

“  
—All materials—past reviews, templates, etc. were excellent aids for our work.

“  
—The charge was clear, and the report was comprehensive, making the program easy to review in advance of the visit. Information that was not available in advance of the site visit was effectively communicated on site.

## Appendix A – APR Mid-Cycle Survey

1. Please check which key indicator(s) provided value for your program during the APR mid-cycle (check all that apply):
  - Graduation rates by demographics
  - Enrollment data by degree
  - Course fail rates in your program
  - Departmental faculty rank, retention, and promotion data
  - Research grants/rewards/productivity
  - Program assessment inventory
  - None of the above
2. Part of the APR mid-point process is completing the mid-cycle check-in form. This provides an opportunity to reflect on the action plan of the previous APR. Was the form beneficial? Please explain.
3. Part of the APR mid-point process is attending the mid-cycle check-in meeting. This provides an opportunity to discuss the materials provided, previous and the future APR. Was this meeting beneficial? Please explain.
4. Please provide any suggestions you have to improve the APR mid-cycle process (e.g., the form, the key indicator data packet, and/or the meeting).

## Appendix B – Reviewer Survey

### Fall 2022 / Spring 2023 Reviewer Survey

Please take 5 minutes to answer the following questions. These responses will be used to improve the APR process for reviewers & units.

1. Which unit/department did you serve as a reviewer for?
2. I made observations that would be useful in my own institution, college, and/or department/program. (Likert) Please provide a rationale for your rating.
3. Serving as a reviewer was a meaningful experience. (Likert) Please provide a rationale for your rating.
4. I was prepared for my role and responsibilities as a reviewer. (Likert) Please provide a rationale for your rating.
5. Please provide any additional thoughts and feedback:

## Review Team Report Links

Individual, Family, & Community Education

[https://digitalrepository.unm.edu/provost\\_acad\\_program\\_review/194/](https://digitalrepository.unm.edu/provost_acad_program_review/194/)

Religious Studies

[https://digitalrepository.unm.edu/provost\\_acad\\_program\\_review/195/](https://digitalrepository.unm.edu/provost_acad_program_review/195/)

Languages, Cultures, & Literatures

[https://digitalrepository.unm.edu/provost\\_acad\\_program\\_review/196/](https://digitalrepository.unm.edu/provost_acad_program_review/196/)

Biochemistry

[https://digitalrepository.unm.edu/provost\\_acad\\_program\\_review/201](https://digitalrepository.unm.edu/provost_acad_program_review/201)

Native American Studies

[https://digitalrepository.unm.edu/provost\\_acad\\_program\\_review/200](https://digitalrepository.unm.edu/provost_acad_program_review/200)

University College

[https://digitalrepository.unm.edu/provost\\_acad\\_program\\_review/199](https://digitalrepository.unm.edu/provost_acad_program_review/199)

Nanoscience & Microsystems Engineering

[https://digitalrepository.unm.edu/provost\\_acad\\_program\\_review/198](https://digitalrepository.unm.edu/provost_acad_program_review/198)