



OFFICE OF  
ACADEMIC AFFAIRS



**Office of  
Assessment & APR**

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**State of APR Affairs Report  
AY23-24**

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## Introduction

This year, all academic program reviews (APR) were conducted in-person and on site. 7 academic units held a review across the College of Arts and Sciences, School of Architecture, College of Education and Human Sciences and Honors College. This report summarizes themes and patterns across all APRs as well as the inclusion of unique information found in the review team reports. The APR process includes a selected review team made up of experts from other institutions and within UNM. This year, 22 individuals served as reviewers conducting reviews. The reviewers for each review were provided with a comprehensive self-study report followed by site-visit meetings with various program constituents.

Over the past three years, UNM Branch campuses have encountered challenges in completing APRs. Of the four campuses, one has conducted APRs, resulting in the completion of two reviews. In academic year 2023-2024, the Office of Assessment and Academic Program Review (OAAPR) distributed a survey to Branch campus Deans to better understand the support and model that would most effectively meet the needs of each campus. A summary of the survey results is provided on the following page.

## APR Initiatives

For AY23-24, the OAAPR was contacted by UNM Online (UNMO) and UNM Office of Community Engagement (OCE) to leverage the APR process in capturing reporting information for federal compliance of the higher education online program and Carnegie Foundation designation. This has led to new campus collaborations and revisions to the current [APR Manual](#) (set for completion in AY24-25). APR site-visits scheduled for Fall 2025 will now include UNMO and OCE criterion in their reviews and will reflect these revisions in their comprehensive self-study report. For more information regarding these initiatives and others, please see the OAAPR annual assessment report for AY23-24 on the UNM Assessment website or follow [this link](#).

The UNM APR mid-cycle process continues to improve. During AY23-24, OAAPR created a general agenda to streamline the mid-cycle process and support discussion between academic units, leadership and the OAAPR. With this agenda, OAAPR plans to analyze themes in future annual reports.

## Albuquerque Campus Program Reviews

Fall 2023 APRs	Spring 2024 APRs	APR Mid-Cycles
Psychology	Linguistics	CAS: School of Public Administration English
Sociology	Honors College	CULLS: Organization, Information, & Learning Sciences
Chicana/o Studies	Language, Literacy, & Sociocultural Studies	SOE: Nuclear Engineering Civil, Construction, & Environmental Engineering
Community & Regional Planning		

## Summary of Review Team Reports for AY2023-2024

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

#### Flexibility, Streamlining, and Accessibility

In each AY 23-24 review, the APR review team commends UNM’s departments for flexibility in its curriculum, which allows students to tailor their educational experiences to their interests and career goals. Some review teams mention an opportunity to further expand flexibility by reconsidering language requirements, adjusting core course requirements, and revisiting

“The PhD program could be streamlined... to reduce the time to degree, along the lines of changes... in other sociology departments nationally. Some possible changes include allowing choice for the second required theory course...dropping the proposal defense for MA research paper, paring back on comprehensive examination... or allowing the second exam to be more specialized and linked to PhD dissertation topic.”

Sociology Review Team

concentration areas to align with faculty expertise and student interests. Many reviewers discuss streamlining program processes to improve efficiency and reduce time to degree. This includes revisiting comprehensive examination requirements, developing contingency plans, and removing MA proposal defense for in-route PhD students. Leveraging technology has also been discussed to improve accessibility;

reviewers discussed offering more online course options, developing new certificate programs, and expanding the availability of summer courses and field schools to accommodate students' needs and constraints. The LLSS review team specifically recommends improving access for Native/Indigenous and rural students through funding distance learning pods.

#### Innovative Pedagogical Approaches: Research Skills and Technology Integration

Reviewers report that departments continually showcase creative pedagogical approaches aimed to improve student success and satisfaction by enhancing student learning through course modifications, redesign of their internship programs, and integration of technology in teaching. Faculty emphasize the development of research skills and methodological training, preparing students for

“The Psychology major provides students with a strong knowledge base in psychology and a firm foundation in scientific inquiry, critical thinking and research. Undergraduates are research-active, particularly those in the Psychology Honors program...”

Psychology Review Team

graduate study or professional careers. This includes opportunities for research apprenticeships, coursework in research methods, and specialized training in qualitative and quantitative methods. Reviewers recommend revisiting course content and research experiences to increase student practice with data management and analysis tools.

## Community Engagement

Reviewers shared that departments prioritize community engagement, whether through research partnerships, internship opportunities, or dual-enrollment programs with high schools. This focus on real-world relevance enhances student learning experiences and contributes to community involvement. The Chicana & Chicano Studies (CCS) department is notable for its community-

“One of the true curricular strengths of the CCS department is the ISE College!, a dual-enrollment ethnic studies program with eight different high schools...this innovative educational model...has heightened their student and community engagement, initiated a deep level of teacher engagement, increased college enrollments of first-generation students.”

Chicana/o Studies Review Team

engaged methodologies and unique studies of cultural production and practices which are integrated into their research, pedagogy, and curriculum. The Honors College emphasizes interdisciplinary scholarship, combining field-based expertise with deep pedagogical work. Honors College students participate in various programs and demonstrate high levels of co-curricular involvement and leadership, thriving in an environment that encourages risk-taking and creativity. The Community & Regional Planning department promotes

research, scholarship, and service through the program’s commitment to theory and practice with both tenured/tenured tracked faculty and adjunct faculty who are practitioners as well as collaborators with community partners, enhancing interdisciplinary research projects. The Linguistics department's collaborations extend across and beyond the college, engaging strongly with minoritized language communities and contributing to broader societal impacts. Review teams encourage programs to expand on such opportunities by fostering collaborations with external organizations and further defining and articulating community engagement practices. Review teams also identified the need to increase the visibility and integration of community engagement efforts in several departments. The Language, Literacy, & Sociocultural Studies (LLSS) department emphasizes the importance of making its scholarship, curricula, and community-engaged pedagogy more visible and accessible throughout the college and university. The department is well-recognized locally, nationally, and internationally, but requires more funding and support to mainstream its services effectively. The CCS review team encourages the program to present its unique methodologies in academic publications to highlight its rigorous scholarship and distinct academic contributions. By enhancing the visibility and impact of their community engagement initiatives, these departments can further distinguish themselves within their fields and contribute to the broader mission of the university.

“It is imperative that UNM invest in efforts to make the vital scholarship of these scholars more visible and accessible. In addition, the high levels of service to the program, college, university, and communities, generally needs to be more prominently recognized...We recommend leveraging the already well-known and recognized status and impact of the LLSS department at the local, national, and international levels.”

Language Literacy & Sociocultural Studies  
Review Team

## **Focus on Diversity, Equity, and Inclusion (DEI)**

### **Curriculum**

Reviewers report there is a consistent emphasis on DEI within programs' curricula, reflecting a commitment to providing inclusive education. This includes addressing diversity requirements, offering courses on race and ethnicity, and engaging with community partners from diverse backgrounds. The Linguistics department reviewers highlight the faculty's efforts to interact with diverse communities, especially with their Sign Language Interpreting and Navajo Language programs, providing valuable experiential learning for students. Review teams also shared where improvements can be made, such as revisiting language requirements to support bilingualism/biliteracy and ensuring that curricular adjustments are inclusive of various perspectives.

**"The Department's courses contribute significantly to UNM's GE and DEI requirement at the undergraduate level, while the Graduate Certificate in Race & Social Justice... provides such training at the graduate level."**

**Sociology Review Team**

### **Students**

Reviewers also reflect on DEI within the student body of reviewed programs. The Sociology review team acknowledges that the department serves a diverse student population, with significant representation from under-represented racial and ethnic groups in both its Criminology and Sociology BA programs. The Community & Regional Planning reviewers also note the department's diverse composition, not just in terms of race and ethnicity but also perspectives and experiences, which enhances the learning environment. Review teams commend departments that have built in strategies in their recruitment and selection processes to increase diversity and strengthen support for underrepresented students.

### **Faculty**

Reviewers discussed DEI efforts to enhance diversity and inclusion within faculty composition. The reviewers commend the Psychology department's involvement in the NIH First initiative aims to improve faculty diversity. The Community & Regional Planning review team encourages the department to apply for an Inclusive Excellence Postdoctoral scholar to support diversity efforts. The Linguistics department also stands out for its diverse faculty, including members from the Navajo Nation and Deaf community. The LLSS department is recognized as one of the more diverse faculty units on campus with a strong tradition of interdisciplinary and intersectional scholarship. Review teams encouraged programs to continue to hire and retain underrepresented demographics into faculty to broaden perspectives and enhance connections with students.

**"The NIH First Initiative presents a unique opportunity for the Department to improve the diversity and quality of the faculty and subsequently enhance the quality of undergraduate and graduate training."**

**Psychology Review Team**

## Assessment

### Program Alignment of Methods and Measures

**“The Honors College commitment to teaching is nowhere more evident than in the meticulous, detailed and thoughtful explanation of their teaching and learning assessment plan.”**  
Honors College Review Team

Across all departments, reviewers reflect on the importance of developing clear and well-aligned student learning outcomes (SLOs) that correspond to the department's goals. Review teams recognized the need for alignment and review of assessment procedures and outcomes. This includes confirming alignment between learning outcomes and assessment measures, and regularly evaluating

assessment procedures to ensure they are producing the desired information for program improvement. Each department employs various assessment methods and measures to evaluate student learning outcomes. These methods include direct measures such as examinations, paper assignments, surveys, and digital narratives, as well as indirect measures like exit surveys, online polling, and tracking alumni achievements. Additionally, departments utilize both formative and summative assessments to gauge student progress and satisfaction. Some reviewers recommended differentiating SLOs between degree levels. For programs without indirect measures, reviewers suggested developing exit surveys or focus groups with students and revising assessment methods. Rather than solely indicating achievement levels, these revised methods could offer guidance on how to strengthen learning.

**“CCS should consider developing slightly different SLOs for their masters and doctoral programs.”**  
Chicana & Chicano Studies Review Team

### Personalized Feedback

**“Students highly appreciate the feedback they receive through critiques and the iterative feedback loop... They believe that getting feedback promptly would assist them in gaining an understanding of their strengths and weaknesses...”**  
Community & Regional Planning Review Team

This round of APRs revealed that there is desire for prompt feedback and transparent assessment practices among students. This includes providing clear rubrics for assignments, offering timely feedback on student work, and increasing opportunities for face-to-face interaction with faculty to facilitate deeper discussions and personalized feedback.

## *Supportive Environments and Structures*

### **Students**

Review teams pointed out that many departments create supportive environments for their students through fostering connections among students and between students and faculty. The Psychology department's graduate students enjoy private office spaces and a strong sense of cohort support, which nurtures a collaborative atmosphere. Similarly, the Community & Regional Planning department highlights the formation of cohorts, which helps students build community and support networks crucial for collaboration in their field. The Honors College also promotes a strong sense of community among its students, which encourages them to stay

**“[HC] students...possess a strong sense of empowerment and ownership with regard to their education and their personalized honors experiences, as evidenced by their engagement in programs such as the Roadrunners, Pathmakers, *Scribendi*, and Honors Student Association.**

**Honors College Review Team**

engaged and connected throughout their academic journey. This includes their Pathmaker Program and Roadrunner Peer Advisor Program, which has hosted events for students to advise each other through their educational pathways. Reviewers posit that strengthening program structures and resources will enhance student experiences and foster a more inclusive and supportive academic environment. The review team for the Community & Regional Planning department suggested

establishing student groups and connecting students with organizations like the American Planning Association to enhance their educational experience. The Honors College reviewers suggested exploring strategies to increase the number of STEM faculty, providing more opportunities for honors students to complete their credentials. The Sociology review team strongly advocates hiring of faculty from traditionally underrepresented demographic groups to better serve their diverse student body.

Reviewers across APRs shared that students report seeking clearer guidance and more consistent interactions with faculty. Reviewers acknowledged several departments for a strong emphasis on student-faculty collaboration and mentorship across departments. The Sociology department offers undergraduate research opportunities through internships and programs like the Ronald E. McNair and Research Opportunity Program. Graduate students receive significant research training and mentoring through various seminars and the departmental Colloquium Series. The Community & Regional Planning department involves students in high-level research projects and hires them as graduate assistants. The Linguistics department engages students in creating new curricula and conducting research. The Honors

**“The review team...highly recommends...faculty create more opportunities for intentional mentoring. Graduate students want more equitable access to opportunities to participate in research teams/labs, grants, professional and annual conferences (co-authored doctoral/faculty) presentations, to write for publications, curriculum innovation and development, collaborative action research projects, and to be prepared for the job market.”**

**Language Literacy & Sociocultural Studies Review Team**



College excels in mentoring undergraduate research, with faculty collaborations across distinct areas and support for intellectual and creative endeavors through professional development funding and the Honors Research Institute. Reviewers of the Sociology department see an opportunity to strengthen student support by establishing mentoring programs targeting first-generation students to aid their transition and success. The Community & Regional Planning department would benefit from expanding research opportunities for undergraduates through conferences and field schools. Additionally, the Honors College should celebrate the scholarly successes of faculty and students to strengthen a sense of community as well as increase visibility to better articulate the value of Honors-specific scholarship at an R-1 institution.

## Faculty

Reviewers also discussed supportive structures and resources aimed at faculty to sustain or support growth as well to strategize recruitment and retention. Multiple review teams over the years have suggested establishing mentoring and retention plans for advancement. Reviewers note institutional processes and mid-career mentorship should be implemented to facilitate a clear path to rank and tenure. For example, departments could provide course releases before tenure for services (such as program advising).

Monetary resources are a challenge for some UNM programs, salaries offered to faculty candidates fall below those at comparable R1 institutions, making it difficult to attract and retain high-quality faculty members. The Sociology department acknowledges the challenge of retaining highly productive faculty who are often recruited by other institutions.

Several departments have experienced retirements or expect future retirements of senior faculty with limited planning efforts to prepare replacements and coverage of expertise. In the Linguistics Department, the retirement of senior faculty exacerbates the service load issue, necessitating the hiring of assistant professors and

“The service load is perceived as growing heavier following the retirements of the three most senior faculty...concerns that this trend is poised to worsen...Without significant decreases in the service load we do not see how the faculty will be able to maintain the current level of productivity for research and scholarship  
Linguistics Review Team

reevaluation of service commitments to maintain productivity and balance workloads. Reviewers also identified a critical need for tenure-track positions, particularly in areas like phonology and sign language interpreting, to sustain and expand its academic offerings. These departments recognize that bolstering faculty numbers and providing competitive salaries are crucial steps to enhance their programs' reputations and academic impact. In addition, reviewers note several faculty across this round of APRs have significant administrative responsibilities. The Sociology review team reports the current department's administrative responsibilities held by tenured faculty limit their availability for teaching. Similarly, the Psychology department identifies a high student-to-faculty ratio and heavy course load as areas needing improvement. Balancing administrative duties and teaching responsibilities is crucial for maintaining faculty effectiveness and job satisfaction. Reviewers recognize the delicate balance for workload. A few APRs revealed high teaching and service commitments are significant burdens that impact faculty

productivity and research output. Other review teams pointed out there is a need for improved financial and administrative support related to grant funding and management. Even for programs that generate significant external grant funding, it was noticed that the programs appear to benefit minimally from indirect cost returns, necessitating university intervention to enhance departmental benefits.

**“We heard from some faculty and [staff] that the department lacks sufficient administrative support for post-award management of grants...we suggest (re)creating a central position for a grant manager that could be available to Linguistics (and to other departments which, like Linguistics, have important grant activity but not sufficient to justify hiring a dedicated grant manager).”**  
**Linguistics Review Team**

Reviewers for the Community & Regional Planning and Linguistics departments require better mentorship and administrative support for grant management, with recommendations including mentorship programs and the creation of a central grant manager position to aid faculty in handling the complexities of grant administration. Reducing teaching loads, increasing faculty size, restructuring administrative roles, and adding grant management support are recommended to alleviate these pressures.

## **Students**

### **Recruitment and Retention Efforts**

**“Off campus recruitment includes a plethora of community activities (Son Jarocho Collective; art exhibits; car shows; Heritage Month events; collaborations with El Centro; etc.).”**  
**Chicana & Chicano Studies Review Team**

Recruitment and retention are strengths in several departments. Chicana & Chicano Studies employs a range of on-campus and off-campus recruitment activities and boasts a 100% completion and retention rate for its recent MA and PhD cohorts. The Community & Regional Planning Department's small class sizes and interactive learning environment help retain students by providing personalized attention and fostering a sense of community. The Linguistics

Department's recruitment efforts include tabling admissions events and participating in undergraduate research programs, maintaining steady enrollment numbers despite pandemic-related declines. Review teams suggest continuing to review data regarding lower retention and graduation rates, particularly among certain demographic groups and other factors such as first-generation college status. Addressing these disparities requires targeted strategies to support underrepresented and at-risk students, suggestions include mentorship programs, increasing advising support, and adjustments to curriculum and support services. In addition, strategies to increase recruitment efforts include reducing service load.

**“HC and its students would benefit from attention to diversity concerns...Potential strategies...include continued review of recruitment and selection processes, increased visibility at New Student Orientation, and possibly a “grow your own” program... These students could serve as mentors and role models”**  
**Honors College Review Team**

## Graduate Programs

Reviewers reported that high-quality graduate programs are a hallmark of many departments. The Psychology Department's doctoral program produces highly trained researchers across multiple areas of psychology, with improved time to completion. The Psychology reviewers recommend consistent clear communication with trainees about the new clinical science training model to address uncertainties. The Sociology Department offers a wide range of coursework for graduate students despite its size, with students expressing satisfaction with the curriculum and instruction. The Linguistics Department's MA and PhD programs have steady enrollments, with graduates securing positions in prestigious institutions, demonstrating the program's effectiveness in preparing students for academic careers. Their review team shared an opportunity for the department to better integrate the Sign Language Interpreting Program with the doctoral program and provide teaching opportunities for advanced doctoral students, especially in ASL classes.

“There may be some added value garnered by reinstating a MA degree in an area such as Health and Community Safety and/or Criminology for students who are not interested in pursuing a PhD in Sociology. [This] could enhance the involvement of criminology faculty in graduate training and increase the recruitment of graduate students...”

Sociology Review Team

Several reviewers from multiple APRs discussed the benefit from increased institutional recognition and support, particularly in terms of faculty development and the enhancement of graduate program offerings to better compete with peer institutions. This includes the consideration of standalone MA degrees for those currently only offering in-route to Ph.D. programs, which could increase graduate student recruitment. For some programs, review teams echo students’ concerns about TA assignments and compensation. Issues include the timing of

“Graduate students want more access to opportunities to teach, including beyond LLSS. One way...could be by creating an undergraduate program in partnership with undergraduate dual degree programs with other departments such as sociology, history psychology, or math...”

Language Literacy & Sociocultural Studies Review Team

assignments, conflicts with schedules, inadequate pay differences between teaching roles, and the inability to offer multi-year packages to prospective students. Review teams have shared that these stipend rates and availability of summer support are lower than comparable institutions and pose significant challenges to recruiting and retaining students. Students have also expressed a high desire for additional professional development opportunities, such as a graduate-level grant writing course and more teaching experiences.

## Faculty Productivity

Across multiple departments, faculty are recognized for their high productivity in terms of publication rates and securing competitive funding. Reviewers report a strong commitment to advancing their respective fields through rigorous research and scholarly activities. A few review teams' observations emphasize faculty work in social justice, with strong connections to Tribal governments and New Mexico community-based organizations.

This focus not only attracts a diverse student body but also positions departments as leaders amongst peers and with community partnerships. All departments highlight their strong academic credentials and expertise of their faculty. Degrees from top institutions and specialized knowledge in specific areas enhance the departments' academic offerings and ensure that the curriculum is delivered by highly qualified educators. This expertise is reflected in the curriculum, ensuring that students receive a robust and relevant education. The Linguistics Department's research projects have broader impacts supporting various communities, including the Deaf and Navajo communities, and addressing educational and medical communication biases. Honors faculty participate actively in honors organizations, presenting at conferences, serving on boards, and publishing in related journals. The LLSS faculty go beyond and are publishing in venues that are less visible of their scholarships with focus on Indigenous language revitalization, linguistic human rights, and community engagement. Several faculty members in this year of APRs were noted for holding significant leadership roles within their fields and within UNM. They serve as officers in professional societies and as editors or associate editors of scientific journals. For example, Chicana & Chicano Studies faculty are active in leadership roles in organizations such as NACCS and MALCS and engage with community stakeholders who express strong support for the department. This level of professional engagement not only enhances the departments' reputations but also provides valuable networking and professional development opportunities for faculty.

“Department faculty are highly productive...faculty as a whole compare favorable with...peer institutions. This is particularly impressive given that the faculty/student ratio and course load are higher than many of these institutions.”

Psychology Review Team

## Resources & Planning

### Resource Sourcing, Utilization, and Opportunity

Several departments have demonstrated success in securing external funding and pursuing innovative revenue enhancement strategies. This includes actions to relocate grants to the department, raising funds through merchandising, and engaging alumni through various communication channels. Reviewers encourage departments to continue fundraising efforts and target different avenues to generate new funds. From one APR, reviewers suggested investing in a full-time dedicated development officer to drive private fundraising efforts for greater returns. Across multiple departments, a common theme is the effective use of available resources to sustain and support growth and development. One review team noticed the strategic use of

tuition revenue from the Accelerated Online Program (AOP) to fund graduate student stipends, faculty research and travel, staff retention, and infrastructure improvements. While not the case for others, reviewers still recognized departments for making the most out of their limited resources.

**"...The unit's operating budget is significantly lower than other similar departments. The unit absorbs shortfalls by spending out of non-recurring funds...Three faculty members are PI's on large federal grants for which the department receives little F&A return. The College should increase the department's budget to be on par with similar units.**

**Sociology Review Team**

However, it was clear to most review teams that departments across the board are grappling with budget constraints and resource allocation. A few review teams reported that some departments operate on a budget significantly lower than comparable departments, creating challenges in maintaining quality education and faculty support. Other reviewers noticed some departments have not received increased operational funding despite the growth in student enrollment and new degree programs, highlighting the need for reassessment of budget allocations. Specific resource allocation needs

identified by reviewers include strengthening student advising support services, maintaining efforts for effective communication channels within the department, and establishing a solid foundational support for grants and student research. A few departments would benefit from institutional investments to better support grant acquisition and research activities, especially as an R1 institution with the potential to lead in critical academic fields. It was also brought to the forefront that a few departments need dedicated resources to address specialized needs and promote inclusivity, including meeting ADA compliance concerns.

### **Staff Strengths and Challenges**

Staff engagement and commitment have been highlighted as strengths in several departments. A few departments benefit from long-term staff members who are deeply engaged in their roles, contributing to departmental stability and effectiveness. Individual staff members were praised by reviewers for their unity, effectiveness, and collaborative spirit, which are critical to the unit's success in a resource-constrained environment. But where longevity was recognized, reviewers also reported staffing inadequacies, which were a significant concern in multiple departments, affecting their ability to meet operational needs and support faculty and students effectively. It was repeated by reviewers in their observations that some departments struggle with insufficient support for grants management and turnover of key administrative positions. It was prominent for a few review teams that the department they reviewed was understaffed, and there was a pressing need for additional faculty and staff lines to support students and manage grant responsibilities, leading to overwork and burnout among staff.

**"[HC] is performing exceptionally well in a limited resource environment... the college's staff... was highly praised as being 'unified, effective, and collaborative.'...Many HC staff members... reported being overworked and in danger of 'burning out.'"**

**Honors College Review Team**

## Strategic Planning

Strategic planning appeared to have a vast range from this year's APR programs. Some units were identified for having a clear strategic plan that guides actions and resource allocation with proactive succession planning, including recruitment efforts to fill positions left by retiring staff. Other departments were advised to develop a strategic vision to support ongoing growth,

"Additional leadership (e.g., Associate Chairs) would be useful for strategic planning of departmental budgets, course fees, tuition, staff hiring, and the possible establishment of an advisory board."

Psychology Review Team

particularly considering the challenges related to increasing student enrollment and faculty shortages. A few reviewers recognized a need for additional leadership roles to assist with establishing a strategic plan for budgets, staff hiring, and program development. For one unit, leadership turnover clearly hindered the development of a shared vision, and reviewers spoke of the importance of a successful and stable leadership hire as being critical for launching long-term strategic direction.

## Facilities

### Space Strengths

Review teams found notable strengths in UNM facilities that support both academic and research activities. The Psychology department benefits from a large departmental space with high-quality clinical areas on the 2nd floor, creating a supportive environment for clinical work. Additionally, the Community & Regional Planning department is distinguished for its well-equipped computer lab, studio space for students, and an inspiring new space designed by Antoine Predock, which underscores the department's commitment to creating a stimulating learning environment. The Linguistics department makes full use of existing lab spaces, while the Honors College enjoys modern classrooms, centralized offices, and a strong sense of community facilitated by their facilities. Moreover, the Language, Literacy, & Sociocultural Studies department benefits from technologically advanced and ADA-compliant classrooms, which support inclusive and adaptable learning environments.

### Space Concerns

Despite these strengths, there are areas across the departments that require attention to enhance their functionality and support for students and faculty. The review team for the Sociology department observed space insufficiencies for graduate students and post-docs, as well as ADA compliance issues, which hinder accessibility. Similarly, the reviewers for Chicana & Chicano Studies pointed out "La Casita" is in dire need of upgrades to address privacy concerns and physical deterioration. Reviewers discussed that the Psychology department still contends with longstanding space issues, especially in the basement and clinic location, which affects research productivity and clinical training integration. In the Community & Regional Planning department, reviewers shared the concerns of various constituent groups about the perceived

inequality in space allocation in that spaces assigned to CRP are uninviting basement areas with outdated furniture, that not all students have access to even if requested. Reviewers recommend reconfigurations of spaces to support integration of adjunct faculty and students into department activities and improve communication. Lastly, the review teams for Honors College and Language, Literacy, & Sociocultural Studies department expressed dissatisfaction with limited classroom and office space, inadequate communal areas, and the outdated facilities of Hokona Hall. Reviewers recommended targeted renovations, strategic planning, and better space allocation to significantly improve the educational environment across these departments.

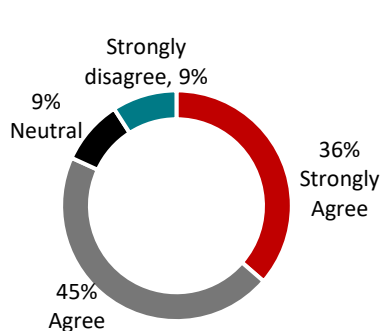
"The graduate students expressed concern that their space in "the basement and tucked away behind trash bins" gives off the impression that the CRP is not given the level of importance as other departments. "

Community & Regional Planning  
Review Team

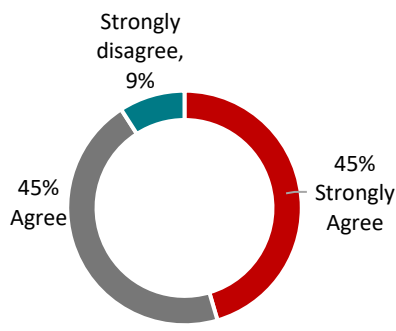
### Reviewer Feedback: Fall 2023 and Spring 2024 Visits

The OAAPR solicits survey responses from all reviewers regarding their experience in the UNM APR process. This year, 11 of 22 surveys were completed, or a 50% response rate compared to 56% last year and 76% in AY 21-22. Responses include a mixture of positive and challenging experiences. The following data summarize the survey responses and comments made by reviewers.

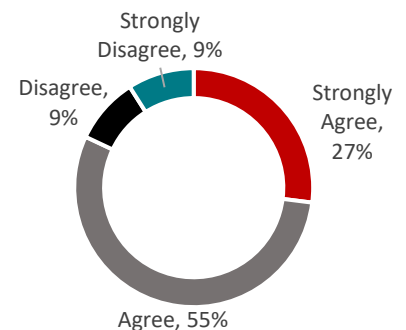
The OAAPR discussed survey results at the office’s annual retreat. Much of the reviewer feedback included requests to better prepare reviewers for their role as well as the need to address an overpacked site-visit. Reviewers would like guidelines regarding programmatic or departmental climate issues that may emerge during APRs and the OAAPR will be working with Academic Affairs to provide such guidelines. Additionally, some reviewers reported that their site visit was too filled. The OAAPR is refining the itinerary to address this concern and will be providing this new itinerary to programs to support more flexible reviewer meeting schedules.



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



I was prepared for my role and responsibilities



I was prepared for my role and responsibilities as a reviewer

## Quotes from Reviewer Survey

**“We also are a department that performs higher than would be expected at a low-resource public university. The need for reduction of faculty service is particularly salient for me.”**

“It is always interesting to enter another community and to learn so much about what is going on “behind the scenes”. You learn about how policies vary across universities and how much of our decision-making framework is based on the unique histories of the individual institutions. It is also a rewarding experience to brainstorm about what is needed to take the next step and how the necessary resources might be secured. And on the side, it is also rewarding to connect with other reviewers, who are necessarily quite different from me in focus but who also have deep administrative experience.”

**“It would have been helpful to have guidance from the College and Provost for focusing the review.”**

“There was a lot to accomplish in a very short period of time. Given the complexities of this department’s structure, it might have been helpful to schedule another half day over Zoom.”

**“My primary suggestion is to help reviewers get started prior to their visit. while the materials provided by the Dept were detailed and thorough, the Dept has so many components (4 areas, multiple sub-areas, large student body). this led to a very full schedule of meetings that felt a bit like drinking from a fire hose. with little time to consolidate or discuss among reviewers prior to the end of meetings Thursday. some preparatory zoom meetings would have reduced the visit burden and gave us time to digest information.”**

**“It reflected poorly on UNM that the Dean did not meet with us and that the [] representative who did meet with us did not have the information that the committee needed with regard to budgets and F&A.”**

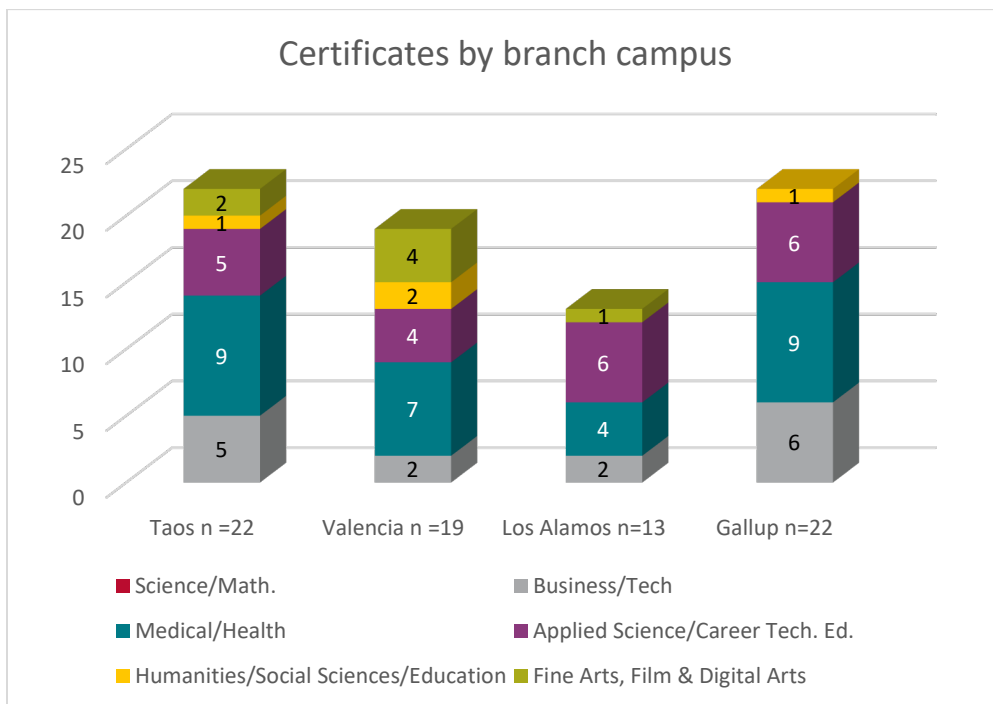
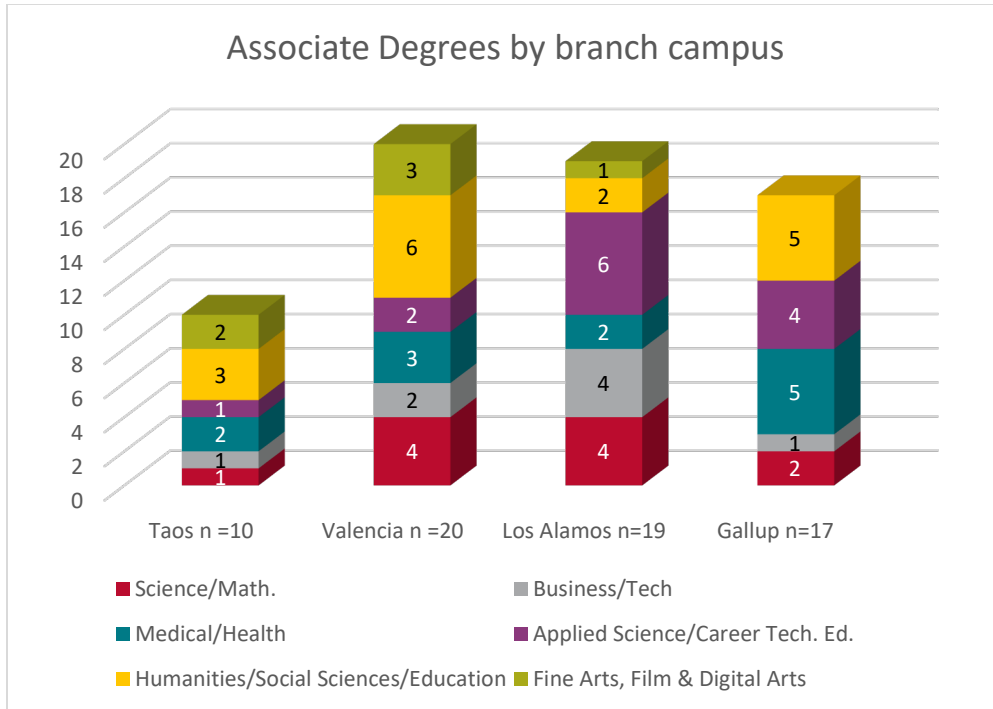
“I think that the schedule was a little exhausting. The first day had an afternoon break which was greatly appreciated by the reviewers. Also, the dinner was far too large of a group to have any meaningful conversations. I would recommend regulating to 4 to 5 members.”

**“It is always interesting to enter another community and to learn so much about what is going on “behind the scenes”. You learn about how policies vary across universities and how much of our decision-making framework is based on the unique histories of the individual institutions. It is also a rewarding experience to brainstorm about what is needed to take the next step and how the necessary resources might be secured. And on the side, it is also rewarding to connect with other reviewers, who are necessarily quite different from me in focus but who also have deep administrative experience.”**



# UNM Branch Campus APR Dean's Survey Results

## AY23-24 Branch campus degrees and certificates offered



## Summary of Branch Dean Survey Response

- The branches were split with two wanting to conduct APRs by program and two by division. Division varies in size of number of programs listed; range 1 -14 programs includes A.A., A.S., and certificates
- Majority of branches could not support funding an OAAPR coordinator position if warranted.
- Majority of branches would like support from OAAPR with reviewer training/guidelines and data support/training.
- Half of the branches would like OAAPR to create a reviewer feedback template, reviewer report template, provide an APR orientation, and conduct APR team meetings.
- Out of the current criteria listed in the Branch APR Manual, the following ranked as most important:
  - Assessment 1
  - History/Vision/Mission 2
  - Faculty 2
  - Summary/Future Direction 2
  - Resources/Planning & Facilities 5
  - Curriculum 6
  - Students 7
  - \* 1 is the highest rank and 7 is the lowest rank
  - \* History, Faculty, and Summary had equal votes

## Challenges

“APR is an added task, trying but not effective because cycles don’t match”

“Two divisions hold the most programs, this will cause excessive stress on two chairs, especially small areas with 1 faculty (who could be visiting)”

“Only 3 full-time faculty, too many programs to review, too little data provided [*program data?*], no engagement with program costs vs benefits despite limited budget [*ABQ leadership engagement/support?*]”

“Different structure, divisions (departments) are not large enough to conduct an APR [*faculty size?*], APRs are conducted by degree/certificate program which might 1. overlap departments, 2. Sit solely in one department, 3. Or comprised mainly of ge. Prefers to keep current process (conduct APRs by degree/certificate). Biggest challenge staffing, some programs overseen by non-full-time faculty or faculty burden by approved workloads. APR workloads might be above and beyond for the AY. No staffing to give course release/reassignment.”

## Benefits

“Buy in, chairs are good about doing them, IR provides useful data. Curriculum committee conducts them and gives meaningful feedback”

“Helpful to learn about different aspects of our academic programs”

“None (has not done any)”

“Data trends (enrollment) & future direction [*planning*] is very helpful. Once review is finalized the results has been useful. [*How?*] Internal review from campus [*self*] is most helpful. - We have not found a time or place to have branches collaborate other than to review similar programs each year, so that utility has been less apparent.”

## Analysis & Interpretation



### Too many programs

- Between 32-39 programs (degrees & certificates)
- Between 10 -20 for degrees only (certificates may not roll up into degrees)



### Not enough resources

- Mostly part-time faculty
- Work agreements do not include APR duties
- Minimal full-time faculty – fulfilling other responsibilities
- Limited staff for support
- Not sure where to start
- Completing peer reviewers takes time and is unfeasible



### Different structure

- Multiple programs fall under a division (department)
- Some divisions are much larger than others
- A division Chair oversees an entire division (primary author for multiple self-studies if APRs are completed at the program level)



## Appendix A – 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.

## Appendix B - Review Team Report Links

Psychology

[https://digitalrepository.unm.edu/provost\\_acad\\_program\\_review/202/](https://digitalrepository.unm.edu/provost_acad_program_review/202/)

Sociology

[https://digitalrepository.unm.edu/provost\\_acad\\_program\\_review/209/](https://digitalrepository.unm.edu/provost_acad_program_review/209/)

Chicana & Chicano Studies

[https://digitalrepository.unm.edu/provost\\_acad\\_program\\_review/210/](https://digitalrepository.unm.edu/provost_acad_program_review/210/)

Community & Regional Planning

[https://digitalrepository.unm.edu/provost\\_acad\\_program\\_review/214/](https://digitalrepository.unm.edu/provost_acad_program_review/214/)

Linguistics

[https://digitalrepository.unm.edu/provost\\_acad\\_program\\_review/213/](https://digitalrepository.unm.edu/provost_acad_program_review/213/)

Honors College

[https://digitalrepository.unm.edu/provost\\_acad\\_program\\_review/212/](https://digitalrepository.unm.edu/provost_acad_program_review/212/)

Language, Literacy, & Sociocultural Studies

[https://digitalrepository.unm.edu/provost\\_acad\\_program\\_review/211/](https://digitalrepository.unm.edu/provost_acad_program_review/211/)