Academic Program Review
Institutional Report
2016-2017

April 2017

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The Academic Program Review (APR) Process at the University of New Mexico (UNM) provides an opportunity for all units and their academic programs to evaluate their prior achievements and goals as well as their short- and long-term continuous improvement efforts. The APR Process at UNM has shifted again to better focus on and emphasize continuous improvement and evaluation.

This recent shift has led to a stronger alignment of UNM's APR Criteria to the criteria set forth by the Higher Learning Commission (HLC), which is the university's accrediting agency. In addition, the Self-Study Report has transitioned from a predominantly descriptive narrative to a reflective/argumentative narrative that is data-driven and evidence-based. This has included senior leadership providing unit-specific reflective questions with accompanying customized data for units to incorporate into their Self-Study Reports. Overall, there have been several updates and changes made to APR Process, Criteria, and resources.

The APR Office refers to departments and academic programs as units. A department may consist of academic programs that offer at least one degree/certificate program or the department, itself, may offer at least one degree/certificate program. An academic program may not be associated with a department but offers at least one degree/certificate program. See Figure 1 below for a visual representation of this definition.
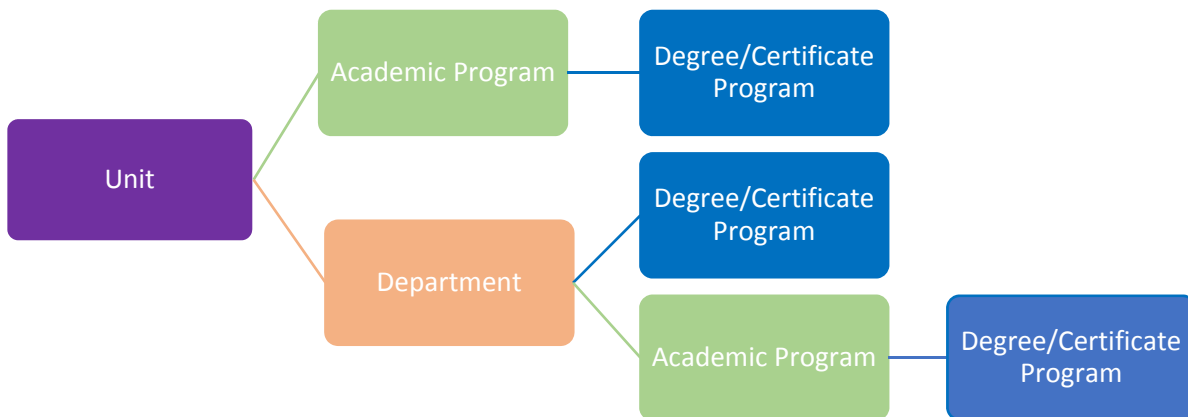
Figure 1. Definition of "Unit"

As of May 2017 the APR Office has 100% of the Self-Study Reports and Review Team Reports from the eight participating units that conducted an APR Site-Visit during 2016-2017 academic year (i.e., Community and Regional Planning Program, Latin American Studies Program, Department of Linguistics, Department of Geography, Department of Spanish and Portuguese, Department of Mathematics and Statistics, and the Department of Biology).

These units that have completed their APR Process in the 2016-2017 academic year are currently drafting the Unit Response Report and Initial Action Plan. The final Unit Response Report and Initial Action Plan approved by both the Dean and Office of the Provost for the units listed above must be submitted to the APR Office by the following dates:

August 15, 2017	December 15, 2017
Latin American Studies	Geography
Linguistics	Spanish and Portuguese
Language, Literacy and Sociocultural Studies	Mathematics and Statistics
Community and Regional Planning	Biology

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

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

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

Over of *Review Team Worksheet* Results

Eight units completed their APR Process in the 2016-2017 academic year. All review teams have submitted a completed worksheet. A copy of the *Review Team Worksheet* is included in Appendix A.

The overall evaluation results of the eight units which completed their APR Process show that 54% of the sub-criteria were "Met;" 1% were "Marginally Met;" 39% were "Met with Concerns;" and 5% "Not Met." The remaining 1% of responses included something other than was indicated or was left blank. The raw data for all of the completed *Review Team Worksheet*s are included in Appendix B.

Anderson School of Management (ASM)

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

Overview of APR Status for the 2016-2017 Timeframe

ASM completed its APR in the Spring of 2014.

Overview of Fall 2015 Annual Action Plan Updates

The unit submitted its Annual Action Plan Updates for Fall 2016, with a response and/or action item for each APR Criteria 1-9.

A total of 24 action items are documented for ASM. Of the 24 action items, 2 (8%) have not been started; 19 (79%) have been initiated; and 3 (13%) have been completed. Of the 19 action items that have been initiated, 16 (84%) are continuous/ongoing.

Refer to page 11 for specific details regarding the College of Arts and Sciences Annual Action Plan Updates.

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

College of Arts and Sciences (A&S)

A&S has a total of 33 units with only 32 participating in the APR Process. The Museum Studies Program will be completing its first APR Process in Fall 2021. The Peace Studies academic program only offers a certificate/minor; and therefore does not participate in the APR Process.

A&S has 22 departments and six academic programs. All of the departments and academic programs are degree-granting.

Additionally, A&S shares four units with other schools: the undergraduate Biochemistry Program and the Combined BA/MD Program are shared with the School of Medicine; and the Nanoscience and Microsystems Program and the Optical Science and Engineering Program are shared with the School of Engineering.

Overview of APR Status and Review Team Worksheet for the 2016-2017 Academic Year

During the 2016-2017 academic year, six out of the 32 units within A&S have completed the APR Process. As of May 5, 2017, five of the six *Review Team Worksheets* units have been submitted. Results show that 46% of the sub-criteria were "Met," 1% was "Marginally Met," 32% were "Met with Concerns," 4% were "Not Met," and 1% was not applicable.

Refer to Appendix B for specific details regarding the *Review Team Worksheet* results for units associated with the College of Arts and Sciences.

Overview of 2016-2017 Annual Action Plan Updates

Of the 31 A&S units that have previously completed the APR Process, 25 (81%) have submitted an APR Annual Action Plan Update for Fall 2016. Five of the remaining six units conducted an APR Site-Visit in 2016 calendar year and are currently in the final stages of completing the APR Process. One unit (i.e., the Nanoscience and Microsystems Program) has not submitted a Unit Response Report and Initial Action Plan following its 2012 APR Site-Visit and thus, has not provided an Annual Action Plan Update for Fall 2016.

Currently, two of the 25 units (8%) have submitted at least one action item for each APR Criteria 1-9; and 21 units (84%) have submitted at least one action item for at least one APR Criterion. The remaining two units submitted an Annual Action Plan Update in Fall 2016 but did not include any action items (i.e., Optical Sciences and Engineering Program and Department of Spanish and Portuguese).

A total of 335 action items are documented for A&S. Of the 335 action items, 25 (7%) have not been started; 185 (56%) have been initiated; 119 (37%) have been completed; and six (2%) have an unknown start/end dates. Of the 187 action items that have been initiated, 99 (52%) are continuous/ongoing, and the remaining 88 (48&) have completion dates. The status of four action items were unknown or not reported.

Refer to page 15 for specific details regarding the College of Arts and Sciences Annual Action Plan Updates.

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

College of Education (COE)

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

Only one of COE's units (Language, Literacy and Socio-cultural Studies Program) participated in the APR process during 2016-2017 academic year. The submitted *Review Team Worksheet* results indicated that 62% of the sub-criteria were "Met" and 38% were "Met with Concerns."

Refer to Appendix B for specific details regarding the *Review Team Worksheet* results for units associated with the College of Education.

Overview of Fall 2015 Annual Action Plan Updates

In the past, individual academic programs completed the APR Process and submitted APR Annual Action Plan Updates. As of Spring 2016, COE completes the APR Process as five departments rather than the various individual academic programs. Because of this recent change, Individual, Family, and Community Medicine will be submitting Action Plan Updates by academic program until their next APR Process occurs in approximately 2023.

Of the four departments and four academic programs that have completed the APR Process, five units have submitted APR Annual Action Plan Updates for Fall 2016. The Department of Family and Child Studies completed its last APR in Spring 2016 and has submitted its Unit Response Report and Initial Action Plan for review and approval by the Office of the Provost in December 2016. The Department of Language, Literacy, and Sociocultural Studies held its Site-Visit in Fall 2016 and all documents are expected to be completed and approved by August 2017. The Department for Teacher Education, Educational Leadership & Policy did not submit an Action Plan Update for the 2016-2017 academic year.

Currently, one of the 5 units (20%) has submitted at least one action item for each APR Criteria 1-9; and four units (80%) have submitted at least one action item for at least one APR Criterion.

A total of 78 action items are documented for COE. Of the 78 action items, 6 (8%) have not been started; 48 (62%) have been initiated; and 24 (31%) have been completed. Of the 48 action items that have been initiated, 24 (50%) are continuous/ongoing and the other 24 (50%) have completion dates.

Refer to page 18 for specific details regarding the College of Education Annual Action Plan Updates.

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

College of Fine Arts (CFA)

CFA has four departments with each unit completing the APR Process.

Overview of APR Status for the 2006-2016 Timeframe

The units within CFA did not have any units undergoing their APR Process in the 2016-2017 academic year.

Overview of Fall 2015 Annual Action Plan Updates

All four units have submitted APR Annual Action Plan Updates for Fall 2016. One unit (25%) has at least one action item for each APR Criteria 1-9 and the remaining three units (75%) have submitted at least one action item for at least one APR Criterion.

A total of 89 action items are documented for COE. Of the 89 action items, 13 (15%) have not been started; 53 (60%) have been initiated; 19 (21%) have been completed; and four (4%) have an unknown status. Of the 53 action items that have been initiated, 17 (32%) are continuous/ongoing and the other 36 (68%) have completion dates.

Refer to page 22 for specific details regarding the College of Fine Arts Annual Action Plan Updates.

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

Graduate Studies (GST)

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

Overview of APR Status for the 2006-2016 Timeframe

The unit completed its last APR Process in Fall 2010.

Overview of Fall 2015 Annual Action Plan Updates

The unit has not submitted an APR Annual Action Plan Update for Fall 2016. Therefore, no action items have been submitted for Fall 2016.

Honors College (HON)

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

Overview of APR Status for the 2006-2016 Timeframe

The unit completed its last APR Process in Fall 2015.

Overview of Fall 2015 Annual Action Plan Updates

The unit submitted its Annual Action Plan Updates for Fall 2016, with a response and/or action item for each APR Criteria 1-9.

A total of 26 action items are documented for HON. Of the 26 action items, five (19%) have not been started; 13 (50%) have been initiated; five (19%) have been completed; and three (12%) have an unknown status. Of the 19 action items that have been initiated, 16 (67%) are continuous/ongoing.

Refer to page 26 for specific details regarding the Honors College Annual Action Plan Updates.

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

School of Architecture and Planning (SAP)

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

Overview of APR Status for the 2016-2017 Timeframe

Only one of SAP's units (Community and Regional Planning Program) participated in the APR process during 2016-2017 academic year. The submitted *Review Team Worksheet* results indicated that that 46% of the sub-criteria were "Met" and 54% were "Met with Concerns."

Overview of Fall 2015 Annual Action Plan Updates

Because the Community and Regional Planning Program participated in the APR Process, it was exempt from submitting their APR Annual Action Plan Update. The other two units that complete the APR Process have submitted APR Annual Action Plan Updates for Fall 2016.

Currently, one of the two units has submitted at least one action item for each APR Criteria 1-9.

A total of 63 action items are documented for SAP. Of the 63 action items, one (2%) has not been started; 60 (95%) have been initiated; and two (3%) have an unknown status. Of the 60 action items that have been initiated, 57 (95%) are continuous/ongoing and the other three (5%) have completion dates.

Refer to page 28 for specific details regarding the SAP Annual Action Plan Updates.

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

School of Engineering (SOE)

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

SOE shares two units with other schools: the Nanoscience and Microsystems Program and the Optical Science and Engineering Program are shared with the College of Arts and Sciences.

Overview of APR Status for the 2006-2016 Timeframe

Six of the ten units are scheduled for their next APR Site-Visit in Spring 2018. Two units (Department of Mechanical Engineering and the Manufacturing Engineering Program) are small enough that they will go through the APR Process together. The APR Process for Biomedical Engineering and Computer Science will beginning in Fall 2017. This will be the first APR Process for the Biomedical Engineering Program.

Overview of Fall 2015 Annual Action Plan Updates

Of the nine units that complete the APR Process, three units (33%) have submitted APR Annual Action Plan Updates for Fall 2016. Two of the three (67%) SOE units have submitted an action item for at least one APR Criterion. The remaining unit has submitted an Annual Action Plan Update in Fall 2016 but did not include any action items (i.e., Optical Sciences and Engineering Program).

There are a total of 23 action items are documented for SOE. Of the 23 action items, 15 (65%) have been initiated; and eight (35%) have been completed. Of the 15 action items that have been initiated, 7 (47%) are continuous/ongoing and the other eight (53%) have completion dates.

Refer to page 31 for specific details regarding the SOE Annual Action Plan Updates.

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

University College (UC)

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

Overview of APR Status for the 2006-2016 Timeframe

Both of UC's units completed their APR Process in Fall 2014.

Overview of Fall 2015 Annual Action Plan Updates

Of the two units that complete the APR Process, both have submitted APR Action Plan Updates for Fall 2016. Currently, one unit has submitted at least one action item for all APR Criteria 1-9.

There are a total of 35 action items; 11 (31%) of the action items have not been started; 21 (60%) have been initiated; and three (9%) have been completed. Of the 21 that have been initiated, six (29%) are continuous/ongoing and the other 15 (71%) have completion dates.

Refer to page 34 for specific details regarding the UC Annual Action Plan Updates.

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

University Libraries and Learning Sciences (UL&LS)

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

Overview of APR Status for the 2006-2016 Timeframe

The unit is not scheduled to begin its next APR Process until Fall 2017.

Overview of Fall 2015 Annual Action Plan Updates

The unit submitted its Annual Action Plan Updates for Fall 2016, with a response and/or action item for each APR Criteria 1-9.

A total of six action items are documented for UL&LS. Of the six action items, three (50%) have been initiated; and three (50%) have been completed. Of the three action items that have been initiated, two are continuous/ongoing and the other has a completion date.

Refer to page 37 for specific details regarding the UL&LS Annual Action Plan Updates.

Refer to Appendix K for specific details regarding the Annual Action Plan Updates for UL&LS.

APR Survey Results

Overview of Results for the 2014-2016 Timeframe

The eight units who completed their APR during the 2016–2017 academic year have received completed surveys that provided feedback regarding the APR Process. The APR surveys has had an overall response rate from reviewers, units, and administration of 55%. As introduced in the 2016 Institutional report this is the first year using the updated survey.

The majority of the respondents (78%) rated the overall APR Process as Good or Excellent. To review the full survey response reports for each survey including comments, please see Appendix L.

Review Team Survey

Of the 22 reviewers invited to take the survey, 91% (20) participated.

Communication

Of the 20 respondents,

- 100% agreed that the information provided was clear;
- 100% agreed that their questions and concerns were addressed in a timely manner;

- 89% agreed the expectations and roles for conducting the APR Site-Visit were clearly communicated;
- 100% agreed that the expectations for developing the Reviewer Report were clearly communicated;
- 100% agreed that the level of service provided by the APR staff met their expectations;
- 89% agreed that the expectations and the process for reimbursement were clearly communicated.

Site-Visit

Of the 20 respondents,

- 100% agreed that the morning Orientation was helpful and informative;
- 100% agreed that their questions and concerns were addressed in a timely manner;
- 78% agreed they were able to meet with everyone needed to conduct an effective Site-Visit;
- 67% agreed that the amount of time allotted for meetings on itinerary was appropriate;
- 72% agreed that they understood how to utilize the Review Team Worksheet to evaluate the program;
- 83% agreed that they were adequately prepared to present at the Exit Meeting;
- 89% agreed that one hour was a sufficient amount of time to conduct the Exit Meeting.

Overall, the most common comment suggested the Site-Visit was not long enough to conduct a thorough review and consequently the Site-Visit was so packed with meetings that there was no real "down-time" for the reviewers to gather their thoughts for their initial findings. More than a couple mentioned that having to be "on" for 15 hours a day for two to three days the $500 honorarium was referred to as was not suitable and "insulting."

Review Team Report and Worksheet

Of the 20 respondents,

- 79% agreed that they were provided with clear instructions on how to complete the Review Team Worksheet in order to document and highlight any issues, concerns, and/or recommendations regarding the Review Team Report;
- 74% agreed that they were provided with clear instructions on how the program will be expected to address any suggestions made;
- 85% agreed that they were provided the clear instructions and necessary tools to complete the Review Team Report.

Unit Survey

Of the 22 reviewers invited to take the survey, 91% (20) participated.

Orientation Meeting

Of the 20 respondents,

- 100% agreed that the APR Manual provided clear instructions.
- 84% agreed the unit was provided with clear directions for developing a Self-Study Report based on the criteria set forth.
- 79% agreed that the unit was provided with clear instructions for hosting the Site-Visit.

- 79% agreed that the unit was provided with clear instructions regarding the review team nomination and selection as well as the reimbursement process.
- 95% agreed that the unit was provided with a clear timeline of all action items needed to complete the APR Process.
- 63% agreed that the unit was provided with data to assist in developing the Self-Study Report.
- 79% agreed that the unit was School/College administration provided sufficient resources to support the unit in completion of the APR Process.
- 79% agreed that the APR Office provided sufficient information about resources that could be utilized to complete this process.
- 58% agreed that the unit was provided with sufficient information about the reflective questions including how to incorporate them into the Self-Study Report.

Pre Site-Visit Meeting

Of the 20 respondents,

- 79% agreed that the unit was provided useful feedback for improving the Self-Study Report;
- 89% agreed that the unit was provided with clear instructions on the next steps following the pre-visit meeting;
- 89% agreed that the unit was provided with clear instructions for submitting our final version of the Self-Study Report.

It is important to note that only 15% responded that the unit utilized the APR app to develop their Self-Study Report.

Site-Visit

Of the 20 respondents,

- 84% agreed that the APR Office provided sufficient information to the unit on expectations for conducting a successful Site-Visit.
- 84% agreed that the APR Office provided sufficient information and support to the review team on expectations for conducting a successful Site-Visit.
- 79% agreed that the APR Office provided sufficient instructions and support for updating the itinerary during the Site-Visit.
- 74% agreed that the involvement of UNM Administration during the Site-Visit was helpful.

Unit Response and Initial Action Plan

Of the 20 respondents,

- 56% agreed that the unit was provided with sufficient guidelines and instructions for developing and submitting a response and Action Plan to the review team report.
- 56% agreed that they are aware that the response and Action Plan has to be submitted for review and approval by the Dean and Provost Office within 2 semesters (including summer) following the Site-Visit.
- 63% agreed that they are aware that updates to the Action Plan have to be provided to the APR Office annually during the fall semester.

- 51% agreed that they are aware that the approved response and Action Plan will be sent to the review team and that the approved response and Action Plan will be posted on the APR website.

These numbers are lower possibly because the some units have not yet received their Review team report to develop the Unit Response Report and Initial Action Plan. The comments within the survey corroborate this.

Administrators Survey

Of the 34 administrators including the Provost, Associate Provost, Deans, and Associate Deans invited to take the survey, as of July 20, 2017 only one person has responded. Three reminders to date have been sent. The respondent, an Associate Dean, rated the APR Process as "Good." The respondent also stated that they do not review the Unit Response Reports and Initial Action Plans, but they do know that updates are due during the fall semester.

Overview

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

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

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

Annual Action Plan Updates

The unit submitted its Annual Action Plan Updates for Fall 2016, with a response and/or action item for each APR Criteria 1-9.

A total of 24 action items are documented for ASM. Of the 24 action items, 2 (8%) have not been started; 19 (79%) have been initiated; and 3 (13%) have been completed. Of the 19 action items that have been initiated, 16 (84%) are continuous/ongoing.

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

Criterion 1 – Program Goals

ASM has provided the date of the most recent version of the unit's Mission/Vision, the date of most recent update to unit's Program.

One action item has been documented for Criterion 1. The lone action item has been completed.

Criterion 2 – Teaching and Learning: Curriculum

ASM has affirmed that the number of credit hours required for the program meet the UNM requirement of a minimum of 120 undergraduate credit hours.

A total of three action items are documented for Criterion 2. Out of the three action items, two (67%) have been initiated and one (33%) has been completed. Of the two action items that were initiated, one (50%) is continuous/ongoing and one (50%) has a completion date.

Criterion 3 – Teaching and Learning: Continuous Improvement

ASM has reported the date(s) of most recent Student Learning Outcomes for each degree/certificate program offered by the unit and has reported the date(s) of the most recent submitted Annual Program Assessment reports for each degree/certificate program offered by the unit.

One action item has been documented for Criterion 3. The lone action item has been initiated and is continuous/ongoing.

Criterion 4 – Students

ASM has provided a brief summary regarding the unit's efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students

No action items are documented for Criterion 4.

Criterion 5 – Faculty

ASM has provided information regarding the unit's broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty as well as provided a brief summary of major accomplishments or awards for research/scholarly/ productivity activities of the unit's faculty over the past year.

A total of five action items are documented for Criterion 5 and all have been initiated. Of these five action items, four (80%) continuous/ongoing and one (20%) has a completion date.

Criterion 6 – Resources and Planning

ASM has provided a brief summary of any significant changes in the unit's budget or resources and the resource opportunities and/or challenges experienced by the unit over the past year.

A total of four action items are documented for Criterion 6. All have been initiated and are continuous/ongoing.

Criterion 7 – Facilities

ASM has provided a brief summary for any changes to facilities or facility planning over the past year (e.g. changes in space utilization, remodeling, and new construction).

A total of two action items are documented for Criterion 7 and neither has been started.

Criterion 8 – Program Comparisons

ASM has provided relevant information regarding program rankings or program status related to other peer institutions for the year.

A total of six action items are documented for Criterion 8. Out of the six action items, five (83%) have been initiated and one (17%) has been completed. Of the five action items that were initiated, four (67%) are continuous/ongoing, and the other one (33%) has a completion date.

Criterion 9 – Future Directions

ASM has provided the date of most recent version of strategic plan for the unit.

A total of two action items are documented for Criterion 9. Both have been initiated and are continuous/ongoing

Overview

A&S has a total of 33 units with only 32 participating in the APR Process. The Museum Studies Program has introduced a Masters degree in Museum Studies and will undergo its first APR Process in Fall 2021. The Peace Studies academic program only offers a certificate/minor; and therefore does not participate in the APR Process. Only degree-granting units participate in the APR Process.

Of the 32 units, 22 are designated as departments, six are designated as non-interdisciplinary academic programs, and four are designated as interdisciplinary/shared credit/dual-credit academic programs. Each unit consists of a department/academic program that offers at least one degree/certificate program.

1. Department of American Studies – Three (3) degree/certificate programs:
   o American Studies (BA, MA, PhD)
2. Department of Anthropology – Five (5) degree/certificate programs:
   o Anthropology (BA, BS, MA, MS, PhD)
3. Department of Biology – Four (4) degree/certificate programs:
   o Biology (BA, BS, MS, PhD)
4. Department of Chemistry and Chemical Biology – Four (4) degree/certificate programs:
   o Chemistry (BA, BS, MS, PhD)
5. Department of Chicana and Chicano Studies – Three (3) degree/certificate program:
   o Chicana Chicano Studies (BA), New Mexican Cultural Landscapes (CERT), Transnational Latino Studies (CERT)
6. Department of Communication & Journalism – Two (2) academic programs:
   o Communication (BA, MA, PhD), Journalism and Mass Communication (BA)
7. Department of Earth & Planetary Sciences – two (2) academic programs:
   o Earth and Planetary Sciences (BA, BS, MS, PhD), Environmental Science (BS)
8. Department of Economics – three (3) degree/certificate programs:
   o Economics (BA, MA, PhD)
9. Department of English Language and Literature – Five (5) degree/certificate programs:
   o Creative Writing (MFA), English Studies (BA), English (MA, PhD), Technical and Professional Communication (CERT)
10. Department of Foreign Languages & Literature – Eight (8) academic programs:
    o Classical Studies (BA), Comparative Literature & Cultural Studies (BA, MA), East Asian Studies (BA) [Chinese and Japanese academic programs], French Studies (BA, MA, PhD), German Studies (BA, MA), Languages (BA), Russian (BA)
11. Department of Geography – Four (4) degree/certificate programs:
    o Geography (BA, BS, MS), Law, Environment, and Geography (GCERT)
12. Department of History – Three (3) degree/certificate programs:
    o History (BA, MA, PhD)
13. Department of Linguistics – Three (3) academic programs:
    o Linguistics (BA, MA, PhD), Signed Language Interpreting (BS), Linguistics-Signed Language Studies (BA)
14. Department of Mathematics & Statistics – Two (2) academic programs:
    o Mathematics (BS, MS, PhD), Statistics (BS, MS, PhD)
15. Department of Philosophy – Four (4) degree/certificate programs:
    o Philosophy (BA, MA, PhD), English-Philosophy (BA)

16. Department of Physics & Astronomy – Two (2) academic programs:
    o Astrophysics (BS), Physics (BS, MS, PhD), Physics and Astrophysics (BA, BS)
17. Department of Political Science – Three (3) degree/certificate programs:
    o Political Science (BA, MA, PhD)
18. Department of Psychology – Four (4) degree/certificate programs:
    o Psychology (BA, BS, MS, PhD)
19. Department of Public Administration – Two (2) academic programs:
    o Public Administration (M.P.A.), Health Administration (M.H.A.)
20. Department of Sociology – Two (2) academic programs:
    o Criminology (BA), Sociology (BA, MA, PhD)
21. Department of Spanish & Portuguese – Two (2) academic programs:
    o Portuguese (BA, MA), Spanish (BA, MA), Spanish and Portuguese (PhD)
22. Department of Speech & Hearing Sciences – Two (2) degree/certificate programs:
    o Speech and Hearing Sciences (BA), Speech-Language Pathology (MS)
23. Africana Studies – One (1) degree/certificate program:
    o Africana Studies (BA)
24. International Studies – One (1) degree/certificate program:
    o International Studies (BA)
25. Latin American Studies – Three (3) degree/certificate programs:
    o Latin American Studies (BA, MA, PhD)
26. Museum Studies – Two (2) degree/certificate programs:
    o Museum Studies (MA, MS)
27. Religious Studies – One (1) degree/certificate program:
    o Religious Studies (BA)
28. Women Studies – Two (2) degree/certificate programs:
    o Women Studies (BA, GCERT)

Additionally, A&S shares four units with other schools.

29. Combined BA/MD (SOM) – One (1) degree/certificate program:
    o Health, Medicine and Human Values (BA)
30. Department of Biochemistry and Molecular Biology (SOM)– Two (2) degree/certificate
    programs:
    o Biochemistry (BA, BS)
31. Nanoscience and Microsystems (SOE)– Two (2) degree/certificate programs:
    o Nanoscience and Microsystems (MS, PhD)
32. Optical Sciences and Engineering (SOE) – Two (2) degree/certificate programs:
    o Optical Sciences and Engineering (MS, PhD)

The three A&S units that completed their APR Site-Visit in Spring 2016 are in the final stages of having their Unit Response Report and Initial Action Plan reviewed and approved by the Office of the Provost (i.e., Department of Chicana and Chicano Studies, Department of Psychology, and the Department of Sociology).

The two A&S units that completed their APR Site-Visit in Fall 2016 are in the final stages of drafting their Unit Response Report and Initial Action Plan to be reviewed and approved by the Dean and the Office of the Provost (i.e., Department of Linguistics and the Latin American Studies Program).

The four A&S units that completed their APR Site-Visit in Spring 2017, two are reviewing the Review Team Report and will begin the process of drafting their Unit Response Report and Initial Action Plan; and the other two are awaiting their Review Team Report. (i.e., Department of Biology, Department of Geography, Department of Mathematics & Statistics, and the Department of Spanish & Portuguese).

Annual Action Plan Updates

Of the 31 A&S units that have previously completed the APR Process, 25 (81%) have submitted APR Annual Action Plan Updates in Fall 2016. Five of the units are currently undergoing the APR Process and one, the Nanoscience and Microsystems Program, has not yet reported an Annual Action Plan Update for Fall 2016. The Nanoscience and Microsystems Program has been contacted and are in process of drafting and submitting their approved Initial Unit Response Report and Initial Action Plan.

Currently, two of the 25 units (8%) have submitted at least one action item for each APR Criteria 1-9; and 21 units (92%) have submitted at least one action item for at least one APR Criterion. The remaining two units submitted an Annual Action Plan Update in Fall 2016 but did not include any action items (i.e., Optical Sciences and Engineering Program and Department of Spanish and Portuguese).

- 16 units have submitted at least one action item for APR Criterion 1.
- 13 units have submitted at least one action item for APR Criterion 2.
- 19 units have submitted at least one action item for APR Criterion 3.
- 17 units have submitted at least one action item for APR Criterion 4.
- 17 units have submitted at least one action item for APR Criterion 5.
- 11 units have submitted at least one action item for APR Criterion 6.
- 10 units have submitted at least one action item for APR Criterion 7.
- 4 units have submitted at least one action item for APR Criterion 8.
- 13 units have submitted at least one action item for APR Criterion 9.

Specific information regarding each criteria of the 2016-2017 academic year Annual Action Plan Updates are discussed in the remainder of this section.

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

Criterion 1 – Program Goals

Of the 25 units, 22 (88%) have reported information for Criterion 1. Of the 22 units, 20 (91%) have provided the date of the most recent version of the unit's Mission/Vision Statement (one unit listed that the date as "*unknown*"), and 19 units (86%) have provided the date of most recent update to unit's Program Goals (and one departments listed "in progress"), and 16 (73%) have submitted action items for Criterion 1.

A total of 52 action items are documented for Criterion 1. Out of the 52 action items, five (10%) have not been started; 23 (44%) have been initiated; and 24 (46%) have been completed. Of the 23 action items that were initiated, 11 (48%) are continuous/ongoing, ten (44%) have a completion date, and one (8%) has an unknown completion date.

Criterion 2 – Teaching and Learning: Curriculum

Of the 25 units, 23 (92%) have reported information for Criterion 2. Of the 23 units, 22 (96%) have reported regarding the undergraduate degree requirement of a minimum of 120 credit hours, and 13 units (52%) have submitted action items for Criterion 2.

Sixteen (70%) of the 23 responding units affirmed that the number of credit hours required for the program meet the UNM requirement of a minimum of 120 undergraduate credit hours. One unit (4%) offers at least one undergraduate degree that meets the 120 credit hour degree requirement, while two units (9%) offer degrees do not meet the 120 credit hour degree requirement. Three units (13%) utilized an incorrect or outdated action plan which did not ask this question. Public Administration is a graduate degree program and stated that the 120 credit hour requirement is not applicable.

A total of 44 action items are documented for Criterion 2. Out of the 44 action items, five (11%) have not been started; 22 (50%) have been initiated; and 17 (39%) have been completed. Of the 39 action items that were initiated, 11 (25%) are continuous/ongoing.

Criterion 3 – Teaching and Learning: Continuous Improvement

Of the 25 units, 21 (84%) have reported information for Criterion 3. Of these 21 units, 19 (91%) have reported the date(s) of most recent Student Learning Outcomes for each degree/certificate program offered by the unit, 19 (91%) have reported the date(s) of the most recent submitted Annual Program Assessment reports for each degree/certificate program offered by the unit, and 19 (91%) have submitted action items for Criterion 3.

A total of 40 action items are documented for Criterion 3. Out of the 40 action items, two (5%) have not been started; 23 (58%) have been initiated; 13 (33%) have been completed, two (4%) have an unknown start/end dates. Of the 23 action items that were initiated, 11 (48%) are continuous/ongoing, 11 (48%) have a completion date, are and one (4%) has an unknown completion date.

Criterion 4 – Students

Of the 25 units, 20 (80%) have reported information for Criterion 4. Of these 20, 19 (95%) have provided a brief summary regarding the unit's efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students, 17 (85%) have submitted action items for Criterion 4.

A total of 52 action items are documented for Criterion 4. Out of the 52 action items, two (4%) have not been started; 40 (77%) have been initiated; and ten (19%) have been completed. Of the 40 action items that were initiated, 27 (68%) are continuous/ongoing, and the other 13 (32%) have a completion date.

Criterion 5 – Faculty

Of the 25 units, 21 (86%) have reported information for Criterion 5. Of these 20, 18 (86%) of responding units have provided information regarding the unit's broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty. Of the responding units, 17 (81%) have provided a brief summary of major accomplishments or awards for research/scholarly/ productivity activities of the unit's faculty over the past year and 17 units (81%) have submitted action items for Criterion 5.

A total of 45 action items are documented for Criterion 5. Out of the 45 action items, four (9%) have not been started; 25 (56%) have been initiated; and 16 (36%) have been completed. Of the 25 action items that were initiated, 15 (60%) are continuous/ongoing, 8 (32%) have a completion date, are and two (8%) have an unknown completion date.

Criterion 6 – Resources and Planning

Of the 25 units, 21 (84%) have reported information for Criterion 6. Of the 21, 19 (91%) of responding units have provided a brief summary of any significant changes in the unit's budget or resources and the

resource opportunities and/or challenges experienced by the unit over the past year, and 11 units (52%) have submitted action items for Criterion 6.

A total of 24 action items are documented for Criterion 6. Out of the 24 action items, three (13%) have not been started; ten (42%) have been initiated; and 11 (46%) have been completed. Of the ten action items that were initiated, five (50%) are continuous/ongoing, and the other five (50%) have a completion date.

Criterion 7 – Facilities

Of the 25 units, 20 (80%) have reported information for Criterion 7. Of the 20, 19 (95%) of responding units have provided a brief summary for any changes to facilities or facility planning over the past year (e.g. changes in space utilization, remodeling, new construction) and 10 units (50%) have submitted action items for Criterion 7.

A total of 30 action items are documented for Criterion 7. Out of the 30 action items, two (7%) have not been started; 12 (40%) have been initiated; 15 (50%) have been completed; and one (4%) has unknown start/end dates. Of the 12 action items that were initiated, one (8%) is continuous/ongoing, and the other 11 (92%) have a completion date.

Criterion 8 – Program Comparisons

Of the 25 units, 12 (48%) have reported information for Criterion 8. Of the 12, 10 (83%) units have provided relevant information regarding program rankings or program status related to other peer institutions for the year, and 4 (33%) have submitted action items for Criterion 8.

A total of four action items are documented for Criterion 8 and all have been initiated. Of the four action items that were initiated, two (50%) are continuous/ongoing, and the other 2 (50%) have a completion date.

Criterion 9 – Future Directions

Of the 25 units, 21 (84%) have reported information for Criterion 9. Of the 21, 17 (81%) of responding units have provided the date of most recent version of strategic plan for the unit and 13 (62%) have submitted action items for Criterion 9.

A total of 44 action items are documented for Criterion 9. Out of the 44 action items, two (4%) have not been started; 26 (59%) have been initiated; 13 (30%) have been completed; and three (7%) have unknown start/end dates. Of the 26 action items that were initiated, 14 (54%) are continuous/ongoing, and the other 12 (46%) have a completion date.

Overview

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

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

In the past, individual academic programs completed the APR Process and submitted APR Annual Action Plan Updates. As of Spring 2016, COE completes the APR Process as five departments rather than the various individual academic/certificate programs. Because of this recent change, Individual, Family, and Community Education will be submitting Action Plan Updates by academic program until their next APR Process occurs in approximately 2023.

Annual Action Plan Updates

Of the eight total units (four departments and four academic programs) that have completed the APR Process, five units have submitted APR Annual Action Plan Updates for Fall 2016. The Department of Family and Child Studies completed its last APR in Spring 2016 and has submitted its Unit Response Report and Initial Action Plan for review and approval by the Office of the Provost in December 2016. The Department of Language, Literacy, and Sociocultural Studies held its Site-Visit in Fall 2016 and all documents are expected to be completed and approved by August 2017. The Department for Teacher Education, Educational Leadership & Policy did not submit an Action Plan Update for the 2016-2017 academic year.

A total of 78 action items are documented for COE. Of the 78 action items, 6 (8%) have not been started; 48 (62%) have been initiated; and 24 (31%) have been completed. Of the 48 action items that have been initiated, 24 (50%) are continuous/ongoing and the other 24 (50%) have completion dates.

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

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

Criterion 1 – Program Goals

Of the 5 units, all have reported information for Criterion 1. All have provided the date of the most recent version of the unit's Mission/Vision Statement, the date of most recent update to unit's Program Goals, and have submitted action items for Criterion 1.

A total of 16 action items are documented for Criterion 1. Out of the 16 action items, one (6%) has not been started; nine (56%) have been initiated; and six (38%) have been completed. Of the nine action items that were initiated, four (44%) are continuous/ongoing, and the remaining five (56%) have a completion date.

Criterion 2 – Teaching and Learning: Curriculum

All five units have reported information for Criterion 2. Of the five units, three (60%) have reported information regarding the undergraduate degree requirement of a minimum of 120 credit hours, and four units (80%) have submitted action items for Criterion 2.

Two units (40%) state that they have reduced degree credit hours to 127. Two units (40%) did not respond this question; though Counselor Education Program does not offer an undergraduate degree. The Educational Psychology Program within the Department of Individual, Family, and Community Education is a graduate degree program and stated that the 120 credit hour requirement is not applicable.

A total of 13 action items are documented for Criterion 2. Out of the 13 action items, nine (69%) have been initiated; and four (31%) have been completed. Of the nine action items that were initiated, one (11%) are continuous/ongoing, and the remaining twelve (89%) have a completion date.

Criterion 3 – Teaching and Learning: Continuous Improvement

All five units have reported information for Criterion 3. Four of the responding units (80%) have reported the date(s) of most recent Student Learning Outcomes for each degree/certificate program offered by the unit, the date(s) of the most recent submitted Annual Program Assessment reports for each degree/certificate program offered by the unit, and have submitted action items for Criterion 3.

A total of 14 action items are documented for Criterion 3. Out of the 14 action items, one (7%) have not been started; six (43%) have been initiated; and seven (50%) have been completed. Of the six action items that were initiated, four (67%) are continuous/ongoing and the remaining two (33%) have a completion date.

Criterion 4 – Students

All five units have reported information for Criterion 4. Four of the responding units (80%) have provided a brief summary regarding the unit's efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students, and four of the units (80%) have submitted action items for Criterion 4.

A total of 13 action items are documented for Criterion 4. Out of the 13 action items, two (15%) have not been started; nine (70%) have been initiated; and two (15%) have been completed. Of the nine action

items that were initiated, seven (78%) are continuous/ongoing and the remaining two (22%) have a completion date.

Criterion 5 – Faculty

All five units have reported information for Criterion 5. Four of the responding units (80%) have provided information regarding the unit's broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty and provided a brief summary of major accomplishments or awards for research/scholarly/ productivity activities of the unit's faculty over the past year. Three of the responding units (60%) have submitted action items for Criterion 5.

A total of eight action items are documented for Criterion 5. Out of the eight action items, six (75%) have been initiated; and two (25%) have been completed. Of the six action items that were initiated, five (83%) are continuous/ongoing, and the remaining one (17%) have a completion date.

Criterion 6 – Resources and Planning

Of the five units, four (80%) have reported information for Criterion 6. Of the four responding units, all of have provided a brief summary of any significant changes in the unit's budget or resources and the resource opportunities and/or challenges experienced by the unit over the past year, and three units (75%) have submitted action items for Criterion 6.

A total of five action items are documented for Criterion 6. Out of the five action items, one (20%) has not been started; three (60%) have been initiated; and one (20%) has been completed. Of the two action items that were initiated, both have a completion date.

Criterion 7 – Facilities

Of the five units, four (80%) have reported information for Criterion 6. Of the four responding units, all have provided a brief summary for any changes to facilities or facility planning over the past year (e.g. changes in space utilization, remodeling, new construction) and two units (50%) have submitted action items for Criterion 7.

A total of three action items are documented for Criterion 7. Out of the three action items, two (67%) have been initiated; one (33%) has been completed. Of the two action items that were initiated, all have a completion date.

Criterion 8 – Program Comparisons

Of the five units, three (60%) have reported information for Criterion 8. Of the three responding units, all have provided relevant information regarding program rankings or program status related to other peer institutions for the year, and two (67%) have submitted action items for Criterion 8.

A total of three action items are documented for Criterion 8. Out of the three action items, two (67%) have been initiated; one (33%) has been completed. Of the two action items that were initiated, initiated, one (50%) is continuous/ongoing, and the remaining one (50%) has a completion date.

Criterion 9 – Future Directions

All five units have reported information for Criterion 9. Of the five responding units, all have provided the date of most recent version of strategic plan for the unit and two (40%) have submitted action items for Criterion 9.

A total of three action items are documented for Criterion 9. Out of the three action items, one (33%) has not been started; and two (67%) have been initiated. Of the two action items that were initiated, both are continuous/ongoing.

Overview

CFA has four departments with each unit completing the APR Process.

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

All four units have completed their APR prior to the 2016-2017 academic year and have submitted the Annual Action Plan Updates for Fall 2016.

Annual Action Plan Updates

Of the four units, one (25%) has at least one action item for each APR Criteria 1-9 and the remaining three units (75%) have submitted at least one action item for at least one APR Criterion.

A total of 89 action items are documented for COE. Of the 89 action items, 13 (15%) have not been started; 53 (60%) have been initiated; 19 (21%) have been completed; and four (4%) have an unknown status. Of the 53 action items that have been initiated, 17 (32%) are continuous/ongoing and the other 36 (68%) have completion dates.

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

Criterion 1 – Program Goals

All four units have reported information for Criterion 1. All four have provided the date of the most recent version of the unit's Mission/Vision Statement (one unit listed that the date as "*unknown*"), the date of most recent update to unit's Program Goals (and one departments listed "in progress"), and only three of the four units (75%) have submitted action items for Criterion 1.

A total of eight action items are documented for Criterion 1. Out of the eight action items, one (12%) has not been started; and seven (88%) have been initiated. Of the seven action items that were initiated, one (14%) are continuous/ongoing, and the remaining six (86%) have a completion date.

Criterion 2 – Teaching and Learning: Curriculum

All four units have reported information for Criterion 2. All four have reported regarding the undergraduate degree requirement of a minimum of 120 credit hours, and have submitted at least one action item for Criterion 2.

Three of the four (75%) units affirmed that the number of credit hours required for the program meet the UNM requirement of a minimum of 120 undergraduate credit hours. One unit (25%) offers at least one undergraduate degree that meets the 120 credit hour degree requirement.

A total of 13 action items are documented for Criterion 2. Out of the 13 action items, nine (69%) have been initiated; and four (31%) have been completed. Of the nine action items that were initiated, one (11%) is continuous/ongoing, and the remaining eight (89%) have a completion date.

Criterion 3 – Teaching and Learning: Continuous Improvement

All four units have reported information for Criterion 3. All four units have reported the date(s) of most recent Student Learning Outcomes for each degree/certificate program offered by the unit, the date(s) of the most recent submitted Annual Program Assessment reports for each degree/certificate program offered by the unit, and have submitted at least one action item for Criterion 3.

A total of nine action items are documented for Criterion 3. Out of the nine action items, two (22%) have not been started; five (56%) have been initiated; one (11%) has been completed, and one (11%) has an unknown start/end date. Of the five action items that were initiated, four (80%) are continuous/ongoing, and one (20%) has a completion date.

Criterion 4 – Students

All four units have reported information for Criterion 4. All have provided a brief summary regarding the unit's efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students, and have submitted at least one action item for Criterion 4.

A total of 15 action items are documented for Criterion 4. Out of the 15 action items, two (13%) have not been started; and13 (87%) have been initiated. Of the 13 action items that were initiated, ten (77%) are continuous/ongoing, and the other three (23%) have a completion date.

Criterion 5 – Faculty

All four units have reported information for Criterion 5. All four units have provided information regarding the unit's broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty. Of the responding units, three (75%) have provided a brief summary of major accomplishments or awards for research/scholarly/ productivity activities of the unit's faculty over the past year, all four units have submitted at least one action item for Criterion 5.

A total of 15 action items are documented for Criterion 5. Out of the 15 action items, two (13%) have not been started; five (34%) have been initiated; six (40%) have been completed; and two (13%) have unknown start/end dates. Of the five action items that were initiated all have a completion date.

Criterion 6 – Resources and Planning

All four units have reported information for Criterion 6. All four units have provided a brief summary of any significant changes in the unit's budget or resources and the resource opportunities and/or challenges experienced by the unit over the past year, and have submitted at least one action item for Criterion 6.

A total of nine action items are documented for Criterion 5. Out of the nine action items, one (11%) has not been started; two (22%) have been initiated; five (56%) have been completed; and one (11%) has an unknown start/end dates. Both action items that were initiated have a completion date.

Criterion 7 – Facilities

Of the four responding units, three (75%) have reported information for Criterion 7. All three have provided a brief summary for any changes to facilities or facility planning over the past year (e.g. changes

in space utilization, remodeling, new construction) and have submitted at least one action item for Criterion 7.

A total of 14 action items are documented for Criterion 7. Out of the 14 action items, five (36%) have not been started; six (43%) have been initiated; and three (21%) have been completed. Of the six action items that were initiated, all have a completion date.

Criterion 8 – Program Comparisons

Of the four units, two (50%) have reported information for Criterion 8. Of these two, one unit (50%) has provided relevant information regarding program rankings or program status related to other peer institutions for the year, and one (50%) has submitted at least one action item for Criterion 8.

A total of two action items are documented for Criterion 8. Both have been initiated and have a completion date.

Criterion 9 – Future Directions

Of the four units, one (25%) has reported information for Criterion 9. This unit has provided the date of most recent version of strategic plan for the unit and has submitted at least one action item for Criterion 9.

A total of four action items are documented for Criterion 9 and all have been initiated. Of the four action items that were initiated, one (25%) is continuous/ongoing, and the other three (75%) have a completion date.

Overview

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

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

Annual Action Plan Updates

This program did not submit an Annual Action Plan Update for Fall 2016.

Overview

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

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

Annual Action Plan Updates

The unit submitted its Annual Action Plan Updates for Fall 2016, with a response and/or action item for each APR Criteria 1-9.

A total of 26 action items are documented for HON. Of the 26 action items, five (19%) have not been started; 13 (50%) have been initiated; five (19%) have been completed; and three (12%) have an unknown status. Of the 19 action items that have been initiated, 16 (67%) are continuous/ongoing.

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

Criterion 1 – Program Goals

HON has provided the date of the most recent version of the unit's Mission/Vision, the date of most recent update to unit's Program.

A total of three action items have been documented for Criterion 1 and all have been completed.

Criterion 2 – Teaching and Learning: Curriculum

HON has affirmed that the number of credit hours required for the program meet the UNM requirement of a minimum of 120 undergraduate credit hours.

A total of two action items are documented for Criterion 2. Both have been initiated and are continuous/ongoing.

Criterion 3 – Teaching and Learning: Continuous Improvement

HON has reported the date(s) of most recent Student Learning Outcomes for each degree/certificate program offered by the unit and has reported the date(s) of the most recent submitted Annual Program Assessment reports for each degree/certificate program offered by the unit.

One action item has been documented for Criterion 3 and it has been completed.

Criterion 4 – Students

HON has provided a brief summary regarding the unit's efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students

A total of four action items have been documented for Criterion 1 and all have been initiated. Of the four action items that have been initiated three (75%) are continuous and ongoing and the remaining one (25%) has a completion date.

Criterion 5 – Faculty

HON has provided information regarding the unit's broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty as well as provided a brief summary of major accomplishments or awards for research/scholarly/ productivity activities of the unit's faculty over the past year.

A total of four action items are documented for Criterion 5. Of these four, two (50%) have not been started and two (50%) have been initiated. Of the two action items that have been initiated, two (50%) continuous/ongoing and two (50%) have a completion date.

Criterion 6 – Resources and Planning

HON has provided a brief summary of any significant changes in the unit's budget or resources and the resource opportunities and/or challenges experienced by the unit over the past year.

A total of four action items are documented for Criterion 6. Of these four, one (25%) has not been started and three (75%) have been initiated. Of the three action items that have been initiated, two (67%) continuous/ongoing and one (33%) has a completion date.

Criterion 7 – Facilities

HON has provided a brief summary for any changes to facilities or facility planning over the past year (e.g. changes in space utilization, remodeling, and new construction).

A total of five action items are documented for Criterion 7. Out of the five action items, one (20%) has not been started; one (20%) has been completed; and three (60%) have unknown start/end dates.

Criterion 8 – Program Comparisons

HON has provided relevant information regarding program rankings or program status related to other peer institutions for the year.

A total of three action items are documented for Criterion 8. Out of the three action items, one (33%) has not been started and two (67%) have been initiated. Both of the initiated action items are continuous/ongoing.

Criterion 9 – Future Directions

HON has provided the date of most recent version of strategic plan for the unit.

No action items have been provided for Criterion 9.

Overview

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

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

The Community and Regional Planning program completed its APR Site-Visit in Fall 2016. The Landscape Architecture Program will begin its next APR Process in Spring 2017.

Annual Action Plan Updates

Because the Community and Regional Planning Program participated in the APR Process, it was exempt from submitting their APR Annual Action Plan Update. The other two units that complete the APR Process have submitted APR Annual Action Plan Updates for Fall 2016.

Currently, one of the two units has submitted at least one action item for each APR Criteria 1-9.

A total of 63 action items are documented for SAP. Of the 63 action items, one (2%) has not been started; 60 (95%) have been initiated; and two (3%) have an unknown status. Of the 60 action items that have been initiated, 57 (95%) are continuous/ongoing and the other three (5%) have completion dates.

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

Criterion 1 – Program Goals

Both of the responding units have reported information for Criterion 1. Both have provided the date of the most recent version of the unit's Mission/Vision Statement (one unit listed that the date as "*unknown*"), the date of most recent update to unit's Program Goals (and one departments listed "in progress"), and have submitted action items for Criterion 1.

A total of eight action items are documented for Criterion 1. Out of the eight action items, one (12%) has not been started and seven (88%) have been initiated. Of the seven action items that were initiated, all are continuous/ongoing.

Criterion 2 – Teaching and Learning: Curriculum

Both of the responding units have reported information for Criterion 2. Only one unit has reported regarding the undergraduate degree requirement of a minimum of 120 credit hours, and both have submitted at least one action item for Criterion 2.

The responding unit affirmed that the number of credit hours required for the program meet the UNM requirement of a minimum of 120 undergraduate credit hours.

A total of ten action items are documented for Criterion 2 and all ten have been initiated and are continuous/ongoing.

Criterion 3 – Teaching and Learning: Continuous Improvement

Both of the responding units have reported information for Criterion 3. Both units have reported the date(s) of most recent Student Learning Outcomes for each degree/certificate program offered by the unit, the date(s) of the most recent submitted Annual Program Assessment reports for each degree/certificate program offered by the unit, and have submitted at least one action item for Criterion 3.

A total of six action items are documented for Criterion 3 and all have been initiated and are continuous/ongoing.

Criterion 4 – Students

Both of the responding units have reported information for Criterion 4. Both have provided a brief summary regarding the unit's efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students, and have submitted at least one action item for Criterion 4.

A total of 12 action items are documented for Criterion 4 and all have been initiated and are continuous/ongoing.

Criterion 5 – Faculty

Both of the responding units have reported information for Criterion 5. Both units have provided information regarding the unit's broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty. Of the responding units, one (50%) has provided a brief summary of major accomplishments or awards for research/scholarly/ productivity activities of the unit's faculty over the past year, and both units have submitted at least one action item for Criterion 5.

A total of 11 action items are documented for Criterion 5. Out of the 11 action items, ten (91%) have been initiated; and one (9%) has an unknown start/end date. Of the ten action items that were initiated 9 (90%) are continuous/ongoing; and one (10%) has a completion date.

Criterion 6 – Resources and Planning

Both of the responding units have reported information for Criterion 6. All four units have provided a brief summary of any significant changes in the unit's budget or resources and the resource opportunities and/or challenges experienced by the unit over the past year, and have submitted at least one action item for Criterion 6.

A total of five action items are documented for Criterion 5. Out of the five action items, four (80%) have been initiated; and one (20%) has an unknown start/end date.

Criterion 7 – Facilities

Both of the responding units have reported information for Criterion 7. Both have provided a brief summary for any changes to facilities or facility planning over the past year (e.g. changes in space utilization, remodeling, new construction) and one of the two units (50%) have submitted at least one action item for Criterion 7.

A total of two action items are documented for Criterion 7 and both have been initiated and are continuous/ongoing.

Criterion 8 – Program Comparisons

Both of the responding units have reported information for Criterion 8. Both have provided relevant information regarding program rankings or program status related to other peer institutions for the year, and one (50%) has submitted at least one action item for Criterion 8.

A total of one action item is documented for Criterion 8, it has been initiated and is continuous/ongoing.

Criterion 9 – Future Directions

Both of the responding units have reported information for Criterion 9. Both units have provided the date of most recent version of strategic plan for the unit and have submitted at least one action item for Criterion 9.

A total of eight action items are documented for Criterion 9 and all have been initiated. Of the eight action items that were initiated, six (75%) is continuous/ongoing, and the other two (25%) have a completion date.

Overview

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

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

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

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

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

Six of the ten units are scheduled for their next APR Site-Visit in Spring 2018. Two units (Department of Mechanical Engineering and the Manufacturing Engineering Program) are small enough that they will go through the APR Process together. The APR Process for Biomedical Engineering and Computer Science will beginning in Fall 2017. This will be the first APR Process for the Biomedical Engineering Program.

Annual Action Plan Updates

Of the nine units that complete the APR Process, three units (33%) have submitted APR Annual Action Plan Updates for Fall 2016. Two of the three (67%) SOE units have submitted an action item for at least one APR Criterion. The remaining unit has submitted an Annual Action Plan Update in Fall 2016 but did not include any action items (i.e., Optical Sciences and Engineering Program).

There are a total of 23 action items are documented for SOE. Of the 23 action items, 15 (65%) have been initiated; and eight (35%) have been completed. Of the 15 action items that have been initiated, 7 (47%) are continuous/ongoing and the other eight (53%) have completion dates.

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

Criterion 1 – Program Goals

One of the responding units (33%) has reported information for Criterion 1. The unit has provided the date of the most recent version of the unit's Mission/Vision Statement as well as the date of most recent update to unit's Program Goals, and has submitted at least one action item for Criterion 1.

A total of four action items are documented for Criterion 1. Out of the four action items, three (75%) have been initiated; and one (25%) has been completed. Of the three action items that were initiated, two (67%) are continuous/ongoing and the remaining one has a completion date.

Criterion 2 – Teaching and Learning: Curriculum

Two of the three responding units (67%) have reported information for Criterion 2. Only one unit has reported regarding the undergraduate degree requirement of a minimum of 120 credit hours, and one has submitted at least one action item for Criterion 2.

The responding unit affirmed that the number of credit hours required for the has been reduced to 128 credit hours

A total of two action items are documented for Criterion 2. Of these, one action item has been initiated and has a completion date. The other action item has been completed.

Criterion 3 – Teaching and Learning: Continuous Improvement

Only one of the responding units (33%) has reported information for Criterion 3. The unit has reported the date(s) of most recent Student Learning Outcomes for each degree/certificate program offered by the unit, the date(s) of the most recent submitted Annual Program Assessment reports for each degree/certificate program offered by the unit, and has submitted at least one action item for Criterion 3.

A total of two action items are documented for Criterion 3, both have been initiated and one is continuous/ongoing and the other has a completion date.

Criterion 4 – Students

Two of the three responding units (67%) have reported information for Criterion 4. Only one unit has provided a brief summary regarding the unit's efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students, and both have submitted at least one action item for Criterion 4.

A total of six action items are documented for Criterion 4. Out of the six action items four (67%) have been initiated; and two (33%) have been completed. Of the four that have been initiated, both are continuous/ongoing.

Criterion 5 – Faculty

Two of the three responding units (67%) have reported information for Criterion 5. Only one unit has provided information regarding the unit's broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty, provided a brief summary of major accomplishments or awards

for research/scholarly/ productivity activities of the unit's faculty over the past year, and has submitted at least one action item for Criterion 5.

A total of two action items are documented for Criterion 5. Of these, one action item has been initiated and is continuous/ongoing. The other action item has been completed.

Criterion 6 – Resources and Planning

Two of the three responding units (67%) have reported information for Criterion 6. Only one unit has provided a brief summary of any significant changes in the unit's budget or resources and the resource opportunities and/or challenges experienced by the unit over the past year, and has submitted at least one action item for Criterion 6.

A total of three action items are documented for Criterion 5. Out of the three action items, two (67%) have been initiated; and one (33%) has been completed. Of the two that have been initiated, both have a completion date.

Criterion 7 – Facilities

Two of the three responding units (67%) have reported information for Criterion 7. Only one unit has provided a brief summary for any changes to facilities or facility planning over the past year (e.g. changes in space utilization, remodeling, new construction) and both units have submitted at least one action item for Criterion 7.

A total of four action items are documented for Criterion 7. Out of the four action items, two have been initiated and two have been completed. Of these that have been initiated, one is continuous/ongoing and the other has a completion date.

Criterion 8 – Program Comparisons

No units have reported information or submitted an action item for Criterion 8.

Criterion 9 – Future Directions

One of the three responding units (67%) has reported information for Criterion 9. The responding unit has provided the date of most recent version of strategic plan for the unit and no action items have been have submitted for Criterion 9.

Overview

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

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

Both units had their APR Site-Visit in Fall 2014.

Annual Action Plan Updates

Of the two units that complete the APR Process, both have submitted APR Action Plan Updates for Fall 2016. Currently, one unit has submitted at least one action item for all APR Criteria 1-9.

There are a total of 35 action items; 11 (31%) of the action items have not been started; 21 (60%) have been initiated; and three (9%) have been completed. Of the 21 that have been initiated, six (29%) are continuous/ongoing and the other 15 (71%) have completion dates.

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

Criterion 1 – Program Goals

Both units have reported information for Criterion 1. Neither have provided the date of the most recent version of the unit's Mission/Vision Statement, or the date of most recent update to unit's Program Goals. Both units have submitted at least one action item for Criterion 1.

A total of seven action items are documented for Criterion 1. Out of the eight action items, four (57%) have not been started; and three (43%) have been initiated. Of the three action items that were initiated, two are continuous/ongoing and the other has a completion date.

Criterion 2 – Teaching and Learning: Curriculum

Both units have reported information for Criterion 2. Only one unit has reported regarding the undergraduate degree requirement of a minimum of 120 credit hours, and both have submitted at least one action item for Criterion 2.

The responding unit affirmed that the number of credit hours required for the program meet the UNM requirement of a minimum of 120 undergraduate credit hours.

A total of four action items are documented for Criterion 2. Out of the four action items, two (50%) have not been started; and two (50%) have been initiated. Both of the initiated action items have completion dates.

Criterion 3 – Teaching and Learning: Continuous Improvement

Both units have reported information for Criterion 3. One unit has reported the date(s) of most recent Student Learning Outcomes for each degree/certificate program offered by the unit, and the date(s) of the most recent submitted Annual Program Assessment reports for each degree/certificate program offered by the unit. One unit has submitted at least one action item for Criterion 3.

A total of two action items are documented for Criterion 3 and neither have been started.

Criterion 4 – Students

Both units have reported information for Criterion 4. Neither unit has provided a brief summary regarding the unit's efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students. Both have submitted at least one action item for Criterion 4.

A total of five action items are documented for Criterion 4. Out of the five action items, two (40%) have not been started; and three (60%) have been initiated. Of the three initiated action items, one is continuous/ongoing, and the other two have completion dates.

Criterion 5 – Faculty

Both units have reported information for Criterion 5. Neither unit has provided information regarding the unit's broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty, nor have they provided a brief summary of major accomplishments or awards for research/scholarly/ productivity activities of the unit's faculty over the past year. Both units have submitted at least one action item for Criterion 5.

A total of four action items are documented for Criterion 5. Out of the four action items, two (50%) have been initiated; and two (50%) have been completed. Of the two initiated action items, one is continuous/ongoing, and the other has a completion date.

Criterion 6 – Resources and Planning

Both units have reported information for Criterion 6. Neither unit has provided a brief summary of any significant changes in the unit's budget or resources and the resource opportunities and/or challenges experienced by the unit over the past year. Both units have submitted at least one action item for Criterion 6.

A total of four action items are documented for Criterion 5 and all have been initiated. Of these initiated action items, one (25%) is continuous/ongoing, and the other three (75%) have completion dates.

Criterion 7 – Facilities

Both units have reported information for Criterion 7. Neither unit has provided a brief summary for any changes to facilities nor facility planning over the past year (e.g. changes in space utilization, remodeling, new construction). Both of the units have submitted at least one action item for Criterion 7.

A total of three action items are documented for Criterion 7 and all have been initiated and have completion dates.

Criterion 8 – Program Comparisons

Both units have reported information for Criterion 8. Neither unit has provided relevant information regarding program rankings or program status related to other peer institutions for the year. Both units have submitted at least one action item for Criterion 8.

A total of three action items are documented for Criterion 8 and all have been initiated. Of these, one is continuous/ongoing and the other two have completion dates.

<u>*Criterion 9 – Future Directions*</u>

Both units have reported information for Criterion 9. Neither unit has provided the date of most recent version of strategic plan for the unit. Both units have submitted at least one action item for Criterion 9.

A total of three action items are documented for Criterion 9. Of the three action items, one (33%) has not been started; one (33%) has been initiated; and one (33%) has been completed. The initiated action item has a completion date.

Overview

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

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

OILS' next APR Process will begin in Fall 2017.

Annual Action Plan Updates

The unit submitted its Annual Action Plan Updates for Fall 2016, with a response and/or action item for each APR Criteria 1-9.

A total of six action items are documented for UL&LS. Of the six action items, three (50%) have been initiated; and three (50%) have been completed. Of the three action items that have been initiated, two are continuous/ongoing and the other has a completion date.

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

Criterion 1 – Program Goals

The responding unit has provided the date of the most recent version of the unit's Mission/Vision, and the date of most recent update to unit's Program.

No action items have been documented for Criterion 1.

Criterion 2 – Teaching and Learning: Curriculum

The responding unit has stated that the number of credit hours for the program does not meet the UNM requirement of a minimum of 120 undergraduate credit hours.

A total of two action items are documented for Criterion 2. One action item has been initiated and has a completion date. The other action item has been completed.

Criterion 3 – Teaching and Learning: Continuous Improvement

The responding unit has reported the date(s) of most recent Student Learning Outcomes for each degree/certificate program offered by the unit and has reported the date(s) of the most recent submitted Annual Program Assessment reports for each degree/certificate program offered by the unit.

One action item has been documented for Criterion 3 and it has been completed.

Criterion 4 – Students

The responding unit has provided a brief summary regarding the unit's efforts to improve/enhance recruitment of all students, advisement of all students, and four-year graduation rates for undergraduate students

One action item has been documented for Criterion 4. The action item has been initiated and is continuous/ongoing.

<u>*Criterion 5 – Faculty*</u>

The responding unit has provided information regarding the unit's broad goals for supporting and encouraging research, scholarly, and productivity activities for the faculty as well as provided a brief summary of major accomplishments or awards for research/scholarly/productivity activities of the unit's faculty over the past year.

A total of two action items are documented for Criterion 5. Of these two, one has been initiated and is continuous/ongoing. The other action item has been completed.

<u>*Criterion 6 – Resources and Planning*</u>

The responding unit has provided a brief summary of any significant changes in the unit's budget or resources and the resource opportunities and/or challenges experienced by the unit over the past year.

No action items have been documented for Criterion 6.

<u>*Criterion 7 – Facilities*</u>

The responding unit has provided a brief summary for any changes to facilities or facility planning over the past year (e.g. changes in space utilization, remodeling, and new construction).

No action items have been documented for Criterion 7.

<u>*Criterion 8 – Program Comparisons*</u>

The responding unit has provided relevant information regarding program rankings or program status related to other peer institutions for the year.

No action items have been documented for Criterion 8.

<u>*Criterion 9 – Future Directions*</u>

The responding unit has provided the date of most recent version of strategic plan for the unit.

No action items have been provided for Criterion 9.

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

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

> **Met (M)** – The unit satisfies or exceeds the expectations embodied in the referenced criterion, policy, or procedure.

> **Met with Concerns (MC)** – The criterion is satisfied but one or more issues or concerns were not clearly addressed or supported with evidentiary data in the Self-Study Report and/or during the Site-Visit; or there is a potential concern regarding an issue(s) or shortcoming(s) that may pose a problem in the near future or affect the quality and credibility of the unit (and requires the unit to provide corrective actions).

> **Not Met (NM)** – The criterion is not satisfied (and requires the unit to provide corrective actions).

The *Review Team Worksheet* results that the APR Office received from the review teams for the eight units from Fall 2016 to Spring 2017 are outlined below.

Criterion 0 – Introduction and Background

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

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

Criterion 1 – Program Goals

Review Team Worksheet results showed 100% of the criteria were "Met."

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

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

Criterion 2 – Teaching and Learning: Curriculum

Review Team Worksheet results showed 54% of the criteria were "Met," and 46% were "Met with Concerns."

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

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

Criterion 3 – Teaching and Learning: Continuous Improvement

Review Team Worksheet results showed 67% of the criteria were "Met," 28% were "Met with Concerns," and 6% of responses provided were other than what was instructed.

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

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

Criterion 4 – Students

Review Team Worksheet results showed 53% of the criteria were "Met," and 47% were "Met with Concerns."

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

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

Criterion 5 – Faculty

Review Team Worksheet results showed 67% of the criteria were "Met," 3% were "Marginally Met," and 30% "Met with Concerns."

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

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

Criterion 6 – Resources and Planning

Review Team Worksheet results showed 21% of the criteria were "Met," 58% were "Met with Concerns," and 21% were "Not Met."

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

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

Criterion 7 – Facilities

Review Team Worksheet results showed 50% of the criteria were "Met," 4% were "Marginally Met," 42% were "Met with Concerns," and 4% responses provided were other than what was instructed.

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

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

Criterion 8 – Program Comparisons

Review Team Worksheet results showed 30% of the criteria were "Met," and 70% were "Met with Concerns."

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

Criterion 9 – Future Directions

Review Team Worksheet results showed 61% of the criteria were "Met," 33% were "Met with Concerns," and 6% responses provided were other than what was instructed.

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

- The institution engages in systematic and integrated planning.

Overview

The APR Process of the Branch Campuses are structured differently than that of the Main Campus. The APR Office regularly consults with key representatives from the Branch Campuses regarding their APR Process. In Appendix M, an alignment matrix is provided demonstrating the correlation between the APR Criteria of all the Branch Campuses to that of the Main Campus, including which criteria of the Higher Learning Commission (HLC) and the goals of the UNM 2020 Strategic Plan are targeted in the APR Process of the Branch Campuses. The following sections provide an overview of the APR Processes for each branch campus, including how they align with the criteria of the Higher Learning Commission (HLC).

UNM Gallup

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

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

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

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

▪   The *Document 1* criterion of the Gallup Branch's APR Self-Study Report aligns with Main Campus' APR Criteria 0 and 1 as well as targets the HLC Core Component 1.A. and UNM 2020 Goals 1 and 2. In other words, these units may have provided sufficient evidence associated with the following:

- o The institution's mission is broadly understood within the institution and guides its operations.
- The *Document 2* criterion of the Gallup Branch's APR Self-Study Report aligns with Main Campus' APR Criteria 2 as well as targets the HLC Core Component 3.A. and UNM 2020 Goals 1, 2, and 5. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution's degree programs are appropriate to higher education.
- The *Document 3* criterion of the Gallup Branch's APR Self-Study Report aligns with Main Campus' APR Criteria 3 and 4 as well as targets the HLC Core Components 4.A, 4.B, and 4.C. and UNM 2020 Goals 1 and 2. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution demonstrates responsibility for the quality of its educational programs.
  - o The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
  - o The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.
- The *Document 4* criterion of the Gallup Branch's APR Self-Study Report aligns with Main Campus' APR Criteria 5 as well as targets the HLC Core Component 3.C. and UNM 2020 Goals 1, 3, 5, and 7. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution has the faculty and staff needed for effective, high-quality programs and student services.
- The *Document 5* criterion of the Gallup Branch's APR Self-Study Report aligns with Main Campus' APR Criteria 4 as well as targets the HLC Core Component 3.D. and UNM 2020 Goals 1 and 3. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution provides support for student learning and effective teaching.
- The *Document 6* criterion of the Gallup Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 0 as well as targets the HLC Core Component 4.A. and UNM 2020 Goals 1 and 2.In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution demonstrates responsibility for the quality of its educational programs.
- The *Document 7* criterion of the Gallup Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 0 as well as targets the HLC Core Component 4.A. and UNM 2020 Goals 1 and 2. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution demonstrates responsibility for the quality of its educational programs.
- The *Document 8* criterion of the Gallup Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 5 as well as targets the HLC Core Component 3.C. and UNM 2020 Goals 1, 5, and 7. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution has the faculty and staff needed for effective, high-quality programs and student services.
- The *Document 9* criterion of the Gallup Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 6 as well as targets the HLC Core Component 5.A and 5.C. and UNM

2020 Goals 5, 6, and 7. In other words, these units may have provided sufficient evidence associated with the following:

- o The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
- o The institution engages in systematic and integrated planning.

The APR Office has documentation of the Gallup Branch's APR procedures on file and has obtained evidence of completed reviews for the Fall 2015 and Spring 2016 semesters for the Pre-Professional, Med Lab Tech, CCTE, ECME, Nursing, and Business Admin associate degree/certificate programs. The Information Technologies and Construction program reviews have been deferred to future semesters.

UNM Los Alamos

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

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

The Los Alamos Branch performs the program reviews on a three to five-year cycle.

The Self-Study Report at the Los Alamos Branch Campus consists of ten "*Sections*" or criteria. Each of the ten *Sections* have direct alignment to one or more of the APR Criteria outlined in the Main Campus' APR Manual.

- ▪ The *Section 1* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 0 as well as targets the HLC Core Component 1.A, 1.D, 4.A, 5.A. and UNM 2020 Goals 1 and 2. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution's mission is broadly understood within the institution and guides its operations.
  - o The unit's mission demonstrates commitment to the public good.
  - o The institution demonstrates responsibility for the quality of its educational programs.

- o The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
- The *Section 2* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 1 as well as targets the HLC Core Component 2.A, 3.A, 3.B, 4.A, 4.B, 5.B. and UNM 2020 Goals 1 and 2. In other words, these units may have provided sufficient evidence associated with the following:
  - o The unit presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.
  - o The unit's degree programs are appropriate to higher education.
  - o The unit demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
  - o The institution demonstrates responsibility for the quality of its educational programs.
  - o The unit demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
  - o The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.
- The *Section 3* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 2 as well as targets the HLC Core Components 3.A. and UNM 2020 Goals 1, 2, and 5. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution's degree programs are appropriate to higher education.
- The *Section 4* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 3 as well as targets the HLC Core Component 4.A, 4.B, 5.C, 5.D. and UNM 2020 Goals 1 and 2. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution demonstrates responsibility for the quality of its educational programs.
  - o The unit demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
  - o The institution engages in systematic and integrated planning.
  - o The institution works systematically to improve its performance.
- The *Section 5* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 4 as well as targets the HLC Core Components 1.D, 2.B, 3.D, 3.E, 4.A and 4.C. and UNM 2020 Goals 1 and 3. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution's mission demonstrates commitment to the public good.
  - o The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.
  - o The institution provides support for student learning and effective teaching.
  - o The institution fulfills the claims it makes for an enriched educational environment.
  - o The institution demonstrates responsibility for the quality of its educational programs.
  - o The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

- The *Section 6* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 5 as well as targets the HLC Core Component 3.C. and UNM 2020 Goals 1, 5, and 7. In other words, these units may have provided sufficient evidence associated with the following:
    - The institution has the faculty and staff needed for effective, high-quality programs and student services.
- The *Section 7* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 6 as well as targets the HLC Core Component 1.D, 2.E, 3.D, 4.A, 5.A, and 5.C. and UNM 2020 Goals 5, 6, and 7. In other words, these units may have provided sufficient evidence associated with the following:
    - The institution's mission demonstrates commitment to the public good.
    - The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.
    - The institution provides support for student learning and effective teaching.
    - The institution demonstrates responsibility for the quality of its educational programs.
    - The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
    - The institution engages in systematic and integrated planning.
- The *Section 8* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 7 as well as targets the HLC Core Component 3.D. and UNM 2020 Goals 5, 6, and 7. In other words, these units may have provided sufficient evidence associated with the following:
    - The institution provides support for student learning and effective teaching.
- The *Section 9* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 8 as well as targets the HLC Core Component 5.C. and UNM 2020 Goals 1, 5, and 7. In other words, these units may have provided sufficient evidence associated with the following:
    - The institution engages in systematic and integrated planning.
- The *Section 10* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 9 as well as targets the HLC Core Component 5.C. and 5.D and UNM 2020 Goals 1, 5, 6, and 7. In other words, these units may have provided sufficient evidence associated with the following:
    - The institution engages in systematic and integrated planning.
    - The institution works systematically to improve its performance.

The APR Office has documentation of the Los Alamos Branch's APR procedures on file. The evidence of completed reviews for the AAS Information Technology with Cybersecurity for the 2016-2017 academic year has been uploaded to OneDrive..

UNM Taos

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

1. Department of Academic Curricula – Six (6) associate degree/certificate programs:
    - Fine Arts (AFA), Liberal Arts (AA), Early Childhood Multicultural Education (AA), Education (AA), Education (AS), and Pre-Science (AS)
2. Department of Business and Professional Studies – Ten (10) associate degree/certificate programs:

- o Applied Arts and Crafts (CERT), Administrative Assistant (CERT), Business Computers (CERT), Digital Media Arts (AAS), Information Technology Support (CERT), Digital Graphic Design (CERT), Pre-Business (AA), Construction Technology (CERT), Culinary Arts (CERT), and Woodworking (CERT)
3. Department of Health Sciences – Five (5) associate degree/certificate programs:
   - o Nursing (ASN), Dental Assisting Science Program (CERT), Integrative Massage Therapy (CERT), Holistic Health and Healing Arts (CERT), and Human Services (CERT)
4. Department of Instructional and Academic Support – One (1) associate degree/certificate program:
   - o General Studies (AAS)

The Taos Branch performs the program will be performing the program reviews that span several years. Currently, the Nursing program has been identified as the pilot for the review process for the 2016-2017 academic year.

The Self-Study Report at the Taos Branch Campus consists of ten "*Sections*" or criteria. Each of the ten *Sections* have direct alignment to one or more of the APR Criteria outlined in the Main Campus' APR Manual.

- ▪ The *Section I* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 0 as well as targets the HLC Core Component 1.A, 4.A., and UNM 2020 Goals 1 and 2. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution's mission is broadly understood within the institution and guides its operations.
  - o The institution demonstrates responsibility for the quality of its educational programs.
- ▪ The *Section II* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 1 as well as targets the HLC Core Component 1.D., 2.B., 3.A., 3.B., 4.B., and UNM 2020 Goals 1 and 2. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution's mission demonstrates commitment to the public good.
  - o The unit presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.
  - o The unit's degree programs are appropriate to higher education.
  - o The unit demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
  - o The institution demonstrates responsibility for the quality of its educational programs.
  - o The unit demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
- ▪ The *Section III* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 2 as well as targets the HLC Core Components 3.A., 3.B, and UNM 2020 Goals 1, 2, and 5. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution's degree programs are appropriate to higher education.
  - o The unit demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

- The *Section IV* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 3 as well as targets the HLC Core Component 4.B., and UNM 2020 Goals 1 and 2. In other words, these units may have provided sufficient evidence associated with the following:
  - The unit demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
- The *Section V* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 4 as well as targets the HLC Core Components 3.D., 4.A., 4.C., and UNM 2020 Goals 1 and 3. In other words, these units may have provided sufficient evidence associated with the following:
  - The institution provides support for student learning and effective teaching.
  - The institution demonstrates responsibility for the quality of its educational programs.
  - The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.
- The *Section VI* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 5 as well as targets the HLC Core Component 3.B., 3.C., 5.A., and UNM 2020 Goals 1, 5, and 7. In other words, these units may have provided sufficient evidence associated with the following:
  - The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
  - The institution has the faculty and staff needed for effective, high-quality programs and student services.
  - The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
- The *Section VII* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 6 as well as targets the HLC Core Component 3.D., 5.A., 5.C., and UNM 2020 Goals 5, 6, and 7. In other words, these units may have provided sufficient evidence associated with the following:
  - The institution provides support for student learning and effective teaching.
  - The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
  - The institution engages in systematic and integrated planning.
- The *Section VIII* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 7 as well as targets the HLC Core Component 3.D. and UNM 2020 Goals 5, 6, and 7. In other words, these units may have provided sufficient evidence associated with the following:
  - The institution provides support for student learning and effective teaching.
- The *Section IX* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 8 as well as targets the HLC Core Component 5.C. and UNM 2020 Goals 1, 5, and 7. In other words, these units may have provided sufficient evidence associated with the following:
  - The institution engages in systematic and integrated planning.
- The *Section X* criterion of the Los Alamos Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 9 as well as targets the HLC Core Component 5.C. and 5.D and UNM

2020 Goals 1, 5, 6, and 7. In other words, these units may have provided sufficient evidence associated with the following:

- o The institution engages in systematic and integrated planning.
- o The institution works systematically to improve its performance.

The APR Office has documentation of the Taos Branch's APR process on file. The evidence of completed review of the Associate Degree for Nursing for the 2016-2017 academic year has been uploaded to OneDrive.

UNM Valencia

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

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

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

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

- ▪ The Valencia Campus Program Review Checklist of the Valencia Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 0 as well as targets the UNM 2020 Goals 1 and 2.
- ▪ The *Component I* criterion of the Valencia Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 1 as well as targets the HLC Core Component 1.A. and the UNM 2020

Goals 1 and 2. In other words, these units may have provided sufficient evidence associated with the following:

- o The institution's mission is broadly understood within the institution and guides its operations.
- The *Component II* criterion of the Valencia Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 1 as well as targets the HLC Core Component 3.B. and the UNM 2020 Goals 1 and 2. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
- The *Component III* criterion of the Valencia Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 3 as well as targets the HLC Core Components 4.B. and the UNM 2020 Goals 1 and 2. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
- The *Component IV* criterion of the Valencia Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 4 as well as targets the HLC Core Component 3.C. and UNM 2020 Goals 1 and 3. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution has the faculty and staff needed for effective, high-quality programs and student services.
- The *Component V* criterion of the Valencia Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 6 as well as targets the HLC Core Component 5.A and 5.C. and UNM 2020 Goals 5, 6, and 7. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
  - o The institution engages in systematic and integrated planning.
- The *Component VI* criterion of the Valencia Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 2 as well as targets the HLC Core Component 3.A. and UNM 2020 Goals 1, 2, 5, and 7. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution's degree programs are appropriate to higher education.
- The *Component VII* criterion of the Valencia Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 9 as well as targets the HLC Core Component 5.C. and UNM 2020 Goals 1, 5, and 7. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution engages in systematic and integrated planning.
- The *Component VIII* criterion of the Valencia Branch's APR Self-Study Report aligns with Main Campus' APR Criterion 9 as well as targets the HLC Core Component 5.C. and 5.D. and UNM 2020 Goals 1, 5, 6, and 7. In other words, these units may have provided sufficient evidence associated with the following:
  - o The institution engages in systematic and integrated planning.

The APR Office has documentation of the Valencia Branch's APR procedures on file and has obtained evidence of completed reviews for the 2016-2017 academic year.

Overview

The APR Processes of the North Campus Schools and Colleges are structured differently than that of the Main Campus. The APR Office have met with some of the Schools/Colleges during the 2016-2017 academic year. The APR Process put in place work with what the Schools/Colleges are already doing.

Once put in place, the APR Office will keep in regular contact to ensure the established APR Process is being followed. In Appendix N, an alignment matrix for the School of Law and the College of Pharmacy are provided demonstrating the correlation between the APR Criteria of all the Law and Pharmacy to that of the Main Campus, including which criteria of the Higher Learning Commission (HLC) and the goals of the UNM 2020 Strategic Plan are targeted in the APR Process. The following sections provide an overview of the established APR Process or current status for each School/College.

College of Nursing

The College of Nursing (CON) is one unit that offers a BSN, MSN, and PhD in Nursing as well as a DNP in Nursing Practice.

The APR Office will collect the following documentation as a way to showcase the CON APR Process.

1. Flowchart and 2017 PEC Annual Report
2. Accreditation Self-Study Report
3. Accreditation Site-Team review team report (if this report is not confidential);
4. Five-year progress Report; and
5. Annual Strategic Plan Reports.

College of Pharmacy

The College of Pharmacy (COP) is one unit that offers a MS and PhD in Pharmaceutical Sciences as well as a PharmD in Pharmacy. They will soon be offering a BS in Pharmacy once it completes the workflow approval process. The APR Office will collect the following documentation as a way to showcase the COP APR Process.

6. Meeting minutes/internal audit documentation by the COP Executive Leadership Committee;
7. The ACPE Self-Study Report;
8. ACPE Site-Team review team report (if this report is not confidential);
9. The COP response report to the review team report outlining strategic planning efforts to address any weaknesses or problem areas (if the review team report is confidential, then a memo from the dean to administration/UNM community members outlining strengths, weaknesses, and strategic planning efforts); and
10. The COP will develop an Initial Action Plan to track strategic planning efforts as well as provide an Annual Action Plan Update.

College of Population Health (CPH)

The College of Population Health (CPH) is one unit that offers a BS in Population Health and a MPH in Public Health.

The APR Office has been in contact with CPH and will use the same process as the School of Medicine.

School of Medicine

The School of Medicine (SOM) has a total of 11 units. Each unit consists of a department/division that offers at least one associate degree/certificate program. Two units (the Department of Biochemistry and Molecular Biology and the BA/MD program) undergo the APR process in conjunction with the College of Arts and Sciences and participate in the APR Process separately than with those listed below.

1. Biomedical Research Educational Program – Six (6) degree/certificate programs:
   o Clinical Research (MS), Clinical and Translational Science (CERT), University Science Teaching (GCERT), Biomedical Sciences (MS, MD, PhD)
2. Dental Medicine – Two (2) degree/certificate programs:
   o Dental Hygiene (BSDH, MS)
3. Doctor of Medicine Program – One (1) associate degree/certificate programs:
   o Doctor of Medicine (DM)
4. Emergency Medicine – One (1) associate degree/certificate programs:
   o Emergency Medical Services (BS)
5. Family and Community Medicine – One (1) associate degree/certificate programs:
   o Physician's Assistant Studies (MS)
6. Orthopedics – One (1) associate degree/certificate programs:
   o Physical Therapy (DPT)
7. Pathology – Two (2) associate degree/certificate programs:
   o Clinical Laboratory Sciences (MS), Medical Laboratory Sciences (BSML)
8. Pediatrics – One (1) associate degree/certificate programs:
   o Occupational Therapy (MOT)
9. Radiology – Four (4) associate degree/certificate programs:
   o Radiologic Sciences (BS), Magnetic Resonance Imaging (CERT), Computed Tomography (CERT), Nuclear Medicine Imaging (CERT)

The APR Office will collect the following documentation as a way to showcase the SOM APR Process.

1. Internal Audit/ Initial Review of Strengths/ Weaknesses by Department
2. Accreditation Self-Study Report (w/o appendices)
3. Accrediting Body Site-Team Report
4. Unit's Response Report to Accrediting Body
5. Initial Action Plan/ Annual Action Plan Updates

School of Law

The School of Law (SoL) is one unit that offers a MSL and JD in Law. The APR Office will collect the following documentation as a way to showcase the SoL APR Process.

1. Site Evaluation Questionnaire Report
2. The ABA Self-Study Report w/o the appendices
3. The SoL response report to the review team report outlining strategic planning efforts to address any weaknesses or problem areas (if the SoL response/follow-up report is confidential, then a memo from the Deans should be developed in order to not only notify the administration/UNM community members but also serve as an APR documentation that outlines the strengths, weaknesses, and future strategic planning efforts of the SoL); and
4. Lastly, the SoL would develop an Initial Action Plan to track strategic planning efforts as well as provide an Annual Action Plan Update (the attached Initial Action Plan template can be revised to better reflect, capture and annually track the strategic planning efforts of SoL between the renewal of its professional accreditation status).

Overview

Annual Action Plan Updates for Fall 2016 were due no later than December 31st. Due to some units current participation in the APR Process the required number of units which should have submitted an Annual Action Plan Update is 54. The APR Office received an overall submission rate of 81% (44 units). It is the overall goal of the APR Office to increase the submission rate of Annual Action Plan Updates by five units to 88% in Fall 2017. In order to achieve this overall goal, a goal has been established for each college and school. The following sections provide a breakdown of these targeted goals by school and college.

Anderson School of Management (ASM)

ASM submitted 100% of the required Annual Action Plan Updates and the APR Office expects it to remain at 100% for 2017.

College of Arts and Sciences (A&S)

A&S submitted 96% of the required Annual Action Plan Updates and the APR Office expects it to increase by one additional department to 100% for 2017.

College of Education (COE)

COE submitted 83% of the required Action Plans and the APR Office expects it to increase by one to 88% for 2017.

College of Fine Arts (CFA)

CFA submitted 100% of the required Annual Action Plan Updates and the APR Office expects it to remain at 100% for 2017.

Graduate Studies (GST)

GST had not submitted an Annual Action Plan Update but it is expected to submit one in Fall 2017.

Honors College (HON)

HON submitted the Initial Action Plan and the APR Office expects it submit the update for 2017.

School of Architecture and Planning (SAP)

SAP submitted 100% of the required Annual Action Plan Updates, and the APR Office expects it to remain at 100% for Fall 2017.

School of Engineering (SOE)

SOE submitted 30% of the required Annual Action Plan Updates, and the APR Office expects it to increase by two to 50% for Fall 2017.

University College (UC)

UC submitted 100% of the required Annual Action Plan Updates, and the APR Office expects it to remain at 100% for Fall 2017.

University Libraries and Learning Sciences (UL&LS)

UL&LS submitted 100% of the Action Plans and the APR Office expects it to remain at 100% for 2017.

University Branch Campuses

The goal for 2016-2017 is for each Branch Campus to continue to submit evidence of implementing its APR Process during the Fall 2017 and/or Spring 2018.

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

University North Campus

The goal for 2017-2018 is for each School/College to have submitted evidence of its APR Process during the Fall 2016 and/or Spring 2017.

Overview

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

Previous Improvement Status

APR Process

The APR Process will be holding the first set of Site-Visits under the Seventh Edition manual which emphasizes continuous improvement.

Expanding the APR Process

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

The APR Office has begun to reach out the UNM North Campus to determine if or how these schools and colleges are conducting APRs and obtaining evidence of implementing an APR Process. The College of Pharmacy and School of Law have established their process and the APR office will continue to work with them to collect the relevant documents on an annual basis.

The College of Population Health, the School of Medicine, and the College of Nursing APR Processes will be established and/or defined over the next academic year.

APR Manual

To maintain consistency, the manual will remain in its seventh edition with only minor edits.

APR Website

Following the overhaul in Fall 2016, the APR Website is consistently maintained and updated.

APR Follow-up Surveys

The new surveys have been administered to the review team members, the units, and administrators. Results can be found in the corresponding section within this report.

2016 - 2017 Academic Year Improvements

APR Unit Response Report and Initial Action Plan

In order to keep track of the approval process, a cover sheet that will summarize the report and key financial factors will be added to the submission of the APR Unit Response Report and Initial Action Plans. This document will need to be signed by the Unit Chair, the Dean, and the Office of the Provost to identify that the APR Unit Response Report and Initial Action Plans have been reviewed and approved. The cover sheet will be utilized beginning with the units undergoing their Site-Visits in Fall 2017. This will coincide with the units who are under the Seventh Edition of the APR Manual. The cover sheet can be seen in Appendix O.

Appendix A
Review Team Worksheet

REVIEW TEAM WORKSHEET

This worksheet should be used as a supplement to the review team report to document any department/program shortcomings relative to the UNM Criteria for Program Review. For each criterion, please note whether the criterion is Met (M) or if a shortcoming exists. If a shortcoming is identified, please note it as Not Met (NM), or Met with Concerns (MC) (refer to manual for descriptions). For any shortcomings, please summarize the basis for your conclusion in the appropriate box. If a potential shortcoming changes in level or is resolved during the campus visit, provide an explanation for how it was resolved or changed.

Visit Dates:

Department/Program: _____ **Evaluator(s):** _____

Criterion	Assessment (M/NM/MC)	Comments
1. PROGRAM GOALS		
Published goals/educational objectives for each program (undergraduate and graduate)		
Consistent with mission (UNM's and unit's) and the needs of constituents		
Students are aware of program goals		
2. TEACHING AND LEARNING: CURRICULUM		
For each program, adequate coverage of program-appropriate curricular components, and consistent with the learning goals of the program/university		
Contributions to other units are adequately coordinated (with other units) and appropriate for the offering unit		
Extracurricular programs/activities are sufficient and consistent with program goals/educational objectives		
Program delivery modes are of sufficient quality and address student needs		
3. TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT		
Regular use of appropriate, documented processes for assessing and evaluating the extent to which the program educational objectives are being attained		
Regular use of appropriate evaluation tools for assessing teaching effectiveness		
Results of evaluations systematically utilized as input for the continuous improvement of programs		
4. STUDENTS		
Policies for accepting new and transfer students (including transfer credits) are in place and are enforced		
Student performance and progress are adequately monitored		
All students receive adequate and appropriate advisement and referral to student support services		
Student success and retention initiatives are appropriate for the unit and evaluated for effectiveness		

The success of graduates is tracked and assessed		
5. FACULTY		
Sufficient number and competencies to cover all program and curricular areas		
Appropriate qualifications		
Adequate levels of research and creative activities		
Adequate levels of student-faculty interaction, student advising and counseling		
Adequate levels of university/professional service activities		
Adequate levels of professional development		
6. RESOURCES AND PLANNING		
Unit engages in resource planning and allocation, possibly with use of external advisory board		
The unit has sufficient resources and institutional support to carry out its mission		
Staff composition and deployment is adequate		
Unit solicits and receives appropriate levels of external support		
7. FACILITIES		
Facilities are adequate to support student learning, along with scholarly and research activities		
Office space for faculty, staff and graduate students is appropriate		
Adequate library services, compute infrastructure and information infrastructure		
Laboratories (if appropriate) contain modern tools and equipment, are available, accessible, and systematically maintained and upgraded		
8. PROGRAM COMPARISONS		
Institutional support and leadership sufficient to assure quality and continuity of the program		
Institutional services, financial support, and staff adequate to meet program needs		
Sufficient to attract and retain a well-qualified faculty and provide for their professional development		
Sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment		
Sufficient to provide an environment to attain student outcomes		
9. FUTURE DIRECTION		
Unit engages in strategic planning		
Unit make use of appropriate data, including peer comparisons, in strategic planning		
Unit is aware of its strengths and weaknesses, and prioritizes its improvement activities accordingly		

Appendix B
Review Team Worksheet Raw Data

Site Visit	Department	1. PROGRAM GOALS		
		Published goals/educational objectives for each program (undergraduate and graduate)	Consistent with mission (UNM's and unit's) and the needs of constituents	Students are aware of program goals
Fall 2016	Community and Regional Planning	Met	Met	Met
Fall 2016	Latin American Studies	Met	Met	Met
Fall 2016	Language, Literacy and Socio-cultural Studies	Met	Met	Met
Fall 2016	Linguistics	Met	Met	Met
Spring 2017	Geography	Met	Met	Met
Spring 2017	Spanish and Portuguese	Met	Met	Met
Spring 2017	Mathematics and Statistics	Met	Met	Met with Concerns
Spring 2017	Biology	Not Met	Met	Not Met

Site Visit	Department	2. TEACHING AND LEARNING: CURRICULUM			
		For each program, adequate coverage of program-appropriate curricular components, and consistent with the learning goals of the program/university	Contributions to other units are adequately coordinated (with other units) and appropriate for the offering unit	Extracurricular programs/activities are sufficient and consistent with program goals/educational objectives	Program delivery modes are of sufficient quality and address student needs
Fall 2016	Community and Regional Planning	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns
Fall 2016	Latin American Studies	Met with Concerns	Met with Concerns	Met	Met with Concerns
Fall 2016	Language, Literacy and Socio-cultural Studies	Met	Met	Met	Met
Fall 2016	Linguistics	Met with Concerns	Met with Concerns	Met	Met with Concerns
Spring 2017	Geography	Met	Met	Met	Met
Spring 2017	Spanish and Portuguese	Met	Met with Concerns	Met	Met
Spring 2017	Mathematics and Statistics	Met	Met	Met with Concerns	Met
Spring 2017	Biology	Met with Concerns	Met	Not Met	Met

3. TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT

Site Visit	Department	Regular use of appropriate, documented processes for assessing and evaluating the extent to which the program educational objectives are being attained	Regular use of appropriate evaluation tools for assessing teaching effectiveness	Results of evaluations systematically utilized as input for the continuous improvement of programs
Fall 2016	Community and Regional Planning	Met	Met	Met
Fall 2016	Latin American Studies	Met	Met	Met
Fall 2016	Language, Literacy and Socio-cultural Studies	Met	Met	Met
Fall 2016	Linguistics	Met with Concerns	Met with Concerns	NA
Spring 2017	Geography	Met with Concerns	Met with Concerns	Met with Concerns
Spring 2017	Spanish and Portuguese	Met	Met	Met
Spring 2017	Mathematics and Statistics	Met	Met	Met
Spring 2017	Biology	Met with Concerns	Met with Concerns	Met

4. STUDENTS

Site Visit	Department	Policies for accepting new and transfer students (including transfer credits) are in place and are enforced	Student performance and progress are adequately monitored	All students receive adequate and appropriate advisement and referral to student support services	Student success and retention initiatives are appropriate for the unit and evaluated for effectiveness	The success of graduates is tracked and assessed
Fall 2016	Community and Regional Planning	Met	Met	Met	Met	Met
Fall 2016	Latin American Studies	Met	Met	Met	Met	Met
Fall 2016	Language, Literacy and Socio-cultural Studies	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns
Fall 2016	Linguistics	Met	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns
Spring 2017	Geography	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns
Spring 2017	Spanish and Portuguese	Met	Met with Concerns	Met	Met	Met with Concerns
Spring 2017	Mathematics and Statistics	Met	Met	Met	Met with Concerns	Met
Spring 2017	Biology	Not Met	Met	Met	Not Met	Met with Concerns

5. FACULTY

Site Visit	Department	Sufficient number and competencies to cover all program and curricular areas	Appropriate qualifications	Adequate levels of research and creative activities	Adequate levels of student-faculty interaction, student advising and counseling	Adequate levels of university/ professional service activities	Adequate levels of professional development
Fall 2016	Community and Regional Planning	Met	Met	Met	Met	Met	Met
Fall 2016	Latin American Studies	Met with Concerns	Met	Met	Met	Met	Met
Fall 2016	Language, Literacy and Socio-cultural Studies	Met	Met	Met	Met	Met	Met
Fall 2016	Linguistics	Met with Concerns	Met	Met	Met with Concerns	Met	Marginally Met
Spring 2017	Geography	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns
Spring 2017	Spanish and Portuguese	Met with Concerns	Met	Met	Met with Concerns	Met	Met
Spring 2017	Mathematics and Statistics	Not Met	Met	Met	Met	Met with Concerns	Met with Concerns
Spring 2017	Biology	Met with Concerns	Met	Met	Met	Met	Met with Concerns

Site Visit	Department	6. RESOURCES AND PLANNING			
		Unit engages in resource planning and allocation, possibly with use of external advisory board	The unit has sufficient resources and institutional support to carry out its mission	Staff composition and deployment is adequate	Unit solicits and receives appropriate levels of external support
Fall 2016	Community and Regional Planning	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns
Fall 2016	Latin American Studies	Met	Met with Concerns	Met	Met
Fall 2016	Language, Literacy and Socio-cultural Studies	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns
Fall 2016	Linguistics	Met with Concerns	Not Met	Met	Met
Spring 2017	Geography	Not Met	Not Met	Not Met	Not Met
Spring 2017	Spanish and Portuguese	Met with Concerns	Met with Concerns	Met with Concerns	Met
Spring 2017	Mathematics and Statistics	Met with Concerns	Not Met	Met	Met
Spring 2017	Biology	Met with Concerns	Met with Concerns	Met	Met

7. FACILITIES

Site Visit	Department	Facilities are adequate to support student learning, along with scholarly and research activities	Office space for faculty, staff and graduate students is appropriate	Adequate library services, compute infrastructure and information infrastructure	Laboratories (if appropriate) contain modern tools and equipment, are available, accessible, and systematically maintained and upgraded
Fall 2016	Community and Regional Planning	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns
Fall 2016	Latin American Studies	Met	Met with Concerns	Met with Concerns	NA
Fall 2016	Language, Literacy and Socio-cultural Studies	Met	Met	Met	Met
Fall 2016	Linguistics	Met	Marginally Met	Met	Met
Spring 2017	Geography	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns
Spring 2017	Spanish and Portuguese	Met	Met	Met	Met
Spring 2017	Mathematics and Statistics	Met	Met	Met with Concerns	Not Met
Spring 2017	Biology	Met	Met	Met	Met

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8. PROGRAM COMPARISONS

Site Visit	Department	Institutional support and leadership sufficient to assure quality and continuity of the program	Institutional services, financial support, and staff adequate to meet program needs	Sufficient to attract and retain a well-qualified faculty and provide for their professional development	Sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment	Sufficient to provide an environment to attain student outcomes
Fall 2016	Community and Regional Planning	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns
Fall 2016	Latin American Studies	Met	Met with Concerns	Met	Met	Met
Fall 2016	Language, Literacy and Socio-cultural Studies	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns
Fall 2016	Linguistics	Met with Concerns	Met with Concerns	Met	Met	Met
Spring 2017	Geography	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns
Spring 2017	Spanish and Portuguese	Met	Met with Concerns	Met	Met	Met
Spring 2017	Mathematics and Statistics	Met with Concerns	Met with Concerns	Met with Concerns	Met with Concerns	Met
Spring 2017	Biology	Not Met	Met with Concerns	Met	Met	Met

9. FUTURE DIRECTION

Site Visit	Department	Unit engages in strategic planning	Unit make use of appropriate data, including peer comparisons, in strategic planning	Unit is aware of its strengths and weaknesses, and prioritizes its improvement activities accordingly
Fall 2016	Community and Regional Planning	Met with Concerns	Met with Concerns	Met with Concerns
Fall 2016	Latin American Studies	Met	Met	Met
Fall 2016	Language, Literacy and Socio-cultural Studies	Met	Met	Met
Fall 2016	Linguistics	Met	Met	Met
Spring 2017	Geography	Met with Concerns	Met with Concerns	Met with Concerns
Spring 2017	Spanish and Portuguese	Met	Met	Met
Spring 2017	Mathematics and Statistics	Met with Concerns	Met	Met
Spring 2017	Biology	Met with Concerns	Met	Met with Concerns

TOTALS

Department	Met	Marginally Met	Met with Concerns	Not Met	Other
OVERALL PROGRAM TOTALS for all Criteria	**161**	**2**	**116**	**15**	**2**
Community and Regional Planning	17	0	20	0	0
Latin American Studies	28	0	8	0	1
Language, Literacy and Socio-cultural Studies	23	0	14	0	0
Linguistics	17	2	16	1	1
Geography	7	0	26	4	0
Spanish and Portuguese	29	0	8	0	0
Mathematics and Statistics	21	0	12	4	0
Biology	19	0	12	6	0

Percentages

Met	Marginally Met	Met with Concerns	Not Met	Other
54%	**1%**	**39%**	**5%**	**1%**
46%	0%	54%	0%	0%
76%	0%	22%	0%	3%
62%	0%	38%	0%	0%
46%	5%	43%	3%	3%
19%	0%	70%	11%	0%
78%	0%	22%	0%	0%
57%	0%	32%	11%	0%
51%	0%	32%	16%	0%

Department	TOTALS				
	Met	Marginally Met	Met with Concerns	Not Met	Other
OVERALL PROGRAM TOTALS for all Criteria	**161**	**2**	**116**	**15**	**2**
College of Arts & Sciences	121	2	82	15	2
College of Education	23	0	14	0	0
School of Architecture and Planning	17	0	20	0	0

# of criteria * number of programs completed	Percentages					
	Met	Marginally Met	Met with Concerns	Not Met	Other	
222	**54%**	**1%**	**39%**	**5%**	**1%**	100%
37	**55%**	**1%**	**37%**	**7%**	**1%**	100%
37	**62%**	**0.00%**	**38%**	**0%**	**0%**	100%
37	**46%**	**0.00%**	**54%**	**0%**	**0%**	100%

Department		Totals				
		Met	Marginally Met	Met with Concerns	Not Met	Other
1. PROGRAM GOALS	Published goals/educational objectives for each program (undergraduate and graduate)	7	0	0	1	0
	Consistent with mission (UNM's and unit's) and the needs of constituents	8	0	0	0	0
	Students are aware of program goals	6	0	1	1	0
2. TEACHING AND LEARNING: CURRICULUM	For each program, adequate coverage of program-appropriate curricular components, and consistent with the learning goals of the program/university	4	0	4	0	0
	Contributions to other units are adequately coordinated (with other units) and appropriate for the offering unit	4	0	4	0	0
	Extracurricular programs/activities are sufficient and consistent with program goals/educational objectives	5	0	2	1	0
	Program delivery modes are of sufficient quality and address student needs	5	0	3	0	0
3. TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT	Regular use of appropriate, documented processes for assessing and evaluating the extent to which the program educational objectives are being attained	5	0	3	0	0
	Regular use of appropriate evaluation tools for assessing teaching effectiveness	5	0	3	0	0
	Results of evaluations systematically utilized as input for the continuous improvement of programs	6	0	1	0	1
4. STUDENTS	Policies for accepting new and transfer students (including transfer credits) are in place and are enforced	5	0	2	1	0
	Student performance and progress are adequately monitored	5	0	3	0	0
	All students receive adequate and appropriate advisement and referral to student support services	5	0	3	0	0
	Student success and retention initiatives are appropriate for the unit and evaluated for effectiveness	3	0	4	1	0
	The success of graduates is tracked and assessed	4	0	4	0	0
5. FACULTY	Sufficient number and competencies to cover all program and curricular areas	2	0	5	1	0
	Appropriate qualifications	7	0	1	0	0
	Adequate levels of research and creative activities	7	0	1	0	0
	Adequate levels of student-faculty interaction, student advising and counseling	5	0	3	0	0
	Adequate levels of university/ professional service activities	6	0	2	0	0
	Adequate levels of professional development	4	1	3	0	0
6. RESOURCES AND PLANNING	Unit engages in resource planning and allocation, possibly with use of external advisory board	1	0	6	1	0
	The unit has sufficient resources and institutional support to carry out its mission	0	0	5	3	0
	Staff composition and deployment is adequate	2	0	4	2	0
	Unit solicits and receives appropriate levels of external support	5	0	2	1	0
7. FACILITIES	Facilities are adequate to support student learning, along with scholarly and research activities	6	0	2	0	0
	Office space for faculty, staff and graduate students is appropriate	4	1	3	0	0
	Adequate library services, compute infrastructure and information infrastructure	4	0	4	0	0
	Laboratories (if appropriate) contain modern tools and equipment, are available, accessible, and systematically maintained and upgraded	4	0	2	1	1
8. PROGRAM COMPARISONS	Institutional support and leadership sufficient to assure quality and continuity of the program	2	0	5	1	0
	Institutional services, financial support, and staff adequate to meet program needs	1	0	7	0	0
	Sufficient to attract and retain a well-qualified faculty and provide for their professional development	0	0	8	0	0
	Sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment	4	0	4	0	0
	Sufficient to provide an environment to attain student outcomes	5	0	3	0	0
9. FUTURE DIRECTION	Unit engages in strategic planning	4	0	4	0	0
	Unit make use of appropriate data, including peer comparisons, in strategic planning	6	0	2	0	0
	Unit is aware of its strengths and weaknesses, and prioritizes its improvement activities accordingly	5	0	3	0	0

	Met	Marginally Met	Met with Concerns	Not Met	Other
1. PROGRAM GOALS	21	0	1	2	0
	88%	0%	4%	8%	0%
			Total Criteria and Programs Completed		24
2. TEACHING AND LEARNING: CURRICULUM	18	0	13	1	0
	56%	0%	41%	3%	0%
			Total Criteria and Programs Completed		32
3. TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT	16	0	7	0	1
	67%	0%	29%	0%	4%
			Total Criteria and Programs Completed		24
4. STUDENTS	22	0	16	2	0
	55%	0%	40%	5%	0%
			Total Criteria and Programs Completed		40
5. FACULTY	31	1	15	1	0
	65%	2%	31%	2%	0%
			Total Criteria and Programs Completed		48
6. RESOURCES AND PLANNING	8	0	17	7	0
	25%	0%	53%	22%	0%
			Total Criteria and Programs Completed		32
7. FACILITIES	18	1	11	1	1
	56%	3%	34%	3%	3%
			Total Criteria and Programs Completed		32
8. PROGRAM COMPARISONS	12	0	27	1	0
	30%	0%	68%	3%	0%
			Total Criteria and Programs Completed		40
9. FUTURE DIRECTION	15	0	9	0	0
	63%	0%	38%	0%	0%
			Total Criteria and Programs Completed		24

Appendix C

APR Action Plan Summary

Anderson School of Management

Unit Name(s)	Date of Last APR	Date of next APR Visit	Initial Action Plan Submission	Annual Action Plan update	Count response for each APR Criteria	Total Action Items	Total # of Action Items Not Started/Upcoming	Total # of Action Items Started/In Progress	Total # of Action Items Completed	Total # of Action Items Ongoing/Continuous	Total # of Action Items Status Unknown
ASM	Mar-14	7/24/2015	10/31/2016		8	24	2 / 8%	19 / 79%	3 / 13%	16 / 67%	0

College

College/School Name: Anderson School of Management									
				Criterion 1: Program Goals as of 2016					
Unit Name(s)	Count if response for Criterion 1	Last Update of Unit Mission	Last Update Program Goals	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
y	1	Apr-15	Apr-15	1	0	0	1	1	0
number of units	1								
	100.00%	100.00%	100.00%		0.00%	0.00%	100.00%	#DIV/0!	0
number of AIs	1			1					

College/School Name: Anderson School of Management

Criterion 2: Teaching and Learning: Curriculum as of 2016

Unit Name(s)	Count if response for Criterion 2	Undergraduate credit hours reduced to 120	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
y	yes	1	3	2	1	1		0
number of unit:	1	1	1	0	2	1	1	0
	100.00%	100.00%	3	0.00%	66.67%	33.33%	50.00%	

College/School Name: Anderson School of Management

Criterion 3: Teaching and Learning: Continuous Improvement as of 2016

Unit Name(s)	Count if response for Criterion 3	Date(s) of most recent SLOs	Date(s) of the most recent submitted Annual Program Assessment reports	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
	y	Spring 2016	Jan-16	1	1	1	1	1	0
	1	1	1	1	0	1	0	1	0

number of units: 1

| | 100.00% | 100.00% | 100.00% | 100.00% | 0.00% | 100.00% | 0.00% | 100.00% | |

College/School Name: Anderson School of Management

Criterion 4: Students as of 2016

Unit Name(s)	Criterion 4	Count if response for improve/enhance recruitment and graduation rates	Provided summary of efforts to	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
y	yes	1		1	0	0	0	0	0
number of unit:		1							
		100.00%		100.00% 0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0

College/School Name: Anderson School of Management

Criterion 5: Faculty as of 2016

Unit Name(s) / Count if response for Criterion 5	Provided unit's broad goals for faculty activities	Provided summary of major faculty accomplishments	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
y / 1	yes / 1	yes / 1	5	1	5	5	4	0
number of unit: 1	100.00%	100.00%	100.00% / 5	0.00% / 5	100.00% / 5	100.00% / 5	80.00% / 4	0.00% / 0

College/School Name: Anderson School of Management

Criterion 6: Resources and Planning as of 2016

Unit Name(s)	Count if response for Criterion 6	Provided summary of significant changes to budget or resources	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
y	yes	1	4	1	4	4	4	0
number of unit 1	1 100.00%	1 100.00%	4	0 0.00%	4 100.00%	0 0.00%	4 100.00%	0

College/School Name: Anderson School of Management

Criterion 7: Facilities as of 2016

Unit Name(s)	Count if response for Criterion 7	Provided summary of changes to facilities or facility planning	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
y	1	yes	1	2	1	2	2	0	0	0
number of unit	1	100.00%	1	100.00% 2	1	2	2	100.00%	0	0.00%	0	0.00%	0	#DIV/0!	0

College/School Name: Anderson School of Management

Criterion 8: Program Comparisons as of 2016

Unit Name(s)	Count if response for Criterion 8 / Rankings	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
y	Yes	6	1	5	1	4	0
number of unit: 1	1	1	0	5	1	4	0
	100.00%	100.00%	0.00%	83.33%	16.67%	80.00%	
		6					

College/School Name: Anderson School of Management

Criterion 9: Future Directions as of 2016

Unit Name(s)	Count if response for Criterion 9 Strategic Plan = y	Date of most recent Strategic Plan	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
y	1	Apr-15	2	1	2	2	2	0
	100.00%			1	2	2	2	
number of unit: 1	100.00%		2	100.00%	0.00%	100.00%	0.00%	100.00%
				1	2	2	2	0

Appendix D
APR Action Plan Summary
Colleges of Arts and Sciences

Unit Name(s)	Date of Last APR	Date of next APR Visit	Initial Action Plan Submission	Annual Action Plan update	Count response for each APR Criteria	Total Action Items	Total # of Action Items Not Started/Upcoming	Total # of Action Items Started/In Progress	Total # of Action Items Completed	Total # of Action Items Ongoing/Continuous	Total # of Action Items Status Unknown
Africana Studies					3	10	3	6	1	2	0
American Studies	Mar-15	Dec-15		Oct-14	6	6	0	6	0	0	0
Anthropology	Fall 2008	Nov-16		Oct-15	8	12	1	7	4	0	1
BA/MD		Oct-04	1/23/2015		3	6	0	0	6	0	0
Biochemistry	Nov-15		Aug-16	Sep-16	9	21	4	17	0	11	1
Biology	Apr-08	2011		Sep-15	4	19	0	11	8	11	0
Chemistry and Chemical Biology		Apr-13	Apr-14	Oct-16	6	20	1	16	3	12	0
Chicana and Chicano Studies	Apr-13	Apr-14		Oct-16	0	0	0	0	0	0	0
Communication and Journalism	Apr-12		10/10/2016	10/10/2016	9	41	3	24	14	14	0
Earth and Planetary Sciences	Nov-13		Oct-15	Oct-15	5	10	2	5	3	2	0
Economics	Mar-11	10/6/2016	10/6/2016		5	12	0	12	12	0	0
English	Spring 2010	Fall 2011	Oct-16		5	11	1	6	2	1	3
Foreign Languages and Literature	Sep-14	10/15/2015	10/15/2015		8	25	0	14	11	12	0
Geography	Feb-08		Oct-16		6	23	1	11	11	12	0
History	Spring 2010	Dec-10	16-Oct		7	21	1	10	8	5	3
International Studies	Sep-13		Oct-16		5	9	0	0	9	0	0
Latin American Studies					0	0	0	0	0	0	0
Linguistics					0	0	0	0	0	0	1
Mathematics and Statistics	2008		Oct-16		4	5	0	4	5	2	1
Philosophy	Nov-08	Fall 2009	Fall 2010	Oct-16	7	10	1	4	5	0	0
Physics and Astronomy	Jan-10		Sep-16	Sep-16	7	13	0	13	0	6	0
Political Science	Apr-13	Dec-13		Oct-16	5	8	2	5	0	0	1
Psychology		Oct-16			8	5	4	0	0	1	0
Religious Studies	Apr-14	Oct-16	14-Mar		5	5	4	1	0	1	1
Sociology	Oct-14	Oct-16			0	0	0	0	0	0	0
Spanish and Portuguese					0	0	0	0	0	0	0
Speech and Hearing Sciences	Sep-13		15-Oct		5	13	0	8	5	1	0
School of Public Administration	Sep-09		10-2016		1	13	0	7	6	5	0
Women Studies	Apr-14	Oct-16			7	22	1	10	11	0	0
Optical Science and Engineering					0	0	0	0	0	0	0
Nanosciences and Microsystems					0	0	0	0	0	0	0
						335	**25**	**185**	**119**	**97**	**10**
							7%	55%	36%	52%	

AI in each Criteria   2   8%
AI in a Criteria   21   84%

College/School Name: Arts and Sciences

Criterion 2: Teaching and Learning: Curriculum as of 2016

Unit Name(s)	Count if response for Criterion 2	Undergraduate credit hours reduced to 120	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Not Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Africana Studies	y		5		5		2	
American Studies	y	Yes						
Anthropology	y	No-already at 120						
BA/MD	y	old format						
Biochemistry	y	"none" but is at 120	3		3			
Biology	y	Yes numbers provided						
Chemistry and Chemical Biology	y	old format	3		2	1		
Chicana and Chicano Studies	y							
Communication and Journalism	y	not reduced-129	5		4		1	
Earth and Planetary Sciences	y	Yes numbers provided	2		2			
Economics	y	"none"-but is at 120						
English	y	Not changed-but is at 120	1		1		1	
Foreign Languages and Literature	y	yes	3		1	2	1	
Geography	y	yes numbers provided	6			6	5	
History	y	Not changed but at 120						
International Studies	y	Not changed but at 120	5			5		
Latin American Studies								
Linguistics								
Mathematics and Statistics	y	yes						
Nanosciences and Microsystems								
Optical Science and Engineering								
Philosophy	y	no at122	2	1	1	1		
Physics and Astronomy	y	Most but not all	2		2	2		
Political Science	y	yes	2	1	1	1		
Psychology								
Religious Studies	y	None-already at 120						
Sociology								
Spanish and Portuguese								
Speech and Hearing Sciences	y	not necessary at 120						
School of Public Administration	y	N/A						
Women Studies	y	Yes	5			2	1	
number of units	23	22	13	5	22	17	11	0
	92.00%	95.65%	56.52%	11.36%	50.00%	38.64%	25.00%	0.00%

number of AIs: 44

Yes/none/already changed	16	70%
some	1	4%
Not done	2	9%
na	1	4%
used old/incorrect format	3	13%

College/School Name: Arts and Sciences

Criterion 3: Teaching and Learning: Continuous Improvement as of 2016

Unit Name(s)	Count if response for Criterion 3	Date(s) of most recent SLOs	Date(s) of the most recent submitted Annual Program Assessment reports	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Africana Studies	Y			1		1			
American Studies	Y	2010	Nov-15	2		2			
Anthropology	Y	Oct-16	Oct-16	1		1			1
BA/MD	Y			2			2		
Biochemistry	Y	Dec-16	Dec-16	4		4			3
Biology	Y	May-15	BA/BS F2015; Gen Ed S2016	2		2		2	
Chemistry and Chemical Biology									
Chicana and Chicano Studies									
Communication and Journalism	Y	Sep-16	May-15	3		2	1	2	
Earth and Planetary Sciences	Y	15-May	UG-5/15; GD-11-14	5		2	3		
Economics	Y	UG-10/16 GR-12/15	UG-10/16; GR-12/15	2		2			
English	Y	10/26/2015	10/26/2015	5	1	4			
Foreign Languages and Literature	Y	current	Oct 2014 and 2015	2		2		2	
Geography	Y	Oct-15	Oct-15						
History	Y	UG-2009; MA-2015; PhD-2009	Oct-15	1	1			1	
International Studies	Y	Feb-16	Mar-16	1		1	1		
Latin American Studies									
Linguistics									
Mathematics and Statistics	Y	2015/16	will be included in 2017 APR	1		1			1
Nanosciences and Microsystems									
Optical Science and Engineering									
Philosophy	Y	Fall 2008	Fall 2015	1		1	1		
Physics and Astronomy	Y	10/2008; 3/2014; 12/2009	UG 10/2015; GR 10/2012	2		2		2	
Political Science	Y	Mar-16	Sep-16	1		1			1
Psychology									
Religious Studies	Y	Oct-15	Oct-15	1		1		1	
Sociology									
Spanish and Portuguese									
Speech and Hearing Sciences	Y	Sep-16	pending	1			1		
School of Public Administration									
Women Studies	Y	Sep-15	none submitted thus far	4		2	2		
	21 84.00%	19 90.48%	19 90.48%	40	2 5.00%	23 57.50%	13 32.50%	11 47.83%	3 7.50%

College/School Name: Arts and Sciences

Criterion 4: Students as of 2016

Unit Name(s)	Count if response for Criterion 4	Provided summary of efforts to improve/enhance recruitment and graduation rates	Total # of Action Items	# of Action Items Started/Upcoming	# of Action Items Not Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Africana Studies								
American Studies	y	yes	1		1			
Anthropology	y		3	1	2			
BA/MD								
Biochemistry	y	yes	5		5		4	
Biology	y	yes	4		3	1	3	
Chemistry and Chemical Biology	y	no	3		3		3	
Chicana and Chicano Studies								
Communication and Journalism	y	Yes	7		5	2	4	
Earth and Planetary Sciences	y	Yes	1		1		1	
Economics	y	Yes						
English	y	Yes						
Foreign Languages and Literature	y	Yes	3		2	1	2	
Geography	y	yes	4		4		3	
History	y	yes	3		3		2	
International Studies	y	yes	1		1	1		
Latin American Studies								
Linguistics								
Mathematics and Statistics	y	yes	1		1			
Nanosciences and Microsystems								
Optical Science and Engineering								
Philosophy	y	Yes	3			3		
Physics and Astronomy	y	Yes	4		4		4	
Political Science	y	Yes	3	1	2			
Psychology								
Religious Studies	y	yes						
Sociology								
Spanish and Portuguese								
Speech and Hearing Sciences	y	yes	3		2	1	1	
School of Public Administration								
Women Studies	y	Yes	3		2	1		
Total	20	19	17 / 52	2	40	10	27	0
Percent	80.00%	95.00%	85.00%	3.85%	76.92%	19.23%	67.50%	0.00%

College/School Name: Arts and Sciences

Criterion 5: Faculty as of 2016

Unit Name(s)	Provided unit's broad goals for faculty activities (Count if response for Criterion 5)	Provided summary of major faculty accomplishments	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Africana Studies	y	yes						
American Studies	y	yes	na	4		3			1
Anthropology	y	yes	covered in research quality report	2		2			
BA/MD				1	1				
Biochemistry	y	yes	yes	8		7		1	
Biology	y	yes	yes	6	1	1		5	
Chemistry and Chemical Biology	y			6		5		1	
Chicana and Chicano Studies									
Communication and Journalism	y	yes	yes	3		3	3	3	
Earth and Planetary Sciences	y	yes		1		1		1	
Economics	y	Yes	Yes						
English	y	Yes	Yes	5		4		4	
Foreign Languages and Literature	y	Yes	Yes			4	1	1	
Geography	y	yes	no	3		1	2	2	
History	y	yes	attached	2		2			1
International Studies	y	yes	yes	1		1	1	1	
Latin American Studies									
Linguistics									
Mathematics and Statistics	y		yes	1		1	1		
Nanosciences and Microsystems									
Optical Science and Engineering									
Philosophy	y	yes	yes						
Physics and Astronomy	y	yes	yes	1		1	1		
Political Science	y	yes	yes	1		1	1		
Psychology									
Religious Studies	y	yes							
Sociology									
Spanish and Portuguese									
Speech and Hearing Sciences	y	yes	yes	2			1	1	
School of Public Administration									
Women Studies	y	yes	yes	1		1	1		
Total	21 / 84.00%	18 / 85.71%	17 / 80.95%	45 / 80.95%	4 / 8.89%	25 / 55.56%	16 / 35.56%	15 / 60.00%	2 / 4.44%

College/School Name: Arts and Sciences

Criterion 6: Resources and Planning as of 2016

Unit Name(s)	Count if response for Criterion 6	Provided summary of significant changes to budget or resources	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Africana Studies								
American Studies	y	yes						
Anthropology	y	yes	2		1	1		
BA/MD								
Biochemistry	y	yes	3	2		1		
Biology	y	yes						
Chemistry and Chemical Biology	y	yes	4		3	1	2	
Chicana and Chicano Studies								
Communication and Journalism	y	yes	1	1				
Earth and Planetary Sciences	y	yes						
Economics	y	yes						
English	y	Yes						
Foreign Languages and Literature	y	yes	3			3		
Geography	y	yes	5		2	3	2	
History	y	yes	2		1	1	1	
International Studies	y	yes	1		1			
Latin American Studies								
Linguistics								
Mathematics and Statistics	y	yes						
Nanosciences and Microsystems								
Optical Science and Engineering								
Philosophy	y	yes	1		1			
Physics and Astronomy	y	yes						
Political Science	y	yes						
Psychology								
Religious Studies	y	yes						
Sociology								
Spanish and Portuguese								
Speech and Hearing Sciences	y	yes	1			1		
School of Public Administration	y	Yes						
Women Studies	y	yes	1		1			
	21 — 84.00%	19 — 90.48%	11 — 52.38%; 24	3 — 12.50%	10 — 41.67%	11 — 45.83%	5 — 50.00%	0 — 0.00%

College/School Name: Arts and Sciences

Criterion 7: Facilities as of 2016

Unit Name(s)	Count if response for Criterion 2	Provided summary of changes to facilites or facility planning	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Africana Studies								
American Studies	y	yes						
Anthropology	y	yes	1			1		
BA/MD								
Biochemistry	y	yes	1		1			1
Biology	y	yes						
Chemistry and Chemical Biology	y		3	1	2			
Chicana and Chicano Studies								
Communication and Journalism	y	yes	14		4	10		
Earth and Planetary Sciences	y	yes						
Economics	y	yes						
English	y	Yes	2			1	1	
Foreign Languages and Literature	y	yes	1			1		
Geography	y	yes	3	1	2			
History	y	yes	2			2		
International Studies	y	yes						
Latin American Studies								
Linguistics								
Mathematics and Statistics	y	yes						
Nanosciences and Microsystems								
Optical Science and Engineering								
Philosophy	y	yes						
Physics and Astronomy	y	yes	2		2			
Political Science	y	yes	1		1			
Psychology								
Religious Studies								
Sociology								
Spanish and Portuguese								
Speech and Hearing Sciences	y	Yes						
School of Public Administration	y	Yes						
Women Studies	y	yes						
	20	19	10 / 30	2	12	15	1	1
	80.00%	95.00%	50.00%	6.67%	40.00%	50.00%	8.33%	3.33%

College/School Name: Arts and Sciences

Criterion 8: Program Comparisons as of 2016

Unit Name(s)	Count if response for Criterion 2 / Rankings	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Africana Studies							
American Studies							
Anthropology	y / yes	1	1		1		
BA/MD							
Biochemistry	y / yes	1	1		1		
Biology							
Chemistry and Chemical Biology							
Chicana and Chicano Studies							
Communication and Journalism	y / yes	1	1	1		1	
Earth and Planetary Sciences	y / yes						
Economics	y / yes						
English							
Foreign Languages and Literature							
Geography							
History	y / none						
International Studies							
Latin American Studies							
Linguistics							
Mathematics and Statistics	y / none						
Nanosciences and Microsystems							
Optical Science and Engineering							
Philosophy	y / yes	1		1			
Physics and Astronomy	y / yes						
Political Science							
Psychology							
Religious Studies							
Sociology							
Spanish and Portuguese							
Speech and Hearing Sciences	y / yes						
School of Public Administration	y / yes						
Women Studies	y / yes						
Total	12 / 48.00%	12 / 100.00%	4 / 33.33% (4)	0 / 0.00%	4 / 100.00%	2 / 50.00%	0 / 0.00%

College/School Name: Arts and Sciences

Criterion 9: Future Directions as of 2016

Unit Name(s)	Count if response for Criterion 2	Date of most recent Strategic Plan	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Africana Studies								
American Studies	y	Aug-14						
Anthropology	y	May-15	1		1			
BA/MD	y		1					
Biochemistry	y	Oct-14	1	1				
Biology	y	2008						
Chemistry and Chemical Biology	y		1		1	1		
Chicana and Chicano Studies								
Communication and Journalism	y	2006	3		3		1	
Earth and Planetary Sciences	y	2010				1		
Economics	y	2012						
English	y		1					1
Foreign Languages and Literature	y	2016	5		5	5		
Geography	y	2008						
History	y	Dec-10	10		3	5		2
International Studies	y	Sep-14						
Latin American Studies								
Linguistics								
Mathematics and Statistics	y		2		2		2	
Nanosciences and Microsystems								
Optical Science and Engineering								
Philosophy	y	2010	1		1			
Physics and Astronomy	y	2010	1		1			
Political Science								
Psychology								
Religious Studies	y	spring 2015						
Sociology								
Spanish and Portuguese								
Speech and Hearing Sciences	y	Aug-13						
School of Public Administration	y	Nov-15	13			7	5	
Women Studies	y	Sep-15	4	1		2		
	21	17	13	2	26	13	14	2
	84.00%	80.95%	61.90%	4.55%	59.09%	29.55%	53.85%	6.45%
			44					3

College/School Name: Arts and Sciences

Criterion 1: Program Goals as of 2016

Unit Name(s)	Count if response for Criterion 1	Last Update of Unit Mission	Last Update Program Goals	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Africana Studies									
American Studies	y	2007	2007						
Anthropology	y	Dec-08	May-15	1		1			
BA/MD	y			3					3
Biochemistry	y	30-Jun-15	Nov-15	2			2	2	
Biology	y	Feb-08	Feb-08	5			5	5	
Chemistry and Chemical Biology	y								
Chicana and Chicano Studies									
Communication and Journalism	y	Aug-06	May-15	4	1	2	1	2	
Earth and Planetary Sciences	y	13-Nov	13-Nov	1		1			
Economics	y	Aug-11	Oct-14	12		12	12		
English	y	2002 In progress	9/30/2014	2		1	1		1
Foreign Languages and Literature	y	9/30/2014	9/30/2014	3		2	1	1	
Geography	y	Aug-14	Aug-14	2		2	2	1	
History	y	Spring 2010	Oct-16	1		1	1	1	
International Studies	y	Sep-13	Sep-13						
Latin American Studies									
Linguistics									
Mathematics and Statistics	y	Jul-05	Oct-16						
Nanosciences and Microsystems									
Optical Science and Engineering									
Philosophy	y	Fall 2010	Fall 2010	1			1		
Physics and Astronomy	y	2010	2010	1		1			
Political Science	y	Apr-13	Apr-13						
Psychology									
Religious Studies	y	14-Mar		4		4			
Sociology									
Spanish and Portuguese									
Speech and Hearing Sciences	y	Aug-13	Jan-14	6			5	1	
School of Public Administration	y	Feb-16	Feb-16						
Women Studies	y	unknown	8/1/2015	4	4		4	4	
number of units	22	20	19	16	5	23	24	11	1
number of AIs	88.00%	90.91%	86.36%	72.73% / 52	9.62%	44.23%	46.15%	21.74%	

Appendix E
APR Action Plan Summary
Colleges of Education

Unit Name(s)	Date of Last APR	Date of next APR Visit	Initial Action Plan Submission	Annual Action Plan update	Count response for each APR Criteria	Total Action Items	Total # of Action Items Not Started/Upcoming	Total # of Action Items Started/In Progress	Total # of Action Items Completed	Total # of Action Items Ongoing/Continuous	Total # of Action Items Status Unknown
Special Education	Oct-12			11/17/2016	6	15	1	10	4	7	0
Health, Exercise, Sports Science	Feb-12	Dec-13	Dec-16		1	3	0	2	1	2	0
Individual Family and Community Education - Counselor Education					7	10	1	7	2	4	0
Individual Family and Community Education - Educational Psychology	Apr-13		16-Dec		9	42	1	25	16	8	0
Individual Family and Community Education - Family and Child Studies						0	0	0	0	0	0
Individual Family and Community Education - Nutrition					6	8	3	4	1	3	0
Language, Literacy, and Sociocultural Studies						0	0	0	0	0	0
Teacher Education, Educational Leadership & Policy						0	0	0	0	0	0
						78	**6**	**48**	**24**	**24**	**0**
							8%	62%	31%	50%	

AI in each Criteria 1 20%
AI in a Criteria 4 80%

College/School Name: Education

Criterion 1: Program Goals as of 2016

Unit Name(s)	Count if response for Criterion	Last Update of Unit Mission	Last Update Program Goals	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Special Education	y	Jul-15	Nov-16	5		2	3	2	
Health, Exercise, Sports Science	y	2013	Sep-16	3		2	1	2	
Individual Family and Community Education - Counselor Education	y	Oct-16	Jan-13	1			1		
Individual Family and Community Education - Educational Psychology	y	Apr-14	Apr-14	6		5	1		
Individual Family and Community Education - Family and Child Studies									
Education - Nutrition	v	May-15	May-16	1	1				
Language, Literacy, and Sociocultural Studies									
Teacher Education, Educational Leadership & Policy									
number of units	5	5	5	5					
	100.00%	100.00%	100.00%	100.00%	6.25%	56.25%	37.50%	44.44%	
number of AIs				16	1	9	6	4	0

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College/School Name: Education

Criterion 2: Teaching and Learning: Curriculum as of 2016

Unit Name(s)	Count if response for Undergraduate credit hours reduced to 120 / Criterion		Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Special Education	y	No	2		1	1	1	
Health, Exercise, Sports Science	y	No						
Individual Family and Community Education - Counselor Education	y							
Individual Family and Community Education - Educational Psychology	y		2		2			
Individual Family and Community Education - Family and Child Studies		NA	8		5	3		
Individual Family and Community Education - Nutrition	y		1		1			
Language, Literacy, and Sociocultural Studies								
Teacher Education, Educational Leadership & Policy								
number of units	100.00% 5	60.00% 3	80.00% 4	0.00% 0	69.23% 9	30.77% 4	11.11% 1	0
number of AIs			13					

College/School Name: Education

Criterion 3: Teaching and Learning: Continuous Improvement as of 2016

Unit Name(s)	Count if response for Criterion	Date(s) of most recent SLOs	Date(s) of the most recent submitted Annual Program Assessment reports	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Special Education	y	Dec-15	Nov-16	3		3		1	
Health, Exercise, Sports Science	y	Fall 2016	Fall 2016						
Individual Family and Community Education - Counselor Education	y								
Individual Family and Community Education - Educational Psychology	y	Oct-16	Fall 2016	3		2	1	2	
Individual Family and Community Education - Family and Child Studies		Aug-14	Oct-16	7	1	1	5	1	
Individual Family and Community Education - Nutrition	y			1			1		
Language, Literacy, and Sociocultural Studies									
Teacher Education, Educational Leadership & Policy									
number of units	5	4	4	4	1	6	7	4	0
	100.00%	80.00%	80.00%	80.00%	7.14%	42.86%	50.00%	66.67%	
number of AIs				14					

College/School Name: Education

Criterion 4: Students as of 2016

Unit Name(s)	Count if response for Criterion	Provided summary of efforts to improve/enhance recruitment and graduation rates	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Special Education	y	yes	2	1	1		2	no action it
Health, Exercise, Sports Science	y	yes						
Individual Family and Community Education - Counselor Education	y	Yes	1		1		1	
Individual Family and Community Education - Educational Psychology	y	yes	8	1	6		3	
Individual Family and Community Education - Family and Child Studies								
Individual Family and Community Education - Nutrition	y		2		1	1	1	
Language, Literacy, and Sociocultural Studies								
Teacher Education, Educational Leadership & Policy								
number of units	5	4	4	2	9	2	7	0
	100.00%	80.00%	80.00%	15.38%	69.23%	15.38%	77.78%	
number of AIs			13					

College/School Name: Education

Criterion 5: Faculty as of 2016

Unit Name(s)	Count if response for Criterion	Provided unit's broad goals for faculty activities	Provided summary of major faculty accomplishments	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Special Education	v	yes	yes	2	2				1
Health, Exercise, Sports Science	v	yes	yes						
Individual Family and Community Education - Counselor Education	v		yes						
Individual Family and Community Education - Educational Psychology	v	yes							
Individual Family and Community Education - Family and Child Studies		yes	yrs	4			2	2	
Individual Family and Community Education - Nutrition	v			2		2			2
Language, Literacy, and Sociocultural Studies									
Teacher Education, Educational Leadership & Policy									
number of units	5	4	4	3	8	0	6	2	5	0
	100.00%	80.00%	80.00%	60.00%		0.00%	75.00%	25.00%	83.33%	0

number of units

number of AIs

College/School Name: Education

Criterion 6: Resources and Planning as of 2016

Unit Name(s)	Count if response for Criterion	Provided summary of significant changes to budget or resources	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Special Education	y	yes	1	1				
Health, Exercise, Sports Science	y	yes						no action it
Individual Family and Community Education - Counselor Education	y							
Individual Family and Community Education - Nutrition	y	yes	1		1			
Individual Family and Community Education - Educational Psychology	y	Yes	3		2	1		
Language, Literacy, and Sociocultural Studies								
Individual Family and Community Education- Family and Child Studies								
Individual Family and Community								
Teacher Education, Educational Leadership & Policy								
number of units	80.00% 4	100.00% 4	75.00% 3	20.00% 1	60.00% 3	20.00% 1	0.00% 0	0
number of AIs			5					

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College/School Name: Education

	Criterion 7: Facilities as of 2016							
Unit Name(s)	Count if response for Criterion	Provided summary of changes to facilities or facility planning	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Unknown	# of Action Items Status
Special Education	y	yes							
Health, Exercise, Sports Science	y	yes							
Individual Family and Community Education - Counselor Education	y	yes	1		1				No action if
Individual Family and Community Education - Educational Psychology	y	yes	2		1	1	1		
Individual Family and Community Education - Family and Child Studies									
Individual Family and Community Education - Nutrition									
Language, Literacy, and Sociocultural Studies									
Teacher Education, Educational Leadership & Policy									
number of units	4	4	2	0	2	1	0		0
	80.00%	100.00%	50.00% 3	0.00%	66.67%	33.33%	0.00%		
number of AIs									

105

College/School Name: Education

Criterion 8: Program Comparisons as of 2016

Unit Name(s)	Count if response for Criterion / Rankings	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Special Education	y — yes						
Health, Exercise, Sports Science							
Individual Family and Community Education - Counselor Education	y — yes	1			1		
Individual Family and Community Education - Educational Psychology	y — yes	2		1	1	1	
Individual Family and Community Education - Family and Child Studies							
Language, Literacy, and Sociocultural Studies							
Individual Family and Community Education - Nutrition							
Teacher Education, Educational Leadership & Policy							
number of units	3 — 60.00%	3 — 100.00%	2 — 66.67%	0 — 0.00%	2 — 66.67%	1 — 33.33%	1 — 50.00% / 0
number of AIs			3				

College/School Name: Education

Criterion 9: Future Directions as of 2016

Unit Name(s)	Count if response for Criterion	Date of most recent Strategic Plan	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Not Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Special Education	y	yes							No action it…
Health, Exercise, Sports Science	y	2013						
Individual Family and Community Education - Counselor Education	y	Fall 2013						
Individual Family and Community Education - Educational Psychology	y	Oct-15	2		2		2	
Individual Family and Community Education - Family and Child Studies								
Language, Literacy, and Sociocultural Studies								
Individual Family and Community Education - Nutrition	y	May-15	1	1	1			
Teacher Education, Educational Leadership & Policy								
number of units	5	5	2	1	2	0	2	0
	100.00%	100.00%	40.00%	33.33%	66.67%	0.00%	100.00%	
number of AIs			3					

Appendix F
APR Action Plan Summary
College of Fine Arts

Unit Name(s)	Date of Last APR Visit	Date of next APR Submission	Initial Action Plan Plan update	Annual Action Plan update	Count response for each APR Criteria	Total Action Items Not Started/Upcoming	Total # of Action Items Started/In Progress	Total # of Action Items Completed	Total # of Action Items Ongoing/Continuous	Total # of Action Items Status Unknown	Total # of Action Items
Art and Art History	Fall 2010		2/1/2017		7	22	9	5	6	0	2
Music	Feb-12	Jun-16			5	7	0	2	3	2	2
Theatre and Dance					7	25	3	12	10	0	0
Cinematic Arts	Sep-08	Dec-16			9	35	1	34	0	9	0
						89	**13**	**53**	**19**	**17**	**4**
							15%	60%	21%	32%	

AI in each Criteria 1 25%
AI in a Criteria 3 75%

College

College/School Name: Fine Arts

Criterion 1: Program Goals as of 2016

Unit Name(s)	Count if response for Criterion	Last Update of Unit Mission	Last Update Program Goals	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Art and Art History	y	Jul-05	Feb-17	1		1			
Music	y	2006	2006						
Theatre and Dance	y	14-Nov	15-Oct	1	1				
Cinematic Arts	y	Oct-11	Oct-15	6		6		1	
number of units	4	4	4	3	1	7	0	1	0
	100.00%	100%	100%	75.00%	12.50%	87.50%	0.00%	14.29%	
				8					

number of AIs

College/School Name: Fine Ars

Criterion 2: Teaching and Learning: Curriculum as of 2016

Unit Name(s)	Count if response for Criterion	Undergraduate credit hours reduced to 120	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Art and Art History	y	yes	yes	6		3	3		
Music	y	yes		1			1		
Theatre and Dance	y	2 of 3 have been reduced		1		1		1	
Cinematic Arts	y	yes		5		5			
number of units	4	4	4	4	0	9	4	1	0
	100.00%	100%	100.00%		0.00%	69.23%	30.77%	11.11%	0
number of AIs				13					

111

College/School Name: Fine Arts

Criterion 3: Teaching and Learning: Continuous Improvement as of 2016

Unit Name(s)	Count if response for Criterion	Date(s) of most recent SLOs	Date(s) of the most recent submitted Annual Program Assessment reports	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Art and Art History	y	Dec-16	Dec-16	2	2				
Music	y	Jun-16	Jun-16	2			1		1
Theatre and Dance	y	Jan-17	Jan-17	1		1		1	
Cinematic Arts	y	Dec-14	Nov-16	4		4	4	3	
number of units	4	4	4	4	2	5	1	4	1
	100.00%	100.00%	100%	100.00%	22.22%	55.56%	11.11%	80.00%	
number of AIs				9					

College/School Name: Fine Arts

Criterion 4: Students as of 2016

Unit Name(s)	Count if response for Criterion	Provided summary of efforts to improve/enhance recruitment and graduation rates	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Art and Art History	y	yes	2	1	1		2	
Music	y	yes	2		2			
Theatre and Dance	y	yes	5		5		4	
Cinematic Arts	y	yes	6	1	5		4	
	4	4	15	2	13	0	10	0
	100%	100.00%	100.00%	13.33%	86.67%	0.00%	76.92%	

number of units 4 100.00%

number of AIs 15

College/School Name: Fine Arts

Criterion 5: Faculty as of 2016

Unit Name(s)	Count if response for Criterion	Provided unit's broad goals for faculty activities	Provided summary of major faculty accomplishments	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Art and Art History	y	yes	yes	3			1		2
Music	y	yes	yes	1			1		
Theatre and Dance	y	yes	yes	8	2	2	4		
Cinematic Arts	y	yes	yes	3		3			
number of units	4	4	3	4	2	5	6	0	2
	100.00%	100.00%	75%	100.00%	13.33%	33.33%	40.00%	0.00%	
number of AIs				15					

College/School Name: Fine Arts

Criterion 6: Resources and Planning as of 2016

Unit Name(s)	Count if response for Criterion	Provided summary of significant changes to budget or resources	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Art and Art History	y	yes	2		1			1
Music	y	yes	1			1		
Theatre and Dance	y	yes	4			4		
Cinematic Arts	y	yes	2	1	1			
number of units	4	4	4	1	2	5	0	1
	100.00%	100.00%	100%	25.00%	200.00%	500.00%	0.00%	20.00%
number of AIs								0

College/School Name: Fine Arts

Criterion 7: Facilities as of 2016

Unit Name(s)	Count if response for Criterion	Provided summary of changes to facilites or facility planning	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Art and Art History	y	yes	6	5		1		
Music	y	yes	5			3	2	
Theatre and Dance	y	yes	3			3		
Cinematic Arts	y	yes	3					
number of units	3		3	3	5	6	3	0
	75.00%		100%	100.00%	35.71%	42.86%	21.43%	0.00%
number of AIs			14					

College/School Name: Fine Arts

Criterion 8: Program Comparisons as of 2016

Unit Name(s)	Count if response for Criterion	Rankings	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Art and Art History	y	yes						
Music								
Theatre and Dance								
Cinematic Arts	y	Unknown	2	2		2		
number of units	2	2	1		0	2	0	0
	50.00%	100%	50.00%		0.00%	100.00%	0.00%	0.00%

no reponse

number of AIs   2

College/School Name: Fine Arts

Criterion 9: Future Directions as of 2016

Unit Name(s)	Count if response for Criterion	Date of most recent Strategic Plan	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Unknown	# of Action Items Status
Art and Art History									
Music									
Theatre and Dance									
Cinematic Arts	y	Sep-09	4			4		1	
number of units	1	1	1	0	4	4	0	1	0
	25.00%	100%	100.00%	0.00%	100.00%	100.00%	0.00%	25.00%	

number of AIs   4

Appendix G

APR Action Plan Summary

Honors College

Unit Name(s)	Date of Last APR	Date of next APR Visit	Initial Action Plan Submission	Annual Action Plan update	Count response for each APR Criteria	Total Action Items	Total # of Action Items Not Started/Upcoming	Total # of Action Items Started/In Progress	Total # of Action Items Completed	Total # of Action Items Ongoing/Continuous	Total # of Action Items Status Unknown
Interdisciplinary Liberal Arts	Oct-15	6/1/2016			8	26	5 19%	13 50%	5 19%	11 42%	3

College/School Name: Honors College

Criterion 1: Program Goals as of 2016

Unit Name(s)	Count if response for Criterion 1	Last Update of Unit Mission	Last Update Program Goals	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Interdisciplinary Liberal Arts	y	Sep-15	Aug-16	3	1	0	3	3	0

number of units

	1	1	1	1	0	0	3		0
	100.00%	100.00%	100.00%	0.00%	0.00%	100.00%		#DIV/0!	

number of AIs 0

College/School Name: Honors College

Criterion 2: Teaching and Learning: Curriculum as of 2016

Unit Name(s)	Count if response for Criterion 2	Undergraduate credit hours reduced to 120	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Interdisciplinary Liberal Arts	y	yes	2	1	2	2	2	
number of units	1	1	1	0	2	0	2	0
	100.00%	100.00%	100.00%	0.00%	100.00%	0.00%	100.00%	
			2					

College/School Name: Honors College

Criterion 3: Teaching and Learning: Continuous Improvement as of 2016

Unit Name(s)	Count if response for Criterion 3	Date(s) of most recent SLOs	Date(s) of the most recent submitted Annual Program Assessment reports	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Interdisciplinary Liberal Arts	y	Sep-15	2014-2015	1	1	0	0	1	0
number of units	1			1	1	0	0	1	0
	100.00%			100.00%	100.00%	0.00%	0.00%	100.00%	#DIV/0!
					1				

College/School Name: Honors College

Criterion 4: Students as of 2016

Unit Name(s)	Count if response for Criterion 4	Provided summary of efforts to improve/enhance recruitment and graduation rates	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Interdisciplinary Liberal Arts	y	yes	4	1	4	4	3	0
number of units	1		4	1	0	4	0	3	0
	100.00%			100.00%	0.00%	100.00%	0.00%	75.00%	0

College/School Name: Honors College

Criterion 5: Faculty as of 2016

Unit Name(s)	Count if response for Criterion 5 faculty activities	Provided unit's broad goals for of major faculty accomplishments	Provided summary of major faculty Items	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Interdisciplinary Liberal Arts	y	yes	yes	4	1	2	2	0	2
number of units	1 / 100.00%	1 / 100.00%	1 / 100.00%	4	1 / 100.00%	2 / 50.00%	2 / 50.00%	2 / 0.00%	0 / 100.00%

College/School Name: Honors College

Criterion 6: Resources and Planning as of 2016

Unit Name(s)	Count if response for Criterion 6	Provided summary of significant changes to budget or resources	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Interdisciplinary Liberal Arts	y	yes	4	1	3	0	2	0
number of units	1	1	4	1	3	0	2	0
	100.00%	100.00%		25.00%	75.00%	0.00%	66.67%	

College/School Name: Honors College

Criterion 7: Facilities as of 2016

Unit Name(s)	Count if response for Criterion 7	Provided summary of changes to facilities or facility planning	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Interdisciplinary Liberal Arts	y	yes	5	1	0	1	0	3
number of units	1	1	5	1	1	0	1	3
	100.00%	100.00%	5	20.00%	0.00%	20.00%	#DIV/0!	

College/School Name: Honors College

Criterion 8: Program Comparisons as of 2016

Unit Name(s)	Count if response for Criterion 8	Rankings	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Interdisciplinary Liberal Arts	y	yes	3	1	2	0	2	0
number of units	1	1	3	1	2	0	2	0
	100.00%	100.00%		33.33%	66.67%	0.00%	100.00%	

College/School Name: Honors College

Criterion 9: Future Directions as of 2016

Unit Name(s)	Count if response for Criterion 9 Strategic Plan	Date of most recent Strategic Plan	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Interdisciplinary Liberal Arts	y	yes	1	0	0	0	0	0
number of units	1	100.00%	100.00% 0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Appendix H

APR Action Plan Summary

School of Architecture and Planning

Unit Name(s)	Date of Last APR Visit	Date of next APR Visit	Initial Action Plan Submission	Annual Action Plan update	Count response for each APR Criteria	Total Action Items	Total # of Action Items Not Started/Upcoming	Total # of Action Items Started/In Progress	Total # of Action Items Completed	Total # of Action Items Ongoing/Continuous	Total # of Action Items Status Unknown
Architecture		Spring 202	11/1/2015	12/1/2016	9	17	15	0	13	1	0
Community and Regionally Planning					0	0	0	0	0	0	0
Landscape Architecture	Fall 2009			Dec-16	7	46	45	0	44	1	0
						63	**60**	**0**	**57**	**2**	**0**

AI in each Criteria   1   4%   95%   0%   90%   2

AI in a Criteria   2   8%   #DIV/0!   0

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College/School Name: Architecture and Planning

Criterion 1: Program Goals as of 2016

Unit Name(s)	Count if response for Criterion	Last Update of Unit Mission	Last Update Program Goals	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Architecture	y	2012	2015	2	1	1		1	
Community and Regionally Planning									
Landscape Architecture	y	Fall 2012	Aug-15	6		6		6	
number of units	2	2	2	2	1	7	0	7	0
	40.00%	100%	100%	100.00%	12.50%	87.50%	0.00%	100.00%	
				8					

number of AIs

College/School Name: Architecture and Planning

Criterion 2: Teaching and Learning: Curriculum as of 2016

Unit Name(s)	Count if response for Criterion	Undergraduate credit hours reduced to 120	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Architecture	y	yes	2	2	2	2	2	
Community and Regionally Planning								
Landscape Architecture	y		8	8	8	8	8	
number of units	2	1	2	0	10	0	10	0
	75.00%	50%	100.00%	0.00%	100.00%	0.00%	100.00%	
number of AIs			10					0

College/School Name: Architecture and Planning

Criterion 3: Teaching and Learning: Continuous Improvement as of 2016

Unit Name(s)	Count if response for Criterion	Date(s) of most recent SLOs	Date(s) of the most recent submitted Annual Program Assessment reports	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Architecture	y	Nov-15	Nov-15	2	2			2	
Community and Regionally Planning	y								
Landscape Architecture	y	Spring 2013	Nov-15	4			4		4
number of units	2	2	2	2	0			6	0
	40.00%	100%	100%	100.00%	0.00%	100.00%	0.00%	100.00%	0
number of AIs			6	6				6	

College/School Name: Architecture and Planning

Criterion 4: Students as of 2016

Unit Name(s)	Count if response for Criterion	Provided summary of efforts to improve/enhance recruitment and graduation rates	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Architecture	y	yes	3		3		3	
Community and Regionally Planning								
Landscape Architecture	y	yes	9		9		9	
number of units	2	2	2	0	2	0	2	0
	75.00%	100%	100.00%	0.00%	100.00%	0.00%	100.00%	
number of AIs			12	0	12	0	12	0

College/School Name: Architecture and Planning

Criterion 5: Faculty as of 2016

Unit Name(s)	Count if response for Criterion	Provided unit's broad goals for faculty activities	Provided summary of major faculty accomplishments	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Architecture	y	yes	yes	2		2		2	
Community and Regionally Planning				9		8		7	
Landscape Architecture	y	yes			0	10	0	9	1
number of units	2	2	1	2	0	10	0	9	
	40.00%	100%	50%	100.00%	0.00%	90.91%	0.00%	90.00%	
number of AIs				11					1

College/School Name: Architecture and Planning

Criterion 6: Resources and Planning as of 2016

Unit Name(s)	Count if response for Criterion	Provided summary of significant changes to budget or resources	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Architecture	y	yes						
Community and Regionally Planning			1					1
Landscape Architecture	y	yes	4			4		4
number of units	2	2	2	0	4	0	4	
	75.00%	100%	100.00%	0.00%	80.00%	0.00%	100.00%	
number of AIs			5					1

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College/School Name: Architecture and Planning

Criterion 7: Facilities as of 2016

Unit Name(s)	Count if response for Criterion	Provided summary of changes to facilites or facility planning	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Architecture	y	yes	2		2		2	
Community and Regionally Planning								
Landscape Architecture	y	yes						
number of units	2	2	1	0	2	0	2	0
	75.00%	100%	50.00%	0.00%	100.00%	0.00%	100.00%	

number of AIs
2

College/School Name: Architecture and Planning

Criterion 8: Program Comparisons as of 2016

Unit Name(s)	Count if response for Criterion	Rankings	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Not Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Architecture	y	yes	1		1		1	
Community and Regionally Planning		yes						
Landscape Architecture	y	yes						
number of units	2		2	1	0	1	0	1	0
	75.00%		100%	50.00%	0.00%	100.00%	0.00%	100.00%	
number of AIs				1					

College/School Name: Architecture and Planning

Criterion 9: Future Directions as of 2016

Unit Name(s)	Count if response for Criterion	Date of most recent Strategic Plan	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Architecture	y	2014	2		2			
Community and Regionally Planning	y							
Landscape Architecture	y	Spring 2013	6		6		6	
number of units	2	2	2	0	8	0	6	0
	75.00%		100%	100.00%	0.00%	100.00%	0.00%	75.00%
number of AIs					8			

Appendix I
APR Action Plan Summary
School of Engineering

Unit Name(s)	Date of Last APR	Date of next APR Visit	Initial Action Plan Submission	Annual Action Plan update	Count response for each APR Criteria	Total Action Items	Total # of Action Items Not Started/Upcoming	Total # of Action Items Started/In Progress	Total # of Action Items Completed	Total # of Action Items Ongoing/Continuous	Total # of Action Items Status Unknown
Biomedical Engineering					0	0	0	0	0	0	0
Chemical and Biological Engineering					0	0	0	0	0	0	0
Civil Engineering and Construction Management					0	0	0	0	0	0	0
Computer Science		Apr-10	Sep-10	Dec-16	4	14	0	9	5	5	0
Electrical and Computer Engineering					0	0	0	0	0	0	0
Mechanical Engineering		Feb-09		Nov-16	5	9	0	6	3	2	0
Nanosciences and Microsystems					0	0	0	0	0	0	0
Nuclear Engineering					0	0	0	0	0	0	0
Optical Science and Engineering	Spring 2010	Spring 2019		Oct-16	0	0	0	0	0	0	0
						23	**0**	**15**	**8**	**7**	**0**
							0%	65%	35%	47%	

AI in each Criteria 0 0%

AI in a Criteria 9 36%

College/School Name: Engineering

Criterion 1: Program Goals as of 2016

Unit Name(s)	Count if response for Criterion	Last Update of Unit Mission	Last Update Program Goals	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Biomedical Engineering									
Chemical and Biological Engineering									
Civil Engineering and Construction Management									
Computer Science	y	Mar-13	Sep-10	4		3	1	2	
Electrical and Computer Engineering									
Mechanical Engineering									
Nanosciences and Microsystems									
Nuclear Engineering									
Optical Science and Engineering									
number of units	1	1	1	1	0	3	1	2	0
	33.33%	100%	100%	100.00%	0.00%	75.00%	25.00%	66.67%	

number of AIs 4

College/School Name: Engineering

Criterion 2: Teaching and Learning: Curriculum as of 2016

Unit Name(s)	Count if response for Criterion	Undergraduate credit hours reduced to 120	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Not Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Biomedical Engineering								
Chemical and Biological Engineering								
Civil Engineering and Construction Management								
Computer Science	y	yes??						
Electrical and Computer Engineering	y							
Mechanical Engineering	y		2		1	1	1	
Nanosciences and Microsystems								
Nuclear Engineering								
Optical Science and Engineering								
number of units	2	1	1	1	0	1	1	0
	66.67%	0.5	50.00%	50.00%	0.00%	50.00%	50.00%	0.00%
number of AIs			2					0

College/School Name: Engineering

Criterion 3: Teaching and Learning: Continuous Improvement as of 2016

Unit Name(s)	Count if response for Criterion	Date(s) of most recent SLOs	Date(s) of the most recent submitted Annual Program Assessment reports	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Biomedical Engineering									
Chemical and Biological Engineering									
Civil Engineering and Construction Management									
Computer Science	y	Dec-16	Dec-16	2			2		1
Electrical and Computer Engineering									
Mechanical Engineering									
Nanosciences and Microsystems									
Nuclear Engineering									
Optical Science and Engineering									
number of units	1	1	1	1	1	0	2	0	1
	33.33%	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%	0.00%	50.00%
number of AIs				2					0

College/School Name: Engineering								
		Criterion 4: Students as of 2016						
Unit Name(s)	Count if response for Criterion	Provided summary of efforts to improve/enhance recruitment and graduation rates	Total # of Action Items	# of Action Items Started/Upcoming	# of Action Items Not Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Biomedical Engineering								
Chemical and Biological Engineering								
Civil Engineering and Construction Management								
Computer Science	y	yes	5		3		2	
Electrical and Computer Engineering	y							
Mechanical Engineering	y		1			1		
Nanosciences and Microsystems								
Nuclear Engineering								
Optical Science and Engineering								
number of units	2	1	2	0	4	2	2	0
	66.67%	50.00%	100.00%	0.00%	66.67%	33.33%	50.00%	
number of AIs			6					

College/School Name: Engineering

Criterion 5: Faculty as of 2016

Unit Name(s)	Count if response for Criterion — Provided unit's broad goals for faculty activities	Provided summary of major faculty accomplishments	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Biomedical Engineering								
Chemical and Biological Engineering								
Civil Engineering and Construction Management								
Computer Science	y	yes						
Electrical and Computer Engineering	y	yes						
Mechanical Engineering			2			1	1	1
Nanosciences and Microsystems								
Nuclear Engineering								
Optical Science and Engineering								
number of units	2	1	1	1	0	1	1	1
	66.67%	50.00%	50.00%	50.00%	0.00%	50.00%	50.00%	100.00%
number of AIs			2					0

College/School Name: Engineering

Criterion 6: Resources and Planning as of 2016

Unit Name(s)	Provided summary of significant changes to budget or resources / Count if response for Criterion	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Biomedical Engineering							
Chemical and Biological Engineering							
Civil Engineering and Construction Management							
Computer Science	y yes						
Electrical and Computer Engineering							
Mechanical Engineering	y	3		2	2	1	
Nanosciences and Microsystems							
Nuclear Engineering							
Optical Science and Engineering							
number of units	2	1	1	0	2	1	0
	66.67%	50.00%	50.00%	0.00%	66.67%	33.33%	0.00%
number of AIs		3					

College/School Name: Engineering

Criterion 7: Facilities as of 2016

Unit Name(s)	Count if response for Criterion	Provided summary of changes to facilities or facility planning	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Biomedical Engineering								
Chemical and Biological Engineering								
Civil Engineering and Construction Management								
Computer Science	y	yes	3		1	2		
Electrical and Computer Engineering								
Mechanical Engineering	y		1		1		1	
Nanosciences and Microsystems								
Nuclear Engineering								
Optical Science and Engineering								
number of units	2	1	2	0	2	2	1	0
	66.67%	50.00%	100.00%	0.00%	50.00%	50.00%	50.00%	

number of AIs   4

College/School Name: Engineering

Criterion 8: Program Comparisons as of 2016

Unit Name(s)	Count if response for Criterion	Undergraduate credit hours reduced to 120	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Biomedical Engineering								
Chemical and Biological Engineering								
Civil Engineering and Construction Management								
Computer Science								
Electrical and Computer Engineering								
Mechanical Engineering								
Nanosciences and Microsystems								
Nuclear Engineering								
Optical Science and Engineering								
number of units	0	0.00%	0	0	0	0	0	0
		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
number of AIs			0					0

150

College/School Name: Engineering

Criterion 9: Future Directions as of 2016

Unit Name(s)	Count if response for Criterion	Date of most recent Strategic Plan	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Biomedical Engineering								
Chemical and Biological Engineering								
Civil Engineering and Construction Management								
Computer Science	y	2011						
Electrical and Computer Engineering								
Mechanical Engineering								
Nanosciences and Microsystems								
Nuclear Engineering								
Optical Science and Engineering								
number of units	1		1	0	0	0	0	0
	33.33%		100.00%	0.00% 0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
number of AIs								

Appendix J
APR Action Plan Summary
University College

Unit Name(s)	Date of Last APR Visit	Date of next APR Submission	Initial Action Plan Plan update	Annual Action Plan update	Count response for each APR Criteria	Total # of Action Items	Total # of Action Items Not Started/Upcoming	Total # of Action Items Started/In Progress	Total # of Action Items Completed	Total # of Action Items Ongoing/Continuous	Total # of Action Items Status Unknown
Native American Studies	Nov-14	5/1/2015	6/1/2016		9	17	10	7	0	0	0
Liberal Arts and Integrative Studies	Sep-14			Nov-16	8	18	1	14	3	6	0
						35	11	21	3	6	0
							31%	60%	9%	29%	0%

AI in each Criteria: 1 1 — 4%

AI in a Criteria: 1 1 — 4%

153

College

College/School Name: University COllege

Criterion 1: Program Goals as of 2016

Unit Name(s)	Count if response for Criterion	Last Update of Unit Mission	Last Update Program Goals	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Native American Studies	y			4	4				
Liberal Arts and Integrative Studies	y			3		3	2		
number of units	2	0	0	2	4	4	3	0	2
	40.00%	0%	0%	100.00%		57.14%	42.86%	0.00%	66.67%
number of AIs				7					0

College/School Name: University COllege

Criterion 2: Teaching and Learning: Curriculum as of 2016

Unit Name(s)	Count if response for Criterion	Undergraduate credit hours reduced to 120	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Unknown	Action Items Status
Native American Studies	y		2	2					
Liberal Arts and Integrative Studies	y	yes	2	2		2			
number of units	2								
	75.00%	50%	100.00%	50.00%	50.00%	0.00%	0.00%	0	
		1	2	2	2	0	0		

number of AIs   4

College/School Name: University COllege

Criterion 3: Teaching and Learning: Continuous Improvement as of 2016

Unit Name(s)	Count if response for Criterion	Date(s) of most recent SLOs	Date(s) of the most recent submitted Annual Program Assessment reports	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Native American Studies	y	2015		2					
Liberal Arts and Integrative Studies	y		Oct-15	1	2	2	0	0	0
number of units	2	1	1	1	2				
	40.00%	50%	50%	50.00%	100.00%	0.00%	0.00%	#DIV/0!	0
number of AIs				2					

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College/School Name: University COllege

Criterion 4: Students as of 2016

Unit Name(s)	Count if response for Criterion: Provided summary of efforts to improve/enhance recruitment and graduation rates	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Native American Studies	y	2	2				
Liberal Arts and Integrative Studies	y	3		2	3		1

	number of units							
	2	75.00%	0	0%	2 (5)	100.00%	2	40.00%
		3	60.00%	0	0.00%	1	33.33%	0

number of AIs

College/School Name: University COllege

Criterion 5: Faculty as of 2016

Unit Name(s)	Count if response for Criterion	Provided unit's broad goals for faculty activities	Provided summary of major faculty accomplishments	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Native American Studies	y		2	2		2			
Liberal Arts and Integrative Studies	y			2			2	2	1
number of units	2	0	0	2	0	2	2	2	0
	40.00%	0%	0%	100.00%	0.00%	50.00%	50.00%	50.00%	
number of AIs				4					

College/School Name: University COllege

Criterion 6: Resources and Planning as of 2016

Unit Name(s)	Count if response for Criterion	Provided summary of significant changes to budget or resources	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Native American Studies	y		1	1	1			
Liberal Arts and Integrative Studies	y		3	1	3	3	1	
number of units	2	0	2	0	4	0	1	0
	75.00%	0%	100.00%	0.00%	100.00%	0.00%	25.00%	
number of AIs			4					

College/School Name: University COllege

Criterion 7: Facilities as of 2016

Unit Name(s)	Count if response for Criterion	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
	Provided summary of changes to facilites or facility planning						
Native American Studies	y	2	2				
Liberal Arts and Integrative Studies	y	1		2	1		
number of units	2	2	0	2	3	0	0
	75.00%	0%	100.00%	0.00%	100.00%	0.00%	0.00%
number of AIs			3				0

College/School Name: University COllege

Criterion 8: Program Comparisons as of 2016

Unit Name(s)	Count if response for Criterion / Rankings	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Native American Studies	y						
Liberal Arts and Integrative Studies	y	1	2	1	2	1	
number of units	2 / 75.00%	0 / 0%	2 / 100.00%	0 / 0.00%	3 / 100.00%	0 / 0.00%	1 / 33.33%	0

number of AIs 3

College/School Name: University COllege

Criterion 9: Future Directions as of 2016

Unit Name(s)	Count if response for Criterion	Date of most recent Strategic Plan	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Native American Studies	y		1		1			
Liberal Arts and Integrative Studies	y		2	1		1		
number of units	2	0	2	1	1	1	0	0
	75.00%	0%	100.00%	33.33%	33.33%	33.33%	0.00%	
number of AIs			3					

Appendix K
APR Action Plan Summary
Colleges of University Libraries and
Learning Sciences

Unit Name(s)	Date of Last APR	Date of next APR Visit	Initial Action Plan Submission	Annual Action Plan update	Count response for each APR Criteria Total Action Items	Total # of Action Items Not Started/Upcoming	Total # of Action Items Started/In Progress	Total # of Action Items Completed	Total # of Action Items Ongoing/Continuous	Total # of Action Items Status Unknown
Organization, Information and Learning Sciences	Oct-09	Fall 2018		12/1/2016	4	**6**	**0** 0%	**3** 50%	**3** 50%	**2** 33%	**0**

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College/School Name: Libraries and Learning Sciences

Criterion 1: Program Goals as of 2016

Unit Name(s)	Count if response for Criterion 1	Last Update of Unit Mission	Last Update Program Goals Items	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Not Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Organization, Information and Learning Sciences	y	Jun-16	Jun-16	0	0	0	0	0	0
number of units	1	1	1	0					
	100.00%	100.00%	100.00%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
number of AIs				0					0

College/School Name: Libraries and Learning Sciences

Criterion 2: Teaching and Learning: Curriculum as of 2016

Unit Name(s)	Count if response for Criterion 2	Undergraduate credit hours reduced to 120	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Organization, Information and Learning Sciences	y	no	2	1	0	1	1	0
number of units	1	1	2	1	1	1	1	0
	100.00%	100.00%		0.00%	50.00%	50.00%	0.00%	

College/School Name: Libraries and Learning Sciences

Criterion 3: Teaching and Learning: Continuous Improvement as of 2016

Organization, Information and Learning Sciences		Unit Name(s)	Count if response for Criterion 3	Date(s) of most recent SLOs	Date(s) of the most recent submitted Annual Program Assessment reports	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
	y			Spring 2016	Dec-15	1			1	1	
number of units		1		1	1	1	0	0	1	1	0
		100.00%		100.00%	100.00%	100.00%	0.00%	0.00%	100.00%	#DIV/0!	

College/School Name: Libraries and Learning Sciences

Criterion 4: Students as of 2016

Unit Name(s)	Count if response for Criterion 4		Provided summary of efforts to improve/enhance recruitment and graduation rates	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Organization, Information and Learning Sciences	y	yes	1	1	0	1	1	0	1
number of units	1		1	1	0	1	1	0	1
	100.00%		100.00%	100.00%	0.00%	100.00%	0.00%	100.00%	0

College/School Name: Libraries and Learning Sciences

Criterion 5: Faculty as of 2016

Unit Name(s)	Count if response for Criterion 5	Provided unit's broad goals for faculty activities	Provided summary of major faculty accomplishments	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Organization, Information and Learning Sciences	y	yes	yes	2		1	1	1	
number of units	1	1	1	1	1	1	1	1	0
	100.00%	100.00%	100.00%	100.00% 2	0.00% 0	50.00% 1	50.00% 1	100.00% 1	

College/School Name: Libraries and Learning Sciences

Criterion 6: Resources and Planning as of 2016

Unit Name(s)	Count if response for Criterion 6		Provided summary of sigificant changes to budget or resources	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Organization, Information and Learning Sciences	y	yes		1	0	0	0	0	0
number of units		1		1	0	0	0	0	0
		100.00%		100.00% 0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

College/School Name: Libraries and Learning Sciences

			Criterion 7: Facilities as of 2016					
Unit Name(s)	Count if response for Criterion 7	Provided summary of changes to facilites or facility planning	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Organization, Information and Learning Sciences	y	yes	1	0	0	0	0	0
number of units		1	1	0	0	0	0	0
			100.00%	100.00% 0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

College/School Name: Libraries and Learning Sciences

Criterion 8: Program Comparisons as of 2016

Unit Name(s)	Count if response for Criterion 8: Rankings	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Organization, Information and Learning Sciences	y	yes	1	0	0	0	0	0
number of units	1	1	0	0	0	0	0
	100.00%	100.00%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
		0					

College/School Name: Libraries and Learning Sciences

Criterion 9: Future Directions as of 2016

Unit Name(s)	Count if response for Criterion 9 Strategic Plan	Date of most recent Strategic Plan	Total # of Action Items	# of Action Items Not Started/Upcoming	# of Action Items Started/In Progress	# of Action Items Completed	# of Action Items Ongoing/Continuous	# of Action Items Status Unknown
Organization, Information and Learning Sciences	y	1	Jun-16	0	0	0	0	0	0
number of units	1	100.00%	1 100.00% 0	0 #DIV/0!	0 #DIV/0!	0 #DIV/0!	0 #DIV/0!	0 #DIV/0!	0

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Appendix L

Survey Results

Comment report

Lists all the questions in the survey and displays all the free text responses to these questions, if applicable.

Table of contents

Report info

Report date:	Wednesday, June 7, 2017 3:14:26 PM MDT
Start date:	Wednesday, October 19, 2016 2:35:00 PM MDT
Stop date:	Saturday, December 31, 2016 11:59:00 PM MST
Stored responses:	8
Number of completed responses:	7
Number of invitees:	12
Invitees that responded:	8
Invitee response rate:	66.67%
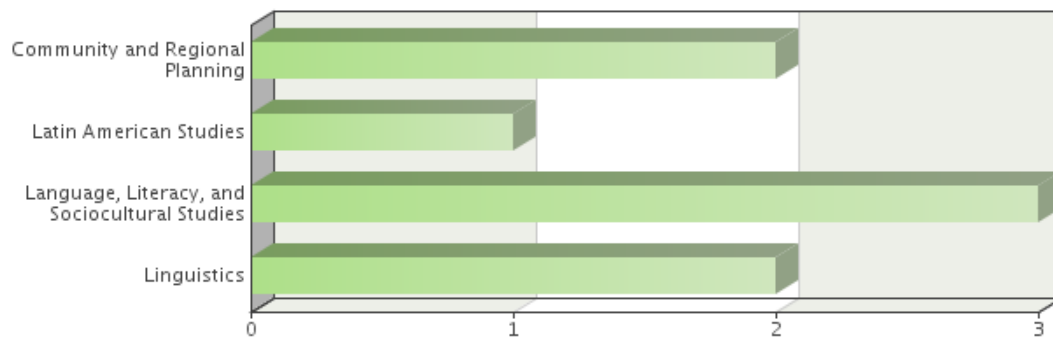
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Question 1

Which UNM program did you review?

Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Community and Regional Planning	2	25%	25%
Latin American Studies	1	12.5%	12.5%
Language, Literacy, and Sociocultural Studies	3	37.5%	37.5%
Linguistics	2	25%	25%
Sum:	8	100%	100%
Not answered:	0	0%	-

Total answered: 8

Question 2

Please state how you feel regarding the following statements.
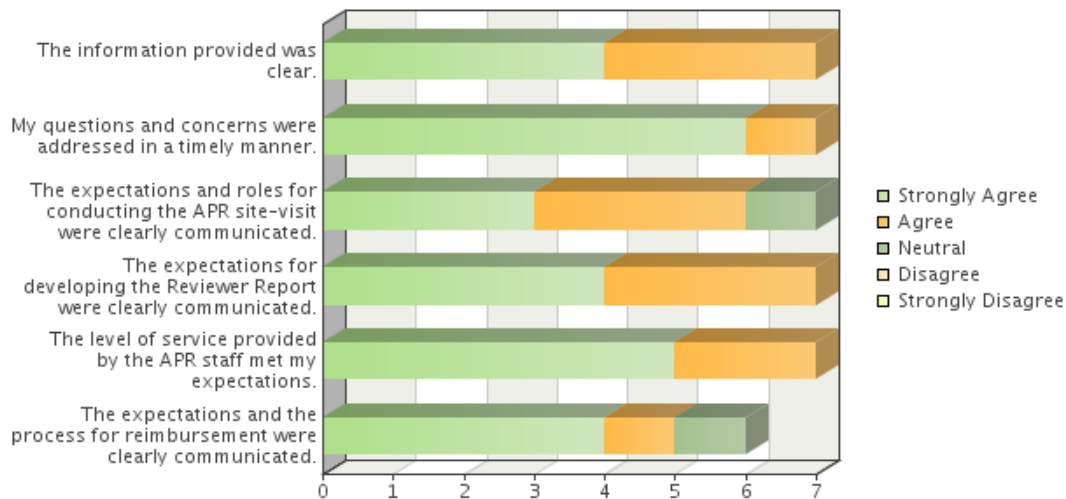
Levels

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum
The information provided was clear.	4 57.14% 9.76%	3 42.86% 7.32%	0 0% 0%	0 0% 0%	0 0% 0%	7 100% 17.07%
My questions and concerns were addressed in a timely manner.	6 85.71% 14.63%	1 14.29% 2.44%	0 0% 0%	0 0% 0%	0 0% 0%	7 100% 17.07%
The expectations and roles for conducting the APR site-visit were clearly communicated.	3 42.86% 7.32%	3 42.86% 7.32%	1 14.29% 2.44%	0 0% 0%	0 0% 0%	7 100% 17.07%
The expectations for developing the Reviewer Report were clearly communicated.	4 57.14% 9.76%	3 42.86% 7.32%	0 0% 0%	0 0% 0%	0 0% 0%	7 100% 17.07%
The level of service provided by the APR staff met my expectations.	5 71.43% 12.2%	2 28.57% 4.88%	0 0% 0%	0 0% 0%	0 0% 0%	7 100% 17.07%

The expectations and the process for reimbursement were clearly communicated.	4 66.67% 9.76%	1 16.67% 2.44%	1 16.67% 2.44%	0 0% 0%	0 0% 0%	6 100% 14.63%
Sum	26 - 63.41%	13 - 31.71%	2 - 4.88%	0 - 0%	0 - 0%	41 - 100%

*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

Question 3

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

Text input
The compensation should be at least $2000 as a nominal honorarium for the amount of work. Also, it would be helpful if the bios for all reviewers were circulated to all committee members and students through listserves and included in the materials mailed to the committee members. The confidential meetings should be built in to every schedule; in the previous annual reviews of other departments some chairs have discouraged faculty and students from going to confidential meetings. The two door system for confidential meetings is a great system. Thank you to Brianne Santos for arranging for this feature.
With regard to the "expectations for conducting the site-visit" question, I was provided with conflicting information on how many nights I should plan to stay in Albuquerque, which led to some misunderstanding between the APR staff and me. This was the only communication problem.
Leaving out the actual substance of the APR format, the APR office did a very good job communicating with the team overall. One area where there has been a shortcoming was in communicating whether there will be an honorarium for team participation. Answers to direct questions regarding this have been avoided, I assume inadvertently.
Overall, the process went very smoothly and the staff were excellent. It would be nice to know when the reimbursement would be sent. Also, I heard there was a small honorarium and it would be nice to know what that is.
Given the delays in processing reimbursement for travel, it might be useful for UNM to book and cover travel in advance.

Question 4

Please state how you feel regarding the following statements.
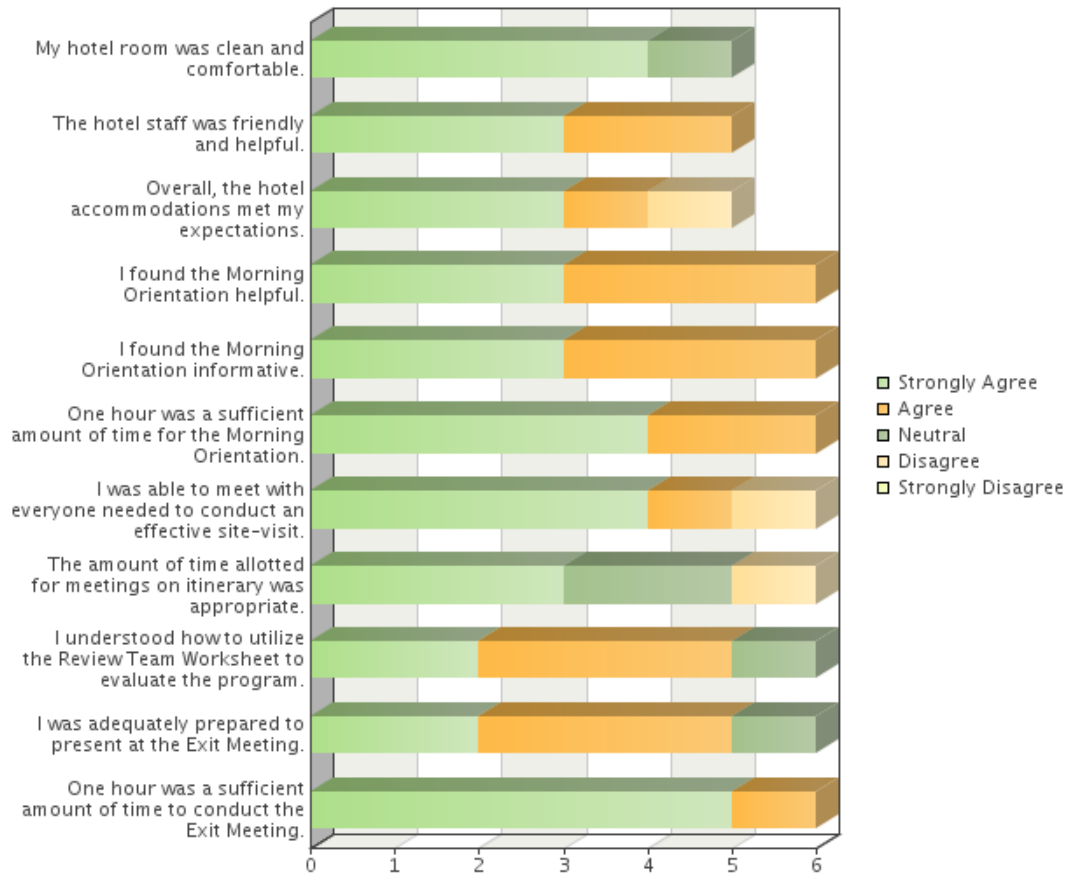
Levels

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum
My hotel room was clean and comfortable.	4 80% 6.35%	0 0% 0%	1 20% 1.59%	0 0% 0%	0 0% 0%	5 100% 7.94%
The hotel staff was friendly and helpful.	3 60% 4.76%	2 40% 3.17%	0 0% 0%	0 0% 0%	0 0% 0%	5 100% 7.94%
Overall, the hotel accommodations met my expectations.	3 60% 4.76%	1 20% 1.59%	0 0% 0%	1 20% 1.59%	0 0% 0%	5 100% 7.94%
I found the Morning Orientation helpful.	3 50% 4.76%	3 50% 4.76%	0 0% 0%	0 0% 0%	0 0% 0%	6 100% 9.52%
I found the Morning Orientation informative.	3 50% 4.76%	3 50% 4.76%	0 0% 0%	0 0% 0%	0 0% 0%	6 100% 9.52%

One hour was a sufficient amount of time for the Morning Orientation.	4 66.67% 6.35%	2 33.33% 3.17%	0 0% 0%	0 0% 0%	0 0% 0%	6 100% 9.52%
I was able to meet with everyone needed to conduct an effective site-visit.	4 66.67% 6.35%	1 16.67% 1.59%	0 0% 0%	1 16.67% 1.59%	0 0% 0%	6 100% 9.52%
The amount of time allotted for meetings on itinerary was appropriate.	3 50% 4.76%	0 0% 0%	2 33.33% 3.17%	1 16.67% 1.59%	0 0% 0%	6 100% 9.52%
I understood how to utilize the Review Team Worksheet to evaluate the program.	2 33.33% 3.17%	3 50% 4.76%	1 16.67% 1.59%	0 0% 0%	0 0% 0%	6 100% 9.52%
I was adequately prepared to present at the Exit Meeting.	2 33.33% 3.17%	3 50% 4.76%	1 16.67% 1.59%	0 0% 0%	0 0% 0%	6 100% 9.52%
One hour was a sufficient amount of time to conduct the Exit Meeting.	5 83.33% 7.94%	1 16.67% 1.59%	0 0% 0%	0 0% 0%	0 0% 0%	6 100% 9.52%
Sum	36 - 57.14%	19 - 30.16%	5 - 7.94%	3 - 4.76%	0 - 0%	63 - 100%

*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

Question 5

Please provide any comments or suggestions you have regarding the site-visit.

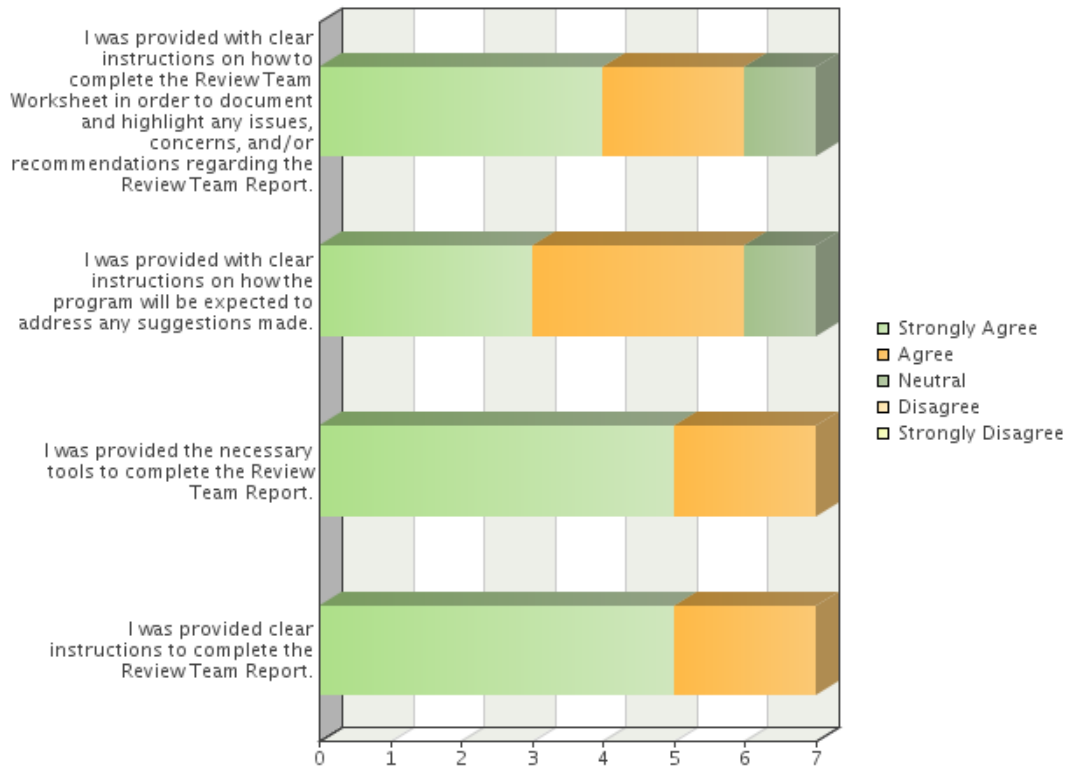| Text input |
| --- |
| As the internal reviewer none of the hotel questions are relevant; however, external reviewers thought the hotel (Homewood Suites by the airport) was fine but the breakfast was a great disappointment as they found the food inedible. Could the Embassy suites be considered as a potential hotel. It costs about the same and it has better breakfast. A big problem was that there was no time for breaks. Also, there were some meetings that did not provide for travel time for off-site visits which caused principals to be waiting for us because not time had been allotted for travel. Also, the meeting with students has to be at least 60 minutes each with MA and PhD as well as undergrads (if relevant). Chairs should be given instructions about making sure that all students are aware of these meetings can can come; students should not be handpicked. At all meetings with faculty, students and staff there should be comment sheets so that all comments are considered. Given time limitations often the most outspoken will be heard. if there is anonymity all can have their voices heard. It would be helpful if faculty meetings were divided according to rank (untennured and tenured) and also by expertise (e.g., we did have meeting with faculty that center Nat. Am. education, but it would have been helpful to also have meetings with those who do scholarship on all Latino students - not just bilingual students; e.g., a good number of Latino students who are struggling in NM schools are monolingual; the meetings with Black communities are great but it would have been useful to meet with all the ethnic studies program directors in UNM such as Africana Studies, Chicana/o Studies and Native American Studies for cross-fertilization about potential synergies and mutual program goals). |
| I would change the hotel. Teh breakfast food was not sufficient for a meal before several hours of work. As well, the hotel was not near anything for us to walk to (food etc.). Also, $500 is not sufficent. Even though we all knwo this is a service to the profession, the amount of work is huge, so a minimum of $1000 woudl at least be a better gesture of thanks. Finally, breaks (even 5-10 minutes) need to be worked into the morning and afteroon schedule for productivity and general well-being. Overall this was a great experience, a strong review team, and a wonderful program to review. |
| The morning orientation was fine. No more time is needed for this. My biggest suggestion for improvement is that two of the most important meetings, the lunch with stakeholders and the lunch with students needed to be twice as long at least. Time with OGS was not particularly helpful, simply due to the relevance of that office to the actual APR process. Meetings with faculty could have been longer as well, as conversations had to be either cut unfortunately short, or ended up expanding and putting pressure on the rest of the itinerary. Meetings with advisory staff could have been longer too. As for the final presentation, two full days of meetings with the second one followed by a (very wonderful) reception left little time for an exit meeting presentation on the third day. Push this back to the afternoon so that the apr team has time to do a good presentation without simply skipping sleep the first two nights (as we all did). |
| Overall, the above topics were handled fine. The main comment I have is that some of the items we found to be important in the functioning of a program were not necessarily included in the scope of the review. This is fine, but here are some of the items that you might want to consider: -support for junior faculty in teaching and pedagogy -strategic plan or strategic initiatives of the unit -clarity/transparency of unit governance process |

Question 6

Please state how you feel regarding the following statements.

Levels

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum
I was provided with clear instructions on how to complete the Review Team Worksheet in order to document and highlight any issues, concerns, and/or recommendations regarding the Review Team Report.	4 57.14% 14.29%	2 28.57% 7.14%	1 14.29% 3.57%	0 0% 0%	0 0% 0%	7 100% 25%
I was provided with clear instructions on how the program will be expected to address any suggestions made.	3 42.86% 10.71%	3 42.86% 10.71%	1 14.29% 3.57%	0 0% 0%	0 0% 0%	7 100% 25%

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I was provided the necessary tools to complete the Review Team Report.	5 71.43% 17.86%	2 28.57% 7.14%	0 0% 0%	0 0% 0%	0 0% 0%	7 100% 25%
I was provided clear instructions to complete the Review Team Report.	5 71.43% 17.86%	2 28.57% 7.14%	0 0% 0%	0 0% 0%	0 0% 0%	7 100% 25%
Sum	17 - 60.71%	9 - 32.14%	2 - 7.14%	0 - 0%	0 - 0%	28 - 100%

*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

Question 7

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

Text input
Given that much of the final report gets completed after the actual site visit could a shared drive be established so that team members can begin the work of sharing documents and resources. This may make it easier to do this work.
There is a real disconnect between the charge the APR team was given as reflected in the worksheet, and the substance of the program. Certain questions did not make a lot of sense, or seem to have a lot of relevance ("enforcement of transfer credit policies"? What?), while there was very little room within the APR report format to address really essential questions about how this program is designed and functioning. The report format really stood in the way of to making the most of the work, expertise, and analysis of the various team members.
The time to prepare for the exit presentation was inadequate. We stayed up past 10 pm and 12 midnight on the two consecutive days. It would have been better if we had the morning of the last day to prepare and then have the presentation right after lunchtime. Maybe we put more thought into the review than we had to, but we wanted to do a good job and the 15-16 hour days were quite taxing. We are senior faculty and don't have the stamina we used to have.

Question 8

How would you rate the APR process at UNM?
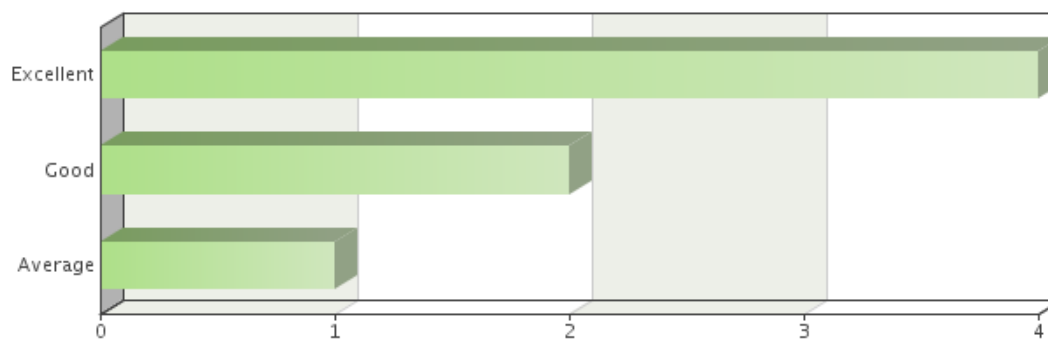
Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
Excellent	4	50%	57.14%
Good	2	25%	28.57%
Average	1	12.5%	14.29%
Sum:	7	87.5%	100%
Not answered:	1	12.5%	-

Total answered: 7

Comment report

Lists all the questions in the survey and displays all the free text responses to these questions, if applicable.

Table of contents

Report info

Report date:	Wednesday, June 7, 2017 3:19:00 PM MDT
Start date:	Thursday, March 16, 2017 3:10:00 PM MDT
Stop date:	Wednesday, May 31, 2017 11:59:00 PM MDT
Stored responses:	12
Number of completed responses:	12
Number of invitees:	14
Invitees that responded:	12
Invitee response rate:	85.71%
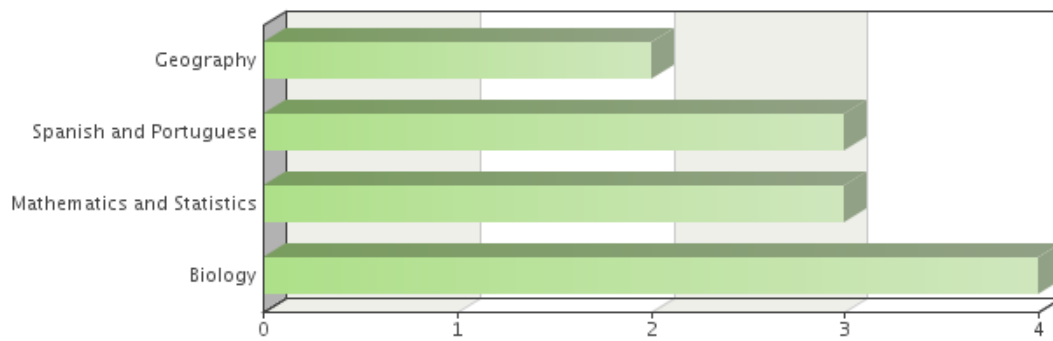
189

Question 1

Which UNM program did you review?

Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Geography	2	16.67%	16.67%
Spanish and Portuguese	3	25%	25%
Mathematics and Statistics	3	25%	25%
Biology	4	33.33%	33.33%
Sum:	12	100%	100%
Not answered:	0	0%	-

Total answered: 12

Question 2

Please state how you feel regarding the following statements.
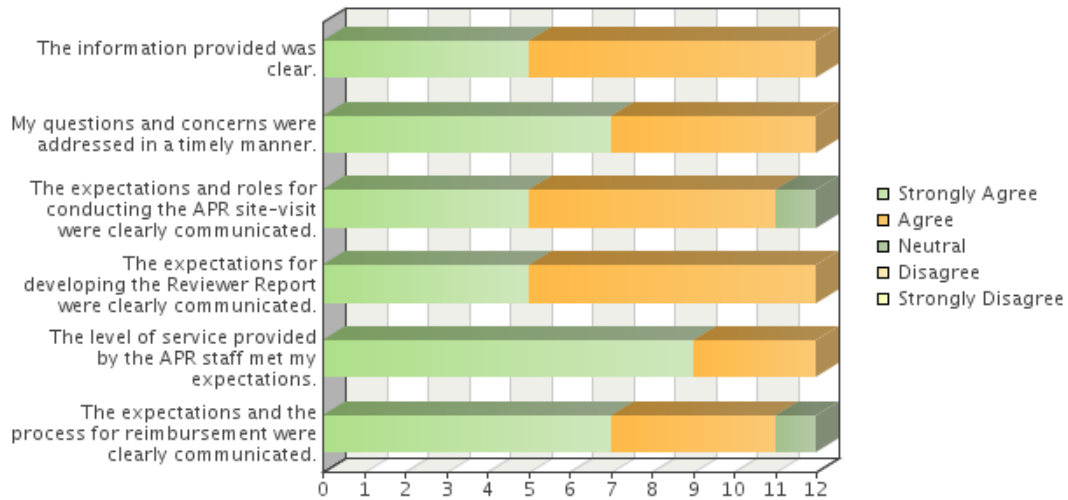
Levels

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum
The information provided was clear.	5 41.67% 6.94%	7 58.33% 9.72%	0 0% 0%	0 0% 0%	0 0% 0%	12 100% 16.67%
My questions and concerns were addressed in a timely manner.	7 58.33% 9.72%	5 41.67% 6.94%	0 0% 0%	0 0% 0%	0 0% 0%	12 100% 16.67%
The expectations and roles for conducting the APR site-visit were clearly communicated.	5 41.67% 6.94%	6 50% 8.33%	1 8.33% 1.39%	0 0% 0%	0 0% 0%	12 100% 16.67%
The expectations for developing the Reviewer Report were clearly communicated.	5 41.67% 6.94%	7 58.33% 9.72%	0 0% 0%	0 0% 0%	0 0% 0%	12 100% 16.67%
The level of service provided by the APR staff met my expectations.	9 75% 12.5%	3 25% 4.17%	0 0% 0%	0 0% 0%	0 0% 0%	12 100% 16.67%

191

The expectations and the process for reimbursement were clearly communicated.	7 58.33% 9.72%	4 33.33% 5.56%	1 8.33% 1.39%	0 0% 0%	0 0% 0%	12 100% 16.67%
Sum	38 - 52.78%	32 - 44.44%	2 - 2.78%	0 - 0%	0 - 0%	72 - 100%

*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

Question 3

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

| Text input |
| --- |
| I found every aspect extremely professional. Everyone the review team met with was courteous and forthcoming, and, in general, it was a mos pleasant and positive experience. |
| It would have been an advantage to have received the self-study a little earlier. |
| The APR office was very professional and did a great job. |
| Reports should be sent out express mail to our university offices. Mine was sent by slow mail to my home address, and arrived a week after everyone else's. |

Question 4

Please state how you feel regarding the following statements.
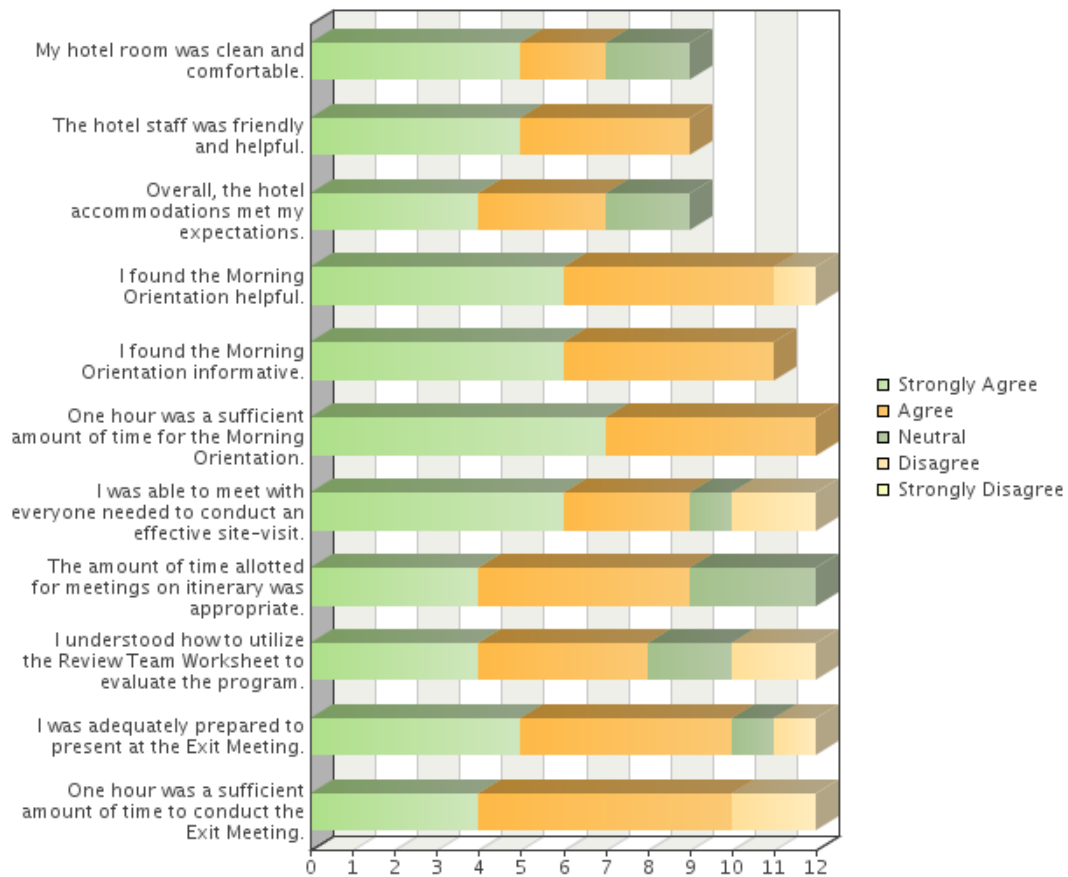
Levels

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum
My hotel room was clean and comfortable.	5 55.56% 4.1%	2 22.22% 1.64%	2 22.22% 1.64%	0 0% 0%	0 0% 0%	9 100% 7.38%
The hotel staff was friendly and helpful.	5 55.56% 4.1%	4 44.44% 3.28%	0 0% 0%	0 0% 0%	0 0% 0%	9 100% 7.38%
Overall, the hotel accommodations met my expectations.	4 44.44% 3.28%	3 33.33% 2.46%	2 22.22% 1.64%	0 0% 0%	0 0% 0%	9 100% 7.38%
I found the Morning Orientation helpful.	6 50% 4.92%	5 41.67% 4.1%	0 0% 0%	1 8.33% 0.82%	0 0% 0%	12 100% 9.84%
I found the Morning Orientation informative.	6 54.55% 4.92%	5 45.45% 4.1%	0 0% 0%	0 0% 0%	0 0% 0%	11 100% 9.02%

One hour was a sufficient amount of time for the Morning Orientation.	7 58.33% 5.74%	5 41.67% 4.1%	0 0% 0%	0 0% 0%	0 0% 0%	12 100% 9.84%
I was able to meet with everyone needed to conduct an effective site-visit.	6 50% 4.92%	3 25% 2.46%	1 8.33% 0.82%	2 16.67% 1.64%	0 0% 0%	12 100% 9.84%
The amount of time allotted for meetings on itinerary was appropriate.	4 33.33% 3.28%	5 41.67% 4.1%	3 25% 2.46%	0 0% 0%	0 0% 0%	12 100% 9.84%
I understood how to utilize the Review Team Worksheet to evaluate the program.	4 33.33% 3.28%	4 33.33% 3.28%	2 16.67% 1.64%	2 16.67% 1.64%	0 0% 0%	12 100% 9.84%
I was adequately prepared to present at the Exit Meeting.	5 41.67% 4.1%	5 41.67% 4.1%	1 8.33% 0.82%	1 8.33% 0.82%	0 0% 0%	12 100% 9.84%
One hour was a sufficient amount of time to conduct the Exit Meeting.	4 33.33% 3.28%	6 50% 4.92%	0 0% 0%	2 16.67% 1.64%	0 0% 0%	12 100% 9.84%
Sum	56 - 45.9%	47 - 38.52%	11 - 9.02%	8 - 6.56%	0 - 0%	122 - 100%

*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

195

Question 5

Please provide any comments or suggestions you have regarding the site-visit.

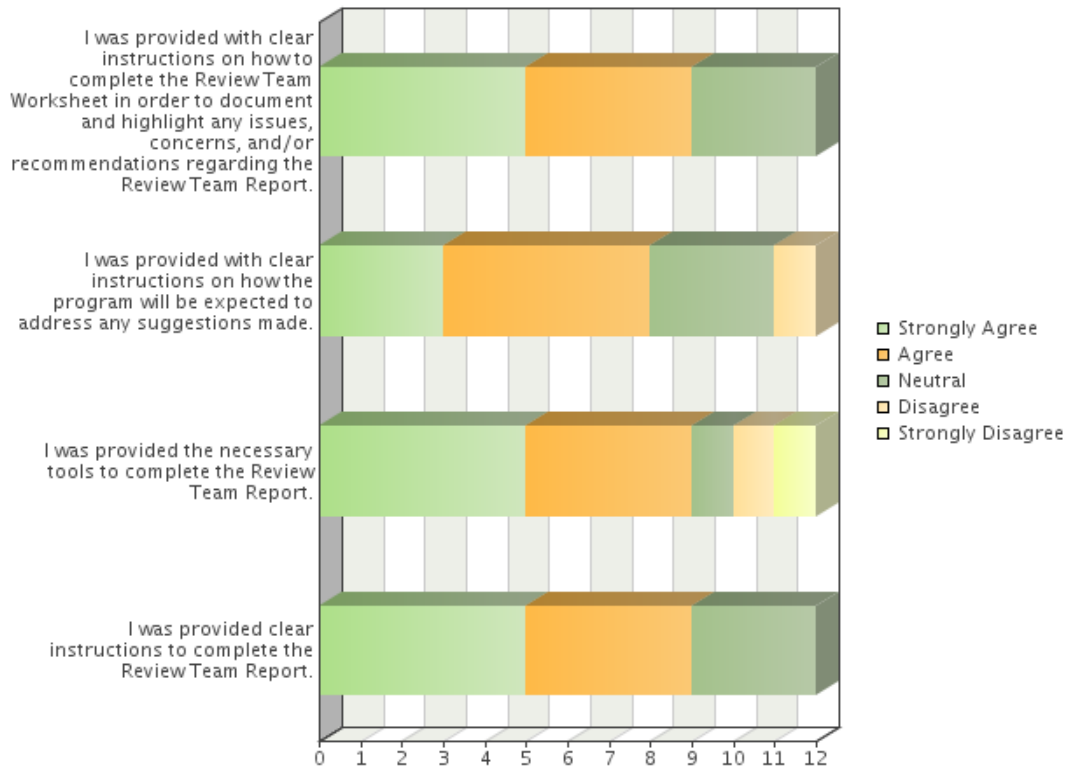| Text input |
| --- |
| The visit was very well organized. Although it originally did not include any "down time," we were able to arrange to have an hour or so to return to the hotel and rest / catch up with email before our dinner meetings. I recommend that some down time be included before dinner for future reviewers. |
| The program was too packed living little time for the review committee to discuss their findings and prepare their report. |
| We appreciated the extra meeting you arranged with the VP for Research. Thanks. We could have used a little more time on Wednesday morning to prepare for the exit but I think it all worked out well. |
| It would have been nice to have more time to work together as a team. We stayed up very late the night before the exit meeting preparing our presentation. We did opt to have dinner with faculty rather than on our own so we gave up some work time, but the dinners were worthwhile and informative. It would have helped to have a few hours at the end of the afternoon to work on our presentation for the next morning. |
| All of the meetings were useful, but it was a lot to put into two and a half days. |
| The itinerary was rather tight and we got in the weeds a few times. Also, expecting the review team to be "on" for 15 hours a day was rather tough. There was no downtime built in and the other outside reviewers demanded to freshen up after 5 and before dinner. |
| The APR process had little to no focus on research, which should be a main component of an R1 university and certainly of a department seeking a PhD program. |
| It would have been helpful to have met with postdocs. They are an important part of any research-active biology department and yet they are often overlooked. We were asked to comment on: 1) whether "students are aware of program goals". Since we never met with undergraduate students, it isn't possible to evaluate this criterion. 2) whether "contributions to other units are adequately coordinated...." . Since we didn't meet with many other units, this too is difficult for an external committee to comment on. These questions and others like them are important and should be included in a departmental review, but perhaps they should be separated from the external review and be evaluated differently by people within the UNM. Finally, the structure of the worksheet suggests that research is of secondary importance relative to teaching. If that ranking accurately reflects the UNM philosophy, then the worksheet is fine. However, if research is co-equal or even slightly more important than teaching, then the worksheet is misleading. We approached this with the assumption that UNM wanted the Biology Dept. to excel as a research unit and, therefore, found the worksheet difficult to use. |
| Biology is a large and complex unit. The department did an excellent job in arranging for meetings with many of the stakeholders, but there literally were not enough hours in the day to do this AND prepare initial reports! |
| There just isn't time to meet with everyone! We could have used a half-hour as a committee on the first day, with no one from UNM present, and perhaps a little more time to present, as we felt that there wasn't enough time to handle questions. |
| In the morning orientation, we were told to comment on things observed but not to make recommendations in our final report. This was a highly unusual request to be made of an external reviewer team. It left us with the strong impression that UNM had no interest in getting an objective set of recommendations for future actions from the team. This impression was corrected in our later meetings with upper administration, but it set an initial tone that was not helpful. We met with everyone needed, except that it would have been helpful to meet with postdocs and research faculty, and with undergraduates. It's always a rush to get prepared for an Exit Meeting for an APR visit like this, but we had sufficient time to get it done and be effective. |

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Question 6

Please state how you feel regarding the following statements.

Levels

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum
I was provided with clear instructions on how to complete the Review Team Worksheet in order to document and highlight any issues, concerns, and/or recommendations regarding the Review Team Report.	5 41.67% 10.42%	4 33.33% 8.33%	3 25% 6.25%	0 0% 0%	0 0% 0%	12 100% 25%
I was provided with clear instructions on how the program will be expected to address any suggestions made.	3 25% 6.25%	5 41.67% 10.42%	3 25% 6.25%	1 8.33% 2.08%	0 0% 0%	12 100% 25%

I was provided the necessary tools to complete the Review Team Report.	5 41.67% 10.42%	4 33.33% 8.33%	1 8.33% 2.08%	1 8.33% 2.08%	1 8.33% 2.08%	12 100% 25%
I was provided clear instructions to complete the Review Team Report.	5 41.67% 10.42%	4 33.33% 8.33%	3 25% 6.25%	0 0% 0%	0 0% 0%	12 100% 25%
Sum	18 - 37.5%	17 - 35.42%	10 - 20.83%	2 - 4.17%	1 - 2.08%	48 - 100%

*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

Question 7

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

| Text input |
| --- |
| The term "met with conditions" didn't feel adequate in some cases. "Met with comments or explanation" would have been better. "Conditions" sounds negative, like something is lacking, but in some cases what we had to say was positive, not negative. |
| Having the instruction of "make no recommendation" and no recommendations that require resources is not particularly helpful. |
| The worksheet is heavily biased towards issues that an external committee can't comment on - most of them had to do with undergraduate curriculum issues, while our review centered on reviewing research and faculty. There is a fundamental mismatch in your process. If you really want to center it on assessing the curriculum, the meetings should focus on undergraduate education; we should meet students and advisors and so on. |
| The materials provided to the APR committee were lacking in several critical respects. All of the materials provided were from the department, and we very much wanted to see data on research and teaching activities, etc., from the institutional research office, from the OVPR office, etc. We wanted to see detailed listings of departmental personnel and roles. For faculty, it would have been helpful to see data compiled on funding, publications, courses taught, etc. For courses, information on enrollments and student outcomes would have been helpful. In short, the report was missing a whole host of objective data points that one normally expects to see in a APR report like this. We obtained some of this information through follow-up questions to the department, but because those requests were ad hoc, the responses were only partially helpful and lacked the kind of clear organization that one would expect in standardized institutional reports. |

Question 8

How would you rate the APR process at UNM?
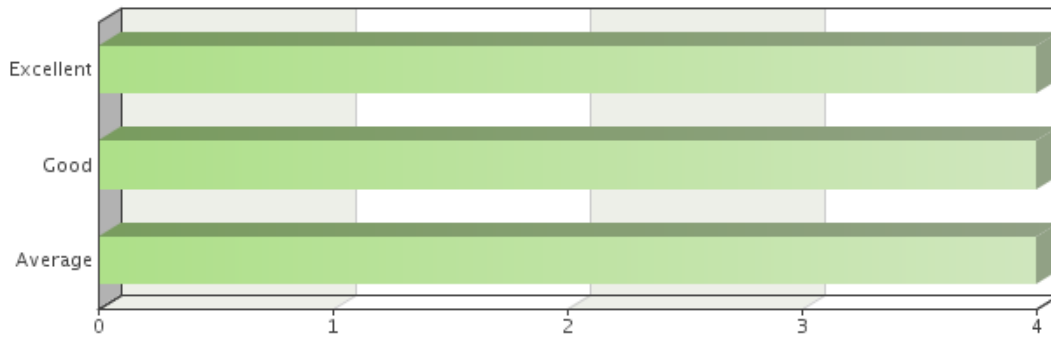
Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
Excellent	4	33.33%	33.33%
Good	4	33.33%	33.33%
Average	4	33.33%	33.33%
Sum:	12	100%	100%
Not answered:	0	0%	-

Total answered: 12

Comment report

Lists all the questions in the survey and displays all the free text responses to these questions, if applicable.

Table of contents

Report info

Report date:	Wednesday, June 7, 2017 3:28:18 PM MDT
Start date:	Wednesday, October 19, 2016 3:10:00 PM MDT
Stop date:	Saturday, December 31, 2016 11:59:00 PM MST
Stored responses:	9
Number of completed responses:	9
Number of invitees:	11
Invitees that responded:	9
Invitee response rate:	81.82%

202

Question 1

Please select your unit.
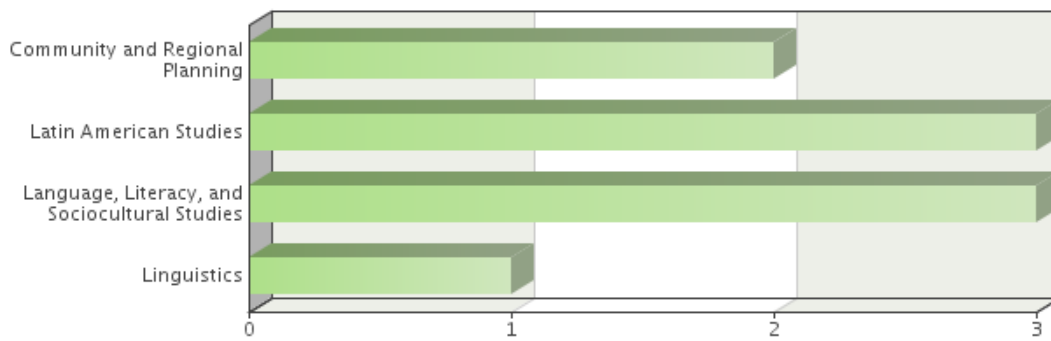
Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Community and Regional Planning	2	22.22%	22.22%
Latin American Studies	3	33.33%	33.33%
Language, Literacy, and Sociocultural Studies	3	33.33%	33.33%
Linguistics	1	11.11%	11.11%
Sum:	9	100%	100%
Not answered:	0	0%	-

Total answered: 9

Question 2

Please state how you feel regarding the following statements:
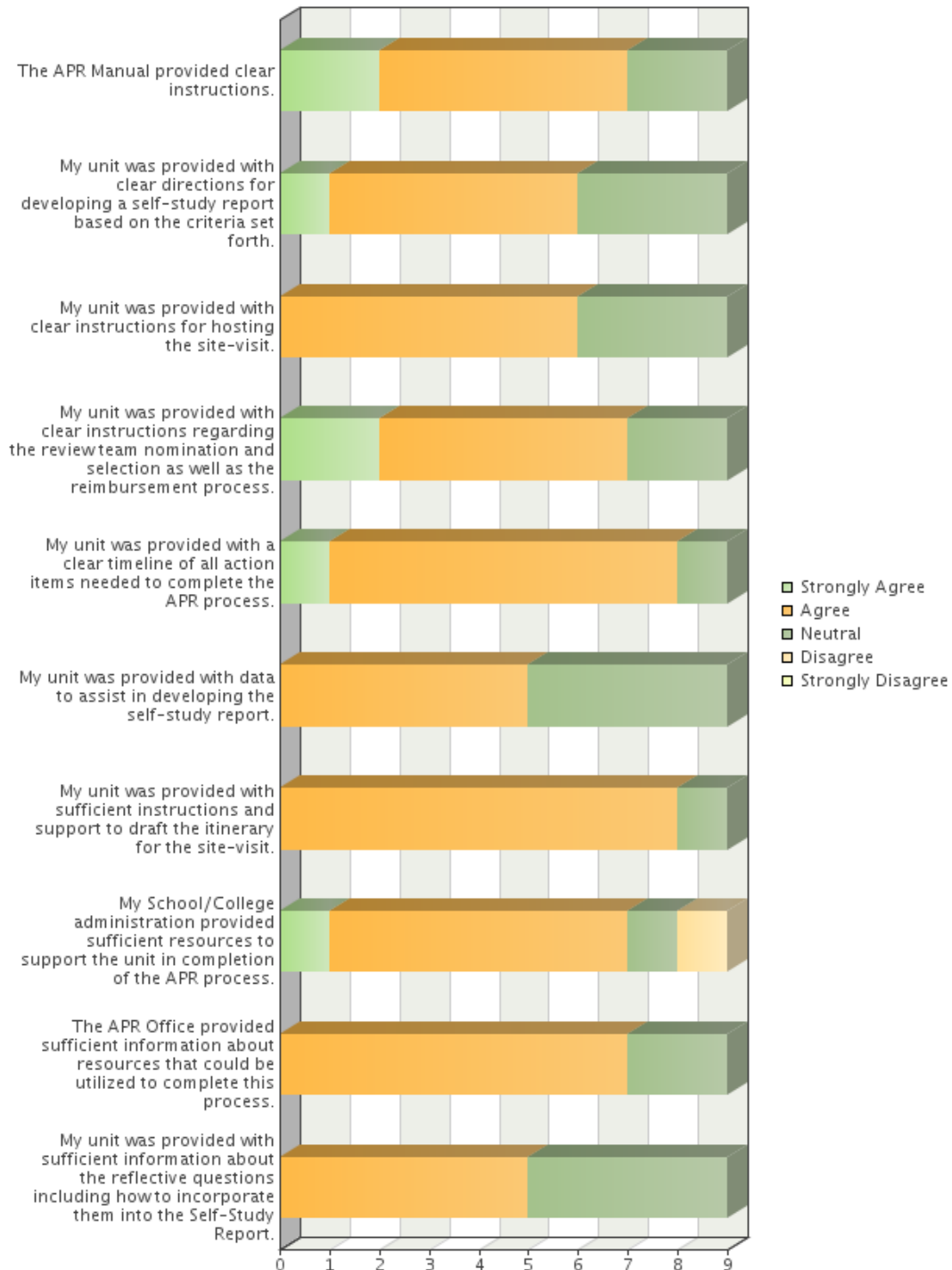
Levels

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum
The APR Manual provided clear instructions.	2 22.22% 2.22%	5 55.56% 5.56%	2 22.22% 2.22%	0 0% 0%	0 0% 0%	9 100% 10%

My unit was provided with clear directions for developing a self-study report based on the criteria set forth.	1 11.11% 1.11%	5 55.56% 5.56%	3 33.33% 3.33%	0 0% 0%	0 0% 0%	9 100% 10%
My unit was provided with clear instructions for hosting the site-visit.	0 0% 0%	6 66.67% 6.67%	3 33.33% 3.33%	0 0% 0%	0 0% 0%	9 100% 10%
My unit was provided with clear instructions regarding the review team nomination and selection as well as the reimbursem ent process.	2 22.22% 2.22%	5 55.56% 5.56%	2 22.22% 2.22%	0 0% 0%	0 0% 0%	9 100% 10%
My unit was provided with a clear timeline of all action items needed to complete the APR process.	1 11.11% 1.11%	7 77.78% 7.78%	1 11.11% 1.11%	0 0% 0%	0 0% 0%	9 100% 10%
My unit was provided with data to assist in developing the self-study report.	0 0% 0%	5 55.56% 5.56%	4 44.44% 4.44%	0 0% 0%	0 0% 0%	9 100% 10%
My unit was provided with sufficient instructions and support to draft the itinerary for the site-visit.	0 0% 0%	8 88.89% 8.89%	1 11.11% 1.11%	0 0% 0%	0 0% 0%	9 100% 10%
My School/Coll ege administrati on provided sufficient resources to support the unit in completion of the APR process.	1 11.11% 1.11%	6 66.67% 6.67%	1 11.11% 1.11%	1 11.11% 1.11%	0 0% 0%	9 100% 10%
The APR Office provided sufficient information about resources that could be utilized to complete this process.	0 0% 0%	7 77.78% 7.78%	2 22.22% 2.22%	0 0% 0%	0 0% 0%	9 100% 10%

My unit was provided with sufficient information about the reflective questions including how to incorporate them into the Self-Study Report.	0 0% 0%	5 55.56% 5.56%	4 44.44% 4.44%	0 0% 0%	0 0% 0%	9 100% 10%
Sum	7 - 7.78%	59 - 65.56%	23 - 25.56%	1 - 1.11%	0 - 0%	90 - 100%

*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

206

Question 3

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

Text input
I was not present for the Orientation Meeting.
I'm unclear which meeting this refers to. If it's the orientation meeting for the APR site visit team, then my comments are as follows: During the orientation meeting we were told, repeatedly, that the review team should not make recommendations. The APR program has been giving this guidance for the past few years. It is unfair to ask very distinguished faculty members from other institutions (often better schools than UNM) to come here, and then muzzle them. I doubt any potential reviewers would agree to such terms if they knew in advance that we wanted them to review programs but not make recommendations. This is absurd on its face. I understand that the administration cannot sign off on action plans that include measures that are financially infeasible, but give reviewers some credit for intelligence and judgment. If a team made recommendations that were impossible or inadvisable for UNM to carry out, the unit can always reject their recommendations. You really must stop providing the "no recommendations" guidance. It is insulting to out guests and professionally unacceptable.
Was the orientation meeting the meeting in fall 2015? I think it was fine. This survey might be more helpful if the questions are open ended.
We very much appreciated the support of the APR team throughout this process!

Question 4

Please state how you feel regarding the following statements.
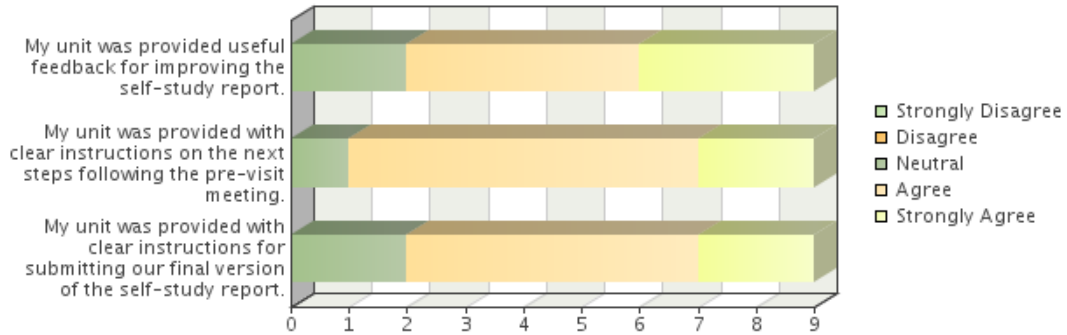
Levels

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Sum
My unit was provided useful feedback for improving the self-study report.	0 0% 0%	0 0% 0%	2 22.22% 7.41%	4 44.44% 14.81%	3 33.33% 11.11%	9 100% 33.33%
My unit was provided with clear instructions on the next steps following the pre-visit meeting.	0 0% 0%	0 0% 0%	1 11.11% 3.7%	6 66.67% 22.22%	2 22.22% 7.41%	9 100% 33.33%
My unit was provided with clear instructions for submitting our final version of the self-study report.	0 0% 0%	0 0% 0%	2 22.22% 7.41%	5 55.56% 18.52%	2 22.22% 7.41%	9 100% 33.33%
Sum	0 - 0%	0 - 0%	5 - 18.52%	15 - 55.56%	7 - 25.93%	27 - 100%

*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

Question 5

Did your unit utilize the APR app for drafting the self-study report?
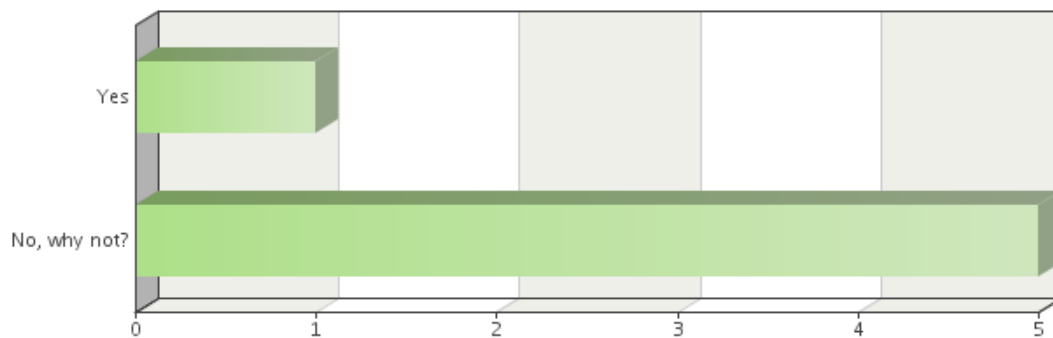
Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	1	11.11%	16.67%
No, why not?	5	55.56%	83.33%
Sum:	6	66.67%	100%
Not answered:	3	33.33%	-

Total answered: 6

Last choice text input
There's an app??
Not sure if we did or not.
drafting team was in multiple countries, we needed transparent version control
Was not told about it until after we had drafted our report.

Question 6

Please provide any comments or suggestions you have regarding the Pre-Visit Meeting.

Text input
Note that the survey responses on this page are in the reverse order from those on the first page. You will almost certainly get invalid responses on this survey as a result. I recommend that you correct this. We received useful feedback on the self-study, mainly areas that were not completely clear.

Question 7

Please state how you feel regarding the following statements.
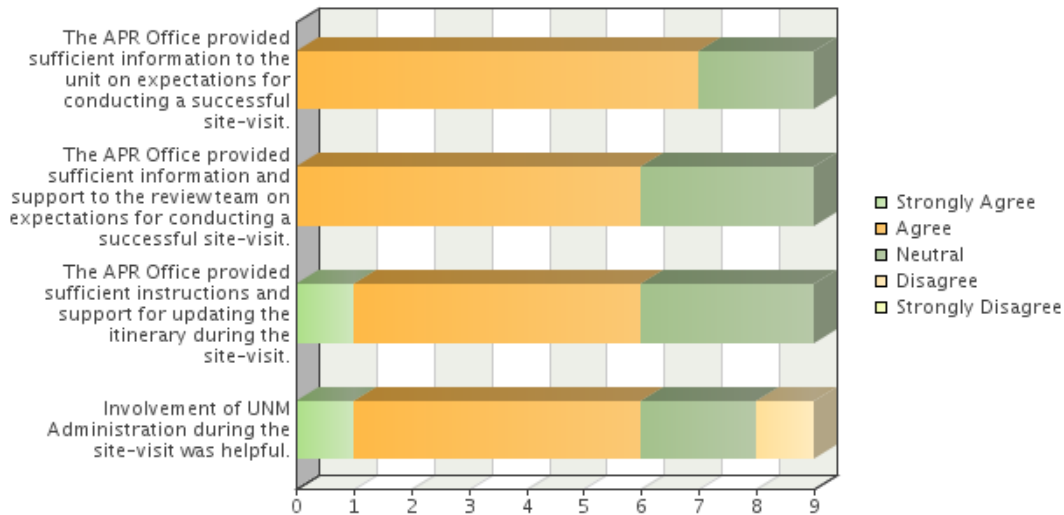
Levels

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum
The APR Office provided sufficient information to the unit on expectations for conducting a successful site-visit.	0 0% 0%	7 77.78% 19.44%	2 22.22% 5.56%	0 0% 0%	0 0% 0%	9 100% 25%
The APR Office provided sufficient information and support to the review team on expectations for conducting a successful site-visit.	0 0% 0%	6 66.67% 16.67%	3 33.33% 8.33%	0 0% 0%	0 0% 0%	9 100% 25%
The APR Office provided sufficient instructions and support for updating the itinerary during the site-visit.	1 11.11% 2.78%	5 55.56% 13.89%	3 33.33% 8.33%	0 0% 0%	0 0% 0%	9 100% 25%
Involvement of UNM Administration during the site-visit was helpful.	1 11.11% 2.78%	5 55.56% 13.89%	2 22.22% 5.56%	1 11.11% 2.78%	0 0% 0%	9 100% 25%
Sum	2 - 5.56%	23 - 63.89%	10 - 27.78%	1 - 2.78%	0 - 0%	36 - 100%

*Sequence of numbers in a cell
Absolute frequency
Relative frequency row
Relative frequency

Question 8

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

Text input
I don't think the UNM admin helped at all unless you mean Neke, Brianne. We received a model itinerary and built ours from that. They responded to my questions at APR, so that was very helpful. I just didn't know what questions to ask.
I'm not sure how much continuity there is between academic units, but I think it would've been helpful to have examples of what sort of catering is usually ordered for the site visit teams.
As mentioned above, the review team arrived, and had a meeting on the first day with Neke Mitchell, at which they were advised not to make recommendations. This is patently unacceptable. Busy, nationally ranked faculty do not fly across the country to review a program and then not make recommendations. This is insulting, and immediately raises questions on the part of the review team as to why they are even here. Please stop doing this!
I am having a hard time answering some of the question. I'm not sure if the site visit team found the time with the UNM administration useful. I expect they did but we didn't ask them. We updated the itinerary. If we were to do that with the APR Office, that was not clear to us. We thought that our part of the site visit was our responsibility. It was a bit unusual to tell the site visit team not to include recommendations that required additional resources. It is good feedback for the unit to be told that you cannot continue to do what you're intending without a new faculty member. If the unit cannot hire a new faculty member, they may have to figure out what to do differently.

Question 9

Please state how you feel regarding the following statements.

Levels

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum
My unit was provided with sufficient guidelines and instructions for developing and submitting a response and action plan to the review team report.	1 12.5% 2.5%	3 37.5% 7.5%	3 37.5% 7.5%	0 0% 0%	1 12.5% 2.5%	8 100% 20%

I am aware that the response and action plan has to be submitted for review and approval by the dean and Provost Office within 2 semesters (including summer) following the site-visit.	2 25% 5%	2 25% 5%	4 50% 10%	0 0% 0%	0 0% 0%	8 100% 20%
I am aware that updates to the action plan have to be provided to the APR Office annually during the fall semester.	2 25% 5%	3 37.5% 7.5%	3 37.5% 7.5%	0 0% 0%	0 0% 0%	8 100% 20%
I am aware that the approved response and action plan will be sent to the review team.	2 25% 5%	2 25% 5%	3 37.5% 7.5%	1 12.5% 2.5%	0 0% 0%	8 100% 20%
I am aware that the approved response and action plan will be posted on the APR website.	2 25% 5%	3 37.5% 7.5%	3 37.5% 7.5%	0 0% 0%	0 0% 0%	8 100% 20%
Sum	9 - 22.5%	13 - 32.5%	16 - 40%	1 - 2.5%	1 - 2.5%	40 - 100%

*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

Question 10

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

Text input
We aren't up to this part yet.
I was not present for discussions of the Response and Action Plan.
The action plan form is very inconvenient, and does not appear to include a signature line for dean or provost. The format seems to prioritize checking off boxes, leaves insufficient room to express or describe actions of any complexity. It is a crude checklist, not an action plan.
We have not yet received the final report. I am now are that the response and action plan has to be submitted since I read the statement above. One comment I did not make on the pre-site visit page was that we did not receive substantive comments on our self study. We received editing comments that were helpful. We expected to receive some substantive comments. If a unit will only receive comments about editing the draft, I'd suggest that one APR representative and on unit representative meet to discuss the comments.

Question 11

How would you rate the APR process at UNM?
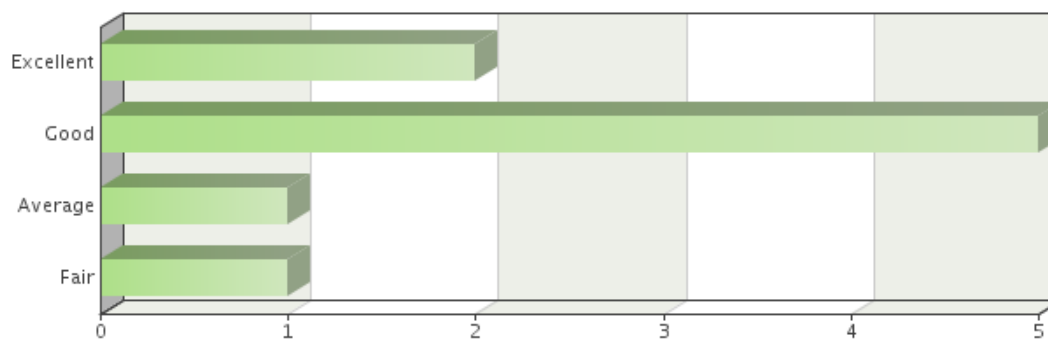
Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
Excellent	2	22.22%	22.22%
Good	5	55.56%	55.56%
Average	1	11.11%	11.11%
Fair	1	11.11%	11.11%
Sum:	9	100%	100%
Not answered:	0	0%	-

Total answered: 9

Comment report

Lists all the questions in the survey and displays all the free text responses to these questions, if applicable.

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Report info

Report date:	Wednesday, June 7, 2017 3:29:08 PM MDT
Start date:	Thursday, March 16, 2017 3:10:00 PM MDT
Stop date:	Wednesday, May 31, 2017 11:59:00 PM MDT
Stored responses:	11
Number of completed responses:	9
Number of invitees:	12
Invitees that responded:	11
Invitee response rate:	91.67%
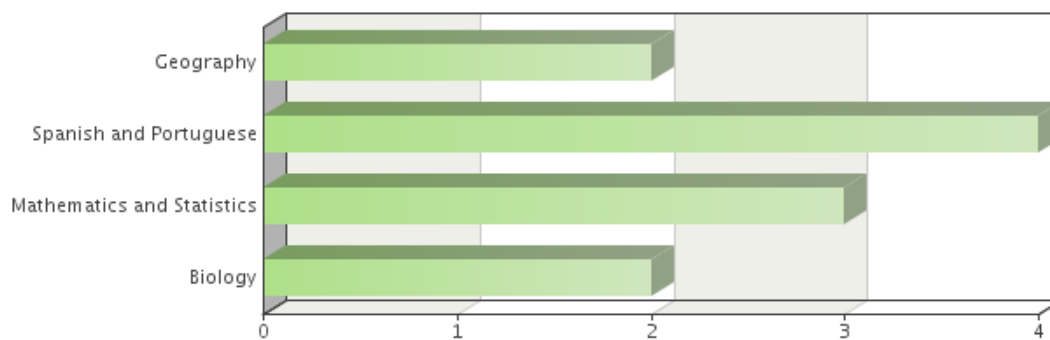
219

Question 1

Please select your unit.

Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Geography	2	18.18%	18.18%
Spanish and Portuguese	4	36.36%	36.36%
Mathematics and Statistics	3	27.27%	27.27%
Biology	2	18.18%	18.18%
Sum:	11	100%	100%
Not answered:	0	0%	-

Total answered: 11

Question 2

Please state how you feel regarding the following statements:
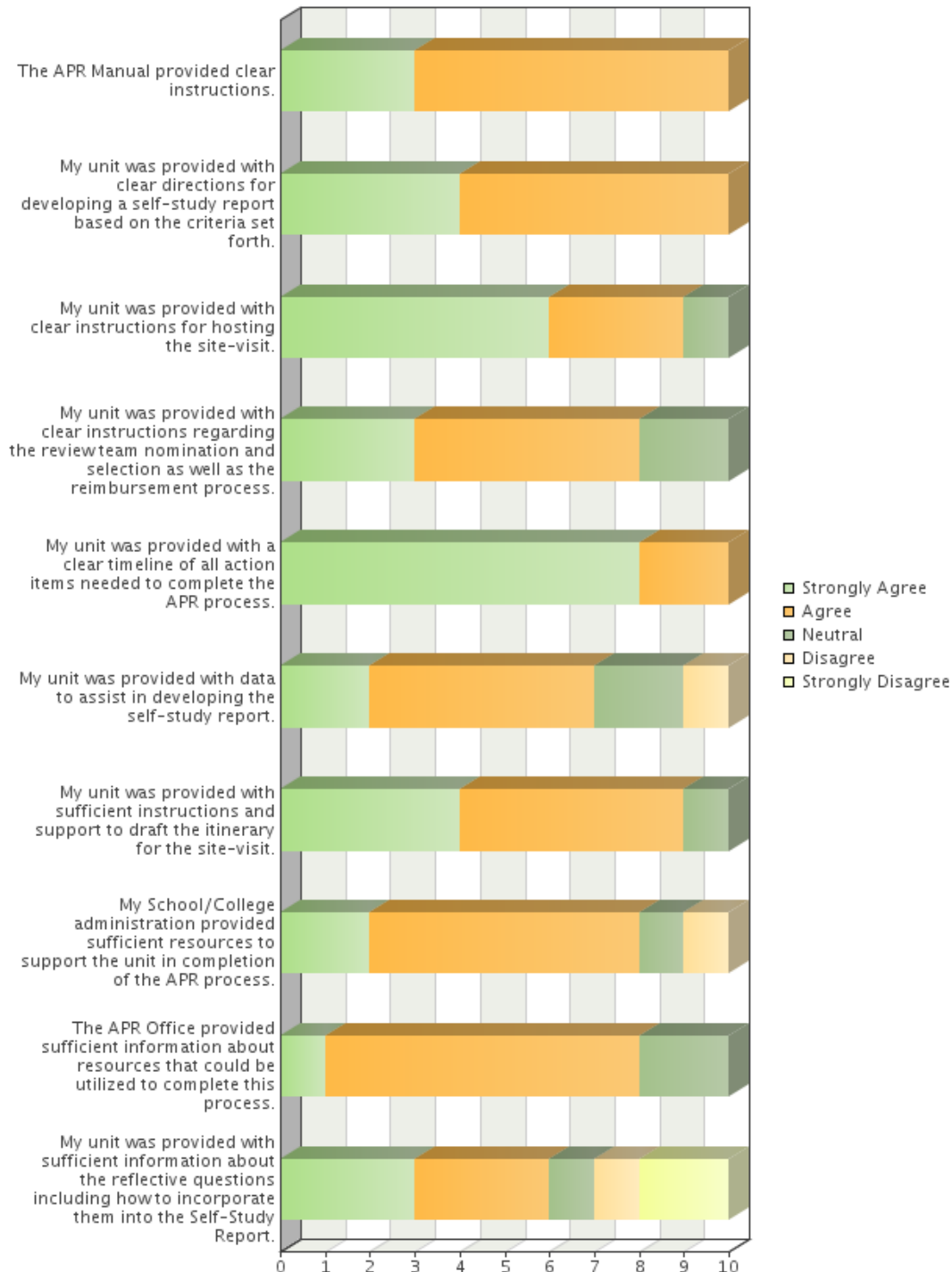
Levels

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum
The APR Manual provided clear instructions.	3 30% 3%	7 70% 7%	0 0% 0%	0 0% 0%	0 0% 0%	10 100% 10%

221

My unit was provided with clear directions for developing a self-study report based on the criteria set forth.	4 40% 4%	6 60% 6%	0 0% 0%	0 0% 0%	0 0% 0%	10 100% 10%
My unit was provided with clear instructions for hosting the site-visit.	6 60% 6%	3 30% 3%	1 10% 1%	0 0% 0%	0 0% 0%	10 100% 10%
My unit was provided with clear instructions regarding the review team nomination and selection as well as the reimbursem ent process.	3 30% 3%	5 50% 5%	2 20% 2%	0 0% 0%	0 0% 0%	10 100% 10%
My unit was provided with a clear timeline of all action items needed to complete the APR process.	8 80% 8%	2 20% 2%	0 0% 0%	0 0% 0%	0 0% 0%	10 100% 10%
My unit was provided with data to assist in developing the self-study report.	2 20% 2%	5 50% 5%	2 20% 2%	1 10% 1%	0 0% 0%	10 100% 10%
My unit was provided with sufficient instructions and support to draft the itinerary for the site-visit.	4 40% 4%	5 50% 5%	1 10% 1%	0 0% 0%	0 0% 0%	10 100% 10%
My School/Coll ege administrati on provided sufficient resources to support the unit in completion of the APR process.	2 20% 2%	6 60% 6%	1 10% 1%	1 10% 1%	0 0% 0%	10 100% 10%
The APR Office provided sufficient information about resources that could be utilized to complete this process.	1 10% 1%	7 70% 7%	2 20% 2%	0 0% 0%	0 0% 0%	10 100% 10%

My unit was provided with sufficient information about the reflective questions including how to incorporate them into the Self-Study Report.	3 30% 3%	3 30% 3%	1 10% 1%	1 10% 1%	2 20% 2%	10 100% 10%
Sum	36 - 36%	49 - 49%	10 - 10%	3 - 3%	2 - 2%	100 - 100%

*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

223

Question 3

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

Text input
This was my first APR, therefore, my suggestions for the itinerary process is the following: 1) Provide real itineraries samples from those departments you feel did good - the one included in the APR policies, principles and procedures packet is to plain. 2) Explain what entails "Team planning and orientation" section 3) Beside the meetings that must happen with the Provost, suggest meetings that Departments could/should incorporate as part of the itinerary. For instance, confidential meetings, undergraduate/graduate students (emphasize undergraduates because many times we only think on graduate students). 4) For Confidential meetings suggest your conference room and/or help to schedule those meetings.
It is fairly problematic to tell the reviewers in the first meeting that they are not allowed to address issues of resources. This is one of the biggest issues that programs face, so it's imperative that reviewers provide advice that would help departments address this directly.
I believe the Orientation Meeting was one of the biggest aids we received because we were able to ask questions face to face and also clear up any doubts we may have had regarding exactly what we needed to do.
Preparing the Self-Study is extraordinarily time-consuming and put four of our faculty members behind on all our other obligations. This is why I answered that we did not receive enough resources -- time is the resource that is not accounted for. As you already know, but for the record, faculty time is swallowed up more and more with reporting, assessing, letter-writing, evaluating, planning, approving. And it is harder and harder to dedicate sufficient time to the central missions of research and teaching.
No recommendations - everything was well organized. Information regarding the itinerary and expectations of each individual was provided.
Some of the reflective questions were based upon incorrect data.
The orientation meeting was effective. The orientation covered only the part of the review that is required by UNM to address accreditation. These reviews are very useful to departments when they are more wholistic - the wholistic part (research, and other areas not specifically targeted by the current form of the APR process. The APR staff were very helpful throughout the process, beginning with the orientation meeting.

Question 4

Please state how you feel regarding the following statements.
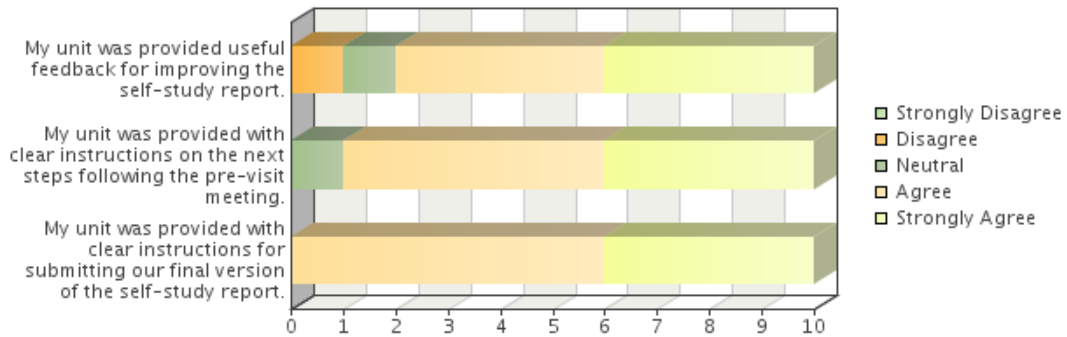
Levels

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Sum
My unit was provided useful feedback for improving the self-study report.	0 0% 0%	1 10% 3.33%	1 10% 3.33%	4 40% 13.33%	4 40% 13.33%	10 100% 33.33%
My unit was provided with clear instructions on the next steps following the pre-visit meeting.	0 0% 0%	0 0% 0%	1 10% 3.33%	5 50% 16.67%	4 40% 13.33%	10 100% 33.33%
My unit was provided with clear instructions for submitting our final version of the self-study report.	0 0% 0%	0 0% 0%	0 0% 0%	6 60% 20%	4 40% 13.33%	10 100% 33.33%
Sum	0 - 0%	1 - 3.33%	2 - 6.67%	15 - 50%	12 - 40%	30 - 100%

*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

Question 5

Did your unit utilize the APR app for drafting the self-study report?
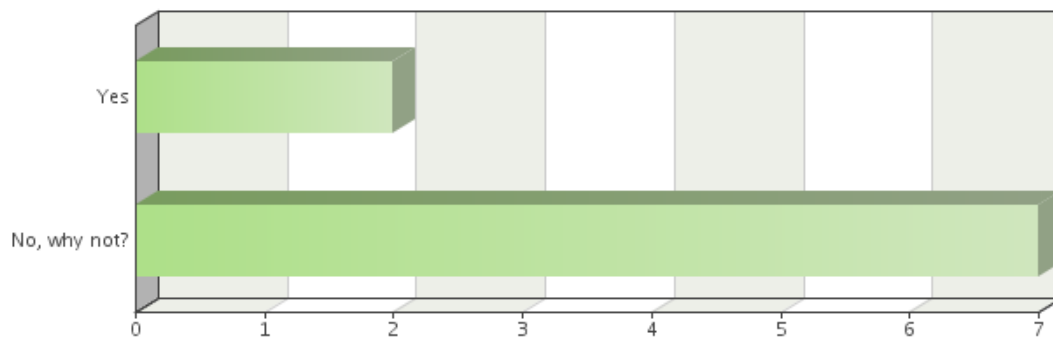
Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	2	18.18%	22.22%
No, why not?	7	63.64%	77.78%
Sum:	9	81.82%	100%
Not answered:	2	18.18%	-

Total answered: 9

Last choice text input
easier to work with our own documents
We weren't/I wasn't aware of the app.
What apr app?

Question 6

Please provide any comments or suggestions you have regarding the Pre-Visit Meeting.

Text input
n/a
Great feedback on the draft self-study.
I think the pre-visit meeting was ideal for receiving the feedback that we needed to help improve our reporting. As regards no. 5, I am not sure if we used and "app" in drafting our self-study report.
I do not understand the question about the APR app.
It was helpful.
We ran out of time. There were so many people providing feedback that we needed more time to go through everything. *** Survey note - you reversed the order for the responses and I nearly marked strongly disagree rather than strongly agree on this page.
The pre-visit meeting was less substantial than I had been led to believe. I don't know whether this is because our self-study was well-prepared and created few issues or whether there are opportunities to make this meeting a better tool for improving the report. Most of the focus of this meeting seemed to be whether the self-study met the minimum criteria required for accreditation rather than whether it effectively communicated the problems facing the unit regardless of whether they were in the defined focus of the APR process.

Question 7

Please state how you feel regarding the following statements.
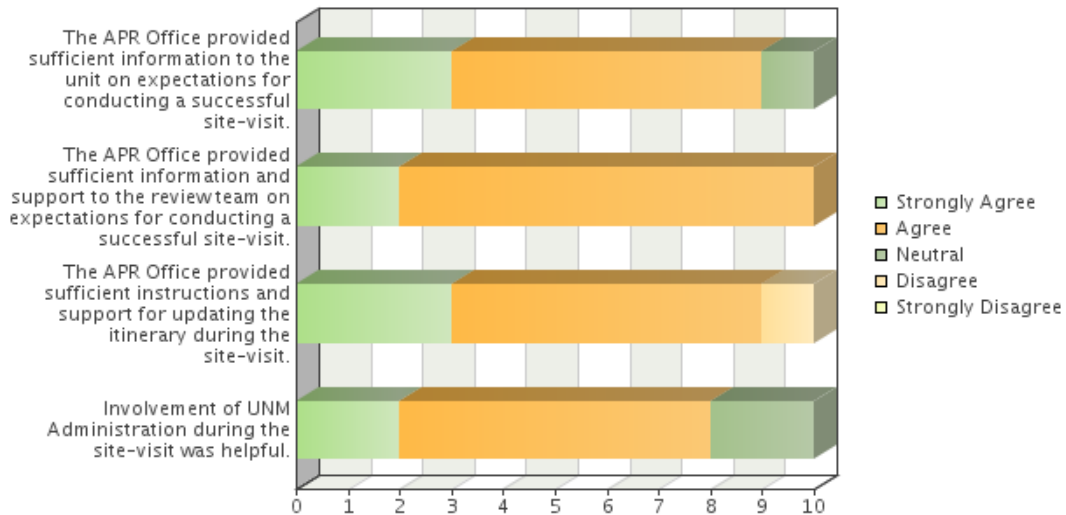
Levels

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum
The APR Office provided sufficient information to the unit on expectations for conducting a successful site-visit.	3 30% 7.5%	6 60% 15%	1 10% 2.5%	0 0% 0%	0 0% 0%	10 100% 25%
The APR Office provided sufficient information and support to the review team on expectations for conducting a successful site-visit.	2 20% 5%	8 80% 20%	0 0% 0%	0 0% 0%	0 0% 0%	10 100% 25%
The APR Office provided sufficient instructions and support for updating the itinerary during the site-visit.	3 30% 7.5%	6 60% 15%	0 0% 0%	1 10% 2.5%	0 0% 0%	10 100% 25%
Involvement of UNM Administration during the site-visit was helpful.	2 20% 5%	6 60% 15%	2 20% 5%	0 0% 0%	0 0% 0%	10 100% 25%
Sum	10 - 25%	26 - 65%	3 - 7.5%	1 - 2.5%	0 - 0%	40 - 100%

*Sequence of numbers in a cell
Absolute frequency
Relative frequency row
Relative frequency

Question 8

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

Text input
Our site-visit went smoothly thanks to the information and help from the APR office.
It would have been helpful to get some feedback from the upper administration on our self-study prior to site visit.
The site visit went very well, thanks to the combined efforts of the APR staff and the committee of faculty tasked with implementing the APR process. I believe that the review team felt that the template schedule for APR visits should be scaled up or down based on the size of the unit. Their schedule was packed yet there were constituencies that they did not have time to meet (postdocs, research faculty, more time with students, etc). This problem may be greatest in Biology, which is probably the largest or among the largest departments on campus with a great deal of complexity in the form of extensive research, training programs, a museum, etc.

Question 9

Please state how you feel regarding the following statements.

Levels

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum
My unit was provided with sufficient guidelines and instructions for developing and submitting a response and action plan to the review team report.	1 12.5% 2.5%	4 50% 10%	2 25% 5%	1 12.5% 2.5%	0 0% 0%	8 100% 20%

I am aware that the response and action plan has to be submitted for review and approval by the dean and Provost Office within 2 semesters (including summer) following the site-visit.	2 25% 5%	3 37.5% 7.5%	3 37.5% 7.5%	0 0% 0%	0 0% 0%	8 100% 20%
I am aware that updates to the action plan have to be provided to the APR Office annually during the fall semester.	3 37.5% 7.5%	2 25% 5%	1 12.5% 2.5%	2 25% 5%	0 0% 0%	8 100% 20%
I am aware that the approved response and action plan will be sent to the review team.	2 25% 5%	2 25% 5%	2 25% 5%	2 25% 5%	0 0% 0%	8 100% 20%
I am aware that the approved response and action plan will be posted on the APR website.	3 37.5% 7.5%	2 25% 5%	2 25% 5%	1 12.5% 2.5%	0 0% 0%	8 100% 20%
Sum	11 - 27.5%	13 - 32.5%	10 - 25%	6 - 15%	0 - 0%	40 - 100%

*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

232

Question 10

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

Text input
I think this Unit Survey is an excellent way to reinforce what is expected response post a site visit and evaluation. Thank you.
I do not think that it is fair to ask the department to provide updates to the action plan annually, this seems like extra bureaucratic busy work. Moreover, many of the suggestions by the outside reviewers are contingent on financial assistance from the College. We know that such financial assistance will not be forthcoming in the next few years given the state's budget crisis.
We have not yet received the external review team document, so we have not begin this stage of the process.
It's a bit pointless to ask about the response even before the report is received. I am not the chair of the department, so I don't know much about the response process.
We have yet to receive the APR team's report. I assume that more information about our response and action plan will be forthcoming when the report is delivered. I am aware of the annual updates to the action plan from preparing updates for our previous action plan.

Question 11

How would you rate the APR process at UNM?
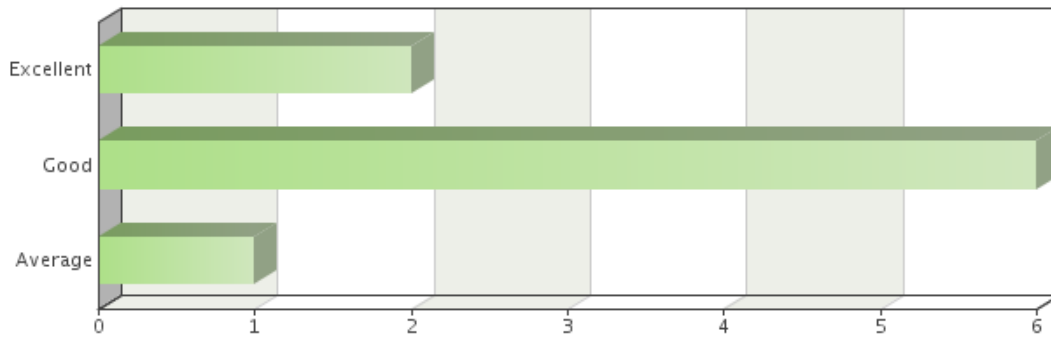
Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
Excellent	2	18.18%	22.22%
Good	6	54.55%	66.67%
Average	1	9.09%	11.11%
Sum:	9	81.82%	100%
Not answered:	2	18.18%	-

Total answered: 9

Summary report

Lists all the questions in the survey and displays a summary with detailed statistics and a chart for each question. Free text responses are not included.

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Report info

Report date:	Friday, September 15, 2017 11:07:23 AM MDT
Start date:	Thursday, June 15, 2017 2:00:00 PM MDT
Stop date:	Monday, July 31, 2017 11:59:00 PM MDT
Stored responses:	2
Number of completed responses:	1
Number of invitees:	10
Invitees that responded:	2
Invitee response rate:	20%

Question 1

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

Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Associate Dean	1	1	50%	50%	50%	50%
Other, please specify	1	2	50%	100%	50%	100%
Sum:	2	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-

Average:	4.5	Minimum:	4	Variance:	0.5
Median:	4.5	Maximum:	5	Std. deviation:	0.71

Total answered: 2

Question 2

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

August 15, 2017   December 15, 2017   Latin American Studies Geography   Linguistics Spanish and Portuguese Language, Literacy and Sociocultural Studies Mathematics and Statistics   Community and Regional Planning Biology

Frequency table

Choices			Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
No			1	1	50%	50%	100%	100%
Sum:			1	-	50%	-	100%	-
Not answered:			1	-	50%	-	-	-
Average:	2	Minimum:	2		Variance:			
Median:	2	Maximum:	2		Std. deviation:			

Total answered: 1

Question 3

I have reviewed and approved the Unit Response Report and Initial Action Plan for each of the folowing units.

Levels Latin American Studies

Frequency table

Levels		Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
N/A		1	1	50%	50%	100%	100%
Sum:		1	-	50%	-	100%	-
Not answered:		1	-	50%	-	-	-
Average:	4	Minimum:	4		Variance:		
Median:	4	Maximum:	4		Std. deviation:		

Total answered: 1

Levels Linguistics

<div align="center">**Frequency table**</div>

Levels		Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
N/A		1	1	50%	50%	100%	100%
Sum:		1	-	50%	-	100%	-
Not answered:		1	-	50%	-	-	-
Average:	4	Minimum:	4		Variance:		
Median:	4	Maximum:	4		Std. deviation:		

Total answered: 1

Levels Language, Literacy, and Sociocultural Studies

<div align="center">**Frequency table**</div>

Levels		Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
N/A		1	1	50%	50%	100%	100%
Sum:		1	-	50%	-	100%	-
Not answered:		1	-	50%	-	-	-
Average:	4	Minimum:	4		Variance:		
Median:	4	Maximum:	4		Std. deviation:		

Total answered: 1

Levels Community and Regional Planning

Levels		Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
N/A		1	1	50%	50%	100%	100%
Sum:		1	-	50%	-	100%	-
Not answered:		1	-	50%	-	-	-
Average:	4	Minimum:	4		Variance:		
Median:	4	Maximum:	4		Std. deviation:		

Total answered: 1

Levels Geography

Frequency table

Levels		Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
N/A		1	1	50%	50%	100%	100%
Sum:		1	-	50%	-	100%	-
Not answered:		1	-	50%	-	-	-
Average:	4	Minimum:	4		Variance:		
Median:	4	Maximum:	4		Std. deviation:		

Total answered: 1

Levels Spanish and Portuguese

241

<div align="center">**Frequency table**</div>

Levels		Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
N/A		1	1	50%	50%	100%	100%
Sum:		1	-	50%	-	100%	-
Not answered:		1	-	50%	-	-	-
Average:	4	Minimum:	4		Variance:		
Median:	4	Maximum:	4		Std. deviation:		

Total answered: 1

Levels Mathematics and Statistics

<div align="center">**Frequency table**</div>

Levels		Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
N/A		1	1	50%	50%	100%	100%
Sum:		1	-	50%	-	100%	-
Not answered:		1	-	50%	-	-	-
Average:	4	Minimum:	4		Variance:		
Median:	4	Maximum:	4		Std. deviation:		

Total answered: 1

Levels Biology

Frequency table

Levels			Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
N/A			1	1	50%	50%	100%	100%
Sum:			1	-	50%	-	100%	-
Not answered:			1	-	50%	-	-	-
Average:	4	Minimum:	4		Variance:			
Median:	4	Maximum:	4		Std. deviation:			

Total answered: 1

Question 4

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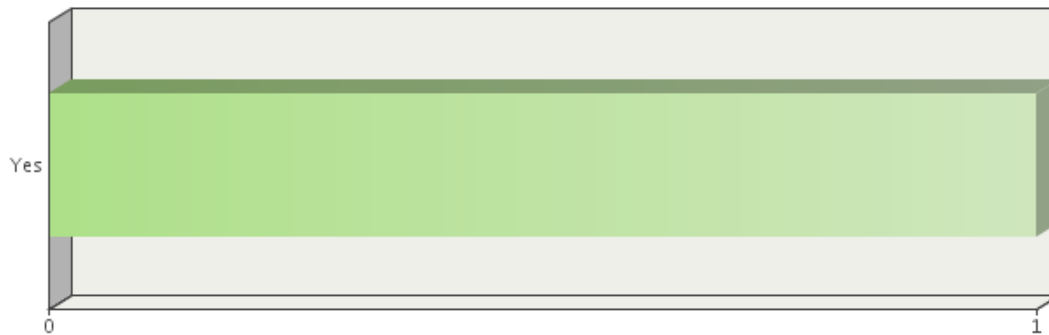
Frequency table

Choices			Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Yes			1	1	50%	50%	100%	100%
Sum:			1	-	50%	-	100%	-
Not answered:			1	-	50%	-	-	-
Average:	1	Minimum:	1		Variance:			
Median:	1	Maximum:	1		Std. deviation:			

Total answered: 1

Question 5

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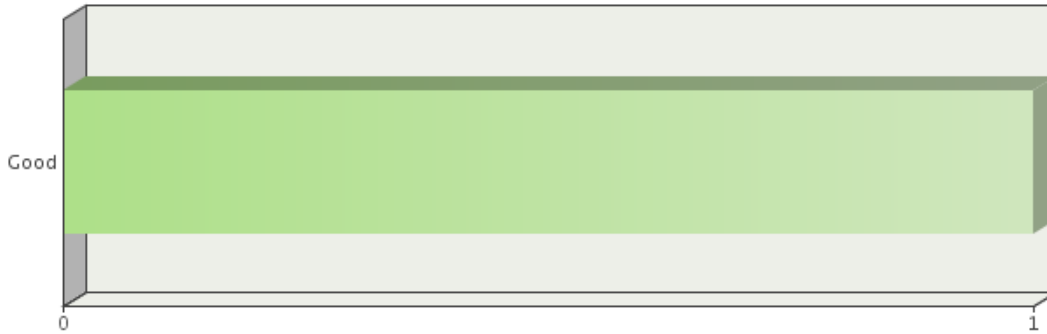
Frequency table

Levels			Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Good			1	1	50%	50%	100%	100%
Sum:			1	-	50%	-	100%	-
Not answered:			1	-	50%	-	-	-
Average:	2	Minimum:	2		Variance:			
Median:	2	Maximum:	2		Std. deviation:			

Total answered: 1

Question 6

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

Appendix M
Branch Campus Alignment

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Main Campus Criteria (HLC Criteria)	Gallup	Los Alamos (Updated 2/2017)	Valencia	Taos

Introductory Section and Background Information

The section should provide a brief introduction to the self-study which includes the following elements:

0A. An executive Summary that provides a one- to two-page summary/abstract of the information contained within the unit.

0B. A brief description of the history of each program within the unit.

0C. A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.

0D. Information regarding specialized/external program accreditations associated with the unit (i.e., not applicable, indicate that the unit does not have any specialized/external program accreditations). **(HLC.4.A.5.)**

0E. A brief description of the previous Academic Program Review for the unit. The description should note when the last review was conducted. The description should also provide a summary of the findings from the review team's final report, the resulting action plan to address the recommendations, and a summary of actions taken as a result of the previous academic program review. **(HLC.4.A.1.)**

(UNM 2020 Goal 1. Become a Destination University and Goal 2. Prepare Lobos for Lifelong Success)

Document 1
• Description of the department **(HLC.1.A)**

Document 6
• Copy of recent Program Advisory Board Recommendation(If applicable **(HLC.4.A)**

Document 7
• Copy of nationally or regionally accredited external review, with recommendations. (Licensure Programs) If Applicable **(HLC. 4.A)**

Section I. Introduction, Background, and Mission
Provide a brief description of your department including disciplines and programs within the department by completing the areas below.

• Name and description of Department. Please include names of all degree programs within the department.
• History of Programs: Please provide information about each program being reviewed, including known history, date started, etc.
• Please describe any advisory committees for programs being reviewed, and list names of members. Also indicate if there is no advisory committee and if one is planned.
• Do you have outside accreditations or do you plan to pursue them? If not please indicate that you do not have external accreditations. **(HLC.4.A.4.5.)**
• Provide a summary of the last Academic Program Review for the department and each program reviewed this year. Include the date it was conducted, a summary of the findings, and a summary of the action plan made as a result of the recommendations, as well as any actions you have taken. **(HLC.4.A.1)**
• Provide the mission and vision of both the department and each program being reviewed. How does this vision and mission support UNM-LA's mission and goals, as well as the mission and goals of UNM?**(HLC.1.D.3, 4.A.4, 4.A.6)**
• How does the program benefit the students from the area? When the students complete the program, will they likely transfer or find a job? What types of jobs will they be prepared to find?**(HLC.1.D.3, 4.A.4, 4.A.6)**

Valencia Campus Program Review Checklist
Please complete and include the checklist as a cover page to the Self-Study Report. Provide the name of program, the name of contact person, and indicate that all academic program review categories have been addressed in the Self-Study Report.

Missing:
4A

I. Introductory Section, Background Information & Description of the Program's Mission

Please provide the history of the program, and the organizational structure.

a. A brief description of the history of the program, and the organizational structure.

b. Information regarding specialized/external program accreditations 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 accreditations. **(HLC.4.A.5.)**

c. A brief description of the previous Academic Program Review for the unit. The description should note when the last review was conducted. The description should also provide a summary of the findings from the review team's final report, the resulting action plan to address the recommendations, and a summary of actions taken as a result of the previous academic program review. **(HLC.4.A.1.)** How does your program benefit the students from this area? When your students leave your program, what jobs will they be finding? Also, describe the relationship of the unit's mission to UNM's vision and mission. **(HLC.1.A.2.)**

Criterion 1 - Student Learning Goals and Outcomes

The unit should have student learning goals and outcomes for each degree/certificate program and demonstrate how the goals align with the vision and mission of the unit and university. (Differentiate for each undergraduate degree and certificate program offered by the unit.)

1A. Provide a brief overview of the vision and mission of the unit and how each program fits into the vision and mission of the unit. **(HLC.1.A.2)**

1B. Describe the relationship of the unit's vision and mission to UNM's vision and mission. Include an explanation of how the unit and its program(s) have significantly served and contributed to the wellbeing of the university and UNM community. **(HLC.1.A.2, 5.A.3)**

1C. List the overall program goals and student learning outcomes for each degree/certificate program within the unit. Include an explanation of how they are current and relevant to student learning goals and outcomes. **(HLC.3.A.1, 3.A.2, 3.A.3, 3.B.1, 3.B.3, 3.B.5, 4.A.4, 4.B.1, 5.B.3)**

Higher Learning Commission's criteria for accreditation, student learning goals and outcomes included are essential for each undergraduate degree and post-graduate and certificate program. **(HLC.3.A.1, 3.A.2, 3.A.3, 3.B.1, 3.B.3, 3.B.5, 4.A.4, 4.B.1, 5.B.3)**

1D. Describe the unit's primary constituents and stakeholders. Include an explanation of how these activities serve the academic success of students. (These activities could include activities such as colloquia, case competitions, speaker series, performances, community service projects, etc.) **(HLC.2.B, 3.A.1, 4.A.6, 4.B.1, FDCR.A.10.080)**

1F. Discuss how the unit's strategic planning efforts have evolved in relation to student learning goals and outcomes of its degree/certificate program(s), serving its constituents and stakeholders, and contributing to the wellbeing of the university and UNM community. Include an overview of the unit's strategic planning efforts going forward. For example, discuss the strengths and challenges of the unit, including the steps it has taken to maximize its strengths and address both internal and external challenges. **(HLC.3.A.1, 3.A.2, 3.A.3)**

Document 1
• Department missions and goals. Relationship to campus strategic plan **(HLC.1.A)**

Missing:
1.D
2.B
3.A
3.B
4.B

Section 2- Program Goals
Complete for each Academic Degree program and certificate.

• Full Official Name of Academic Department:
• List the learning goal(s) (measurable) for the Academic Program:
• Explain the manner in which learning goals are communicated to students and provide specific examples. **(HLC.3.A.1, 3.A.2, 3.A.3, 3.B.1, 3.B.2, 3.B.3, 3.B.4, 3.B.5, 4.A.4, 4.B.1, 5.B.3)**
• Provide examples of how satisfaction of the learning goals of this program serves constituents. **(HLC.2.B, 3.A.1, 4.A.6, 4.B.1, FDCR.A.10.080)**
• Provide examples of outreach and/or community activities offered by the program including any conferences, speakers, community service, and community participation at events. Provide an assessment of these outside activities. **(HLC.1.D.3, 3.B.1, 4.B.1, 4.A.6, FDCR.A.10.080)**

Component I. Description of the Program's Mission
a. In this category, please specify your program's mission as it pertains to the overall campus mission. How does your program's mission align with the vision of the university. List the overall learning goals **(HLC 3.B.1, 4.A.4)** for each program. **(HLC 3.A.2)**

b. Explain the manner in which learning goals are communicated to students and provide specific examples. **(HLC 2.B, HLC 4.B.1)**

c. Provide examples of how satisfaction of the program goals serves constituents. **(HLC.4.A.6)**

Missing:
1.D
2.B
3.A
4.B

II. Description of the Program's Goals
a. The program should have stated learning goals and be able to demonstrate how the goals align with the vision of the university. **(HLC 3.A.2)**
3.B, HLC.4.B.1) for each program. **(HLC.3.A.2)**

b. Explain the manner in which learning goals are communicated to students and provide specific examples. **(HLC. 2.B, HLC.4.B.1)**

c. Provide examples of how satisfaction of the program goals serves constituents. **(HLC.4.A.6)**

d. Provide examples of outreach or community activities (local, regional, national) offered by the program. These could include activities such as colloquia, conferences, speaker series, performances, community service projects, etc. Provide an assessment of these activities in relation to the program's educational objectives.
(HLC. 1.D.3)

Criterion 2 - Teaching and Learning: Curriculum

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

2A. Provide a detailed description of the curricula for each degree/certificate program within the unit. Include a description of the general education component required and required for both the undergraduate and graduate programs.

• If applicable, provide a justification as to why any bachelor's degree program within the unit require over 120 credit hours for completion. **(HLC.2.B, 3.A.1, 3.A.3, 3.B.1, 3.B.4, 3.B.5, 4.A.4, 5.B.3, 5.C.2, 5.C.4)**

2B. Discuss the significance of the unit's contributions to and/or collaboration with other internal units within UNM, such as offering general education core courses for undergraduate students, common courses for selected graduate programs, courses that fulfill pre-requisites of other programs, courses that are electives in other programs, cross-listed courses, etc. **(HLC.2.B, 3.A.1, 3.A.3, 3.B.1, 3.B.3, 3.B.5, 4.A.4, 5.B.3, 5.C.2, 5.C.4)**

2C. Discuss the efficiency and necessity of the unit's model(s) of delivery for teaching courses. **(HLC.4.A.4, 4.B.1,**

2D. Discuss the unit's strategic planning efforts going forward for identifying, changing and/or examining areas for improvement in its curricula. **(HLC.4.A.4, 4.A.4, 5.A.1, 5.B.3, 5.C.2, 5.C.3, 5.C.5, 5.D.1, 5.D.2)**

(UNM 2020 Goal 1. Become a Destination University and Goal 2. Prepare Lobos for Lifelong Success)

Document 2-Curriculum History
• List all the courses offered by this program.
• Give the date of first offering for each, if known
• Indicate how many sections were successfully offered during each of the last six regular semesters (three years) **(HLC.3.A)**

Section3-Teaching and Learning: Curriculum
Tables-- In the first box, list all catalog courses which are service courses in the department. This would include courses taught by the department which are general education courses or other courses for general use, and not necessarily for a specific degree in the department. For areas such as Math and Communications, this would include most of the courses. In the remaining boxes, list courses which are specific to departmental degrees. Do not include courses taught by a different department. Indicate how many sections were successfully offered during each of the last six semesters (3 years). Include courses that have not been taught at all. Please mark all general education core classes.
• Please describe the general education requirement for this program.
• Please describe the delivery mode for delivering classes in this program.
(HLC.3.A)

Component VI. Articulation with Main Campus
a. Where appropriate provide the committee with details on how the program aligns with program requirements on UNM Main Campus. If your program encompasses terminal degrees/certificates that are not offered on Main Campus, state that and move on to section VIII. **(HLC.3.A)**

III. Teaching and Learning: Curriculum
a. Provide a detailed description of curricula. Include a description of the general education component **(HLC 3.B.1, HLC 3.B.4)**, and the required program - specific components. **(HLC 3.B.3, HLC 3.B.5)**

b. Describe the contributions of the unit to other internal units within UNM, such as offering general education core courses for undergraduate students, courses that fulfill pre-requisites of other programs, and/or cross-listed courses. **(HLC 3.A.3)**

c. Describe the modes of delivery used for teaching courses. **(HLC 3.A.3)**

Criterion 3 - Teaching and Learning: Continuous Improvement

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 for each degree/certificate program. (Differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.)

3A. Describe the assessment process and evaluation of the student learning outcomes for each degree/certificate program by addressing the items below.

• Describe the overall skills, knowledge, and values that are expected of all students at the completion of the program (refer to the program learning goals outlined in Criterion 1)

• Explain how the current direct and indirect assessment methods were established and are administered as program-level assessments including how they are used to measure the student learning outcomes. Also, provide a description of the relevant student learning outcomes.

• Explain and provide evidence of how the program has progressively improved, evolved and/or maintained the quality and effectiveness of its assessment structure and activities in order to reflect, sustain and/or maximize student learning (i.e., refer to updated assessment plans, annual assessment reports, assessment maturity scores, etc.**(HLC.4.A.4, 4.B.1, 4.B.2, 5.B.3,5.C.2, 5.C.3, 5.C.4, 5.C.5)**

3B. Synthesize the impact of the assessment activities for each degree/certificate program by addressing the items below.

• How have the results/data of each of the aforementioned program-level assessment methods been used to support and inform quality teaching and learning?

• How have the results/data from the program's assessment methods and activities been used for program improvement and/or to maximize students' learning?

• Overall, explain how the program strategically monitor the short- and/or long-term effects and/or impact of it changes/improvements. **(HLC.4.A.4, 4.A.6, 4.B.3, 4.B.4, 5.B.3,5.C.2, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)**

(UNM 2020 Goal 1. Become a Destination University and Goal 2. Prepare Lobos for Lifelong Success)

Document 3
• Attach appendices describing any innovations; assessment tools, creative assignments, or other materials related to the program courses that you would like to show the Curriculum committee or share with your peers
• Copy of latest Assessment Plan **(HLC.4.B)**

Section 4- Teaching and Learning: Continuous Improvement

a. Please include the plan (assessment) that you submitted to CARC for evaluation. We encourage you to describe any program changes made as a result of data from those assessment reports. **(HLC.4.B)**

• Has a Program Assessment Report been submitted for each program (currently being reviewed) in the department? (Please attach the most current Assessment Report to the end of this review.) If "YES", give the date of submission for each. (Please attach the latest report to the end of this review document.) If "NO", when do you expect to have each report completed?
• What are the student Learning Outcomes for each program being reviewed?
• How are the student Learning Outcomes for each program being reviewed communicated to faculty? To students?
• What are the direct and indirect methods for assessing the student Learning Outcomes for each program being reviewed?
(HLC.4.A.4, 4.B.1, 4.B.2, 5.B.3,5.C.2, 5.C.3, 5.C.4, 5.C.5)
• Does the use of assessment processes result in continuous improvement in the program/unit? If yes, describe any changes being planned as well as the recent improvements that have come about in response to needs identified through these evaluation processes. If no, outline your plans for incorporating needed improvements (as identified by your assessment) into your program.
• Overall, how is the department/program engaged in a cohesive process of continuous improvement? How do you monitor the effects of the changes made?
(HLC.4.A.4, 4.A.6, 4.B.3, 4.B.4, 5.B.3, 5.C.2, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)

Component III. Description of Program's Assessment
a. Please include the plan (assessment) that you submitted to CARC for evaluation. We encourage you to describe any program changes made as a result of data from those assessment reports. **(HLC.4.B)**

IV. Teaching and Learning: Continuous improvement
a. 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. **(HLC.4.B.2)**

b. Describe the assessment process and evaluation of student learning outcomes for each program by addressing the question below.

• What are the student learning outcomes for the program?
• What skills, knowledge, and values are expected of all students at the completion of the program?
• How have the student learning outcomes been changed or improved?
• How are the student learning outcomes clearly defined and measurable?
• How are the student learning outcomes communicated to faculty and students?
• What current direct and indirect assessment methods are used to evaluate the extent to which students are meeting the student learning outcomes?
• How have the program's assessment methods been changed or improved?
• Synthesize the impact of the program's annual assessment activities by addressing the questions below. **(HLC.4.B.3, HLC 4.B.4)**
• How have the results of the program's assessment activities been used to support quality teaching and learning?
• How have the results of the program's assessment activities been used for program improvement?
• Overall, how is the program engaged in a coherent process of continuous curricular and program improvement? c
• How does the program monitor the effects of changes?

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Main Campus Criteria (HLC Criteria)	Gallup	Los Alamos (Updated 2/2017)	Valencia	Taos
Criterion 4 - Students ... (HLC.1.D.3, 3.D.1, 3.D.3, 3.E.1, 3.E.2, 4.B.3, 4.B.4)	**Document 3 Registrar/Enrollment History** • Student employment / placement profile • Profile of graduate transfers • Registrar summary indicating enrollment trends, 5yrs • List number of program graduates by academic year (HLC.4.A, HLC.4.C) **Document 5** • Advisement summary identifying any concerns (HLC.3.D)	**Section 5- Student Success and Achievement** Complete forms regarding Enrollment, Retention, Completion, Graduates and Licensing Exams (HLC.4.A, HLC.4.C) **Course Completion Rates** • Please enter all courses taught by the department on excel spreadsheet. See excel spreadsheet labeled "Course Completion Rates" to enter and interpret Data. • Include spreadsheet as part of your Program Review package. • Please describe any observed trends in the enrollment and retention of students in the program. Include your comments about the percentages of Dual Credit students (non-paying) in your observations. (HLC.1.D.3, 2.B, 4.A.3, 4.C.2, 4.C.3, 4.C.4) **Advisement and Support** • Provide a description of program advisement for students. • Describe any student support services that are provided by the program. • Describe any student success and retention initiatives in which the program participates (HLC.3.E.1, 3.E.2, 3.D.1, 3.D.2, 3.D.4, 3.D.5) **Missing:** 3.D	**Component IV - Changes in Trends in Enrollment (Over the last 5 years)** a. In this category, provide the committee with information about the number of students who have enrolled in your program each year and the type of student enrolled (you may consider such things as gender, ethnicity, nontraditional, etc., as it pertains to your degree program) Please indicate whether students are completing the program, and if so, if they are completing by transferring or by graduating. The goal here is to provide the committee with a clear idea of who is and how many are benefitting from this program. (HLC.4.A, HLC.4.C) **Missing:** 3.D	**V. Students** a. In this category, provide the committee with information about the number of students who have enrolled in your program each year and the type of student enrolled (you may consider such things as gender, ethnicity, nontraditional, etc., as it pertains to your degree program). Please indicate whether students are completing the program, and if so, if they are completing by transferring or by graduating. The goal here is to provide the committee with a clear idea of who is and how many are benefitting from this program. b. Provide information regarding student recruitment and admissions (including transfer articulation). (HLC.4.A.3) c. Provide an analysis of enrollment trends, persistence, and graduation trends. (HLC.4.C) d. Provide a description of program advisement for students. (HLC.3.D.3) e. Describe any student support services that are provided by the program. (HLC.3.D.1) f. Describe any student success and retention initiatives in which the program participates. (HLC.4.C) g. Describe where graduates of each program are typically placed. Describe efforts to measure the success of program graduates and the results of those measures. (HLC.4.A.6)
Criterion 5 ...	**Document 4** • Give faculty/course/sections information for the past 3 years for the fall semester only • Instructors w/ Qualifications (HLC.3.C)	**Section 6 Faculty** • Number of Core Faculty: • Number of Part Time faculty: • Do the programs in the department have a "champion"? This could be a department/program chair or a volunteer. If Yes, please enter name(s) for each program. Please list all existing Support positions: (Example: Lab Tech) If "NO", explain below. areas? • Provide information about professional development activities of faculty within the program, particularly continuing faculty. • Does the evidence exist to show that faculty members teaching in this department have involved themselves with our in-service training (Faculty orientation and/or Faculty Assembly events) and other professional development? (HLC.3.C.3, 3.C.4) If "NO," please explain. • Provide information about any research/creative work activities of faculty within the department, particularly continuing faculty. (HLC.3.B.5) • Please complete the faculty information in the following table, including faculty credentials, and courses each faculty has taught. (HLC.3.C.1, 3.C.2) **Missing:** 3.B	**Component VI - Faculty** a. In this category, provide qualifications of the program faculty. They should have appropriate credentials for the program and be of sufficient number to accommodate program students. What are the roles of the faculty members in the program? (HLC.3.C.1, HLC.3.C.2) **Component VII. Articulation with Main Campus and Faculty Credentialing (Updated 12/2016)** a. Where appropriate provide the committee with details on how the program aligns with program requirements on UNM Main Campus. If your program encompasses terminal degrees/certificates that are not offered on Main Campus, state that and move on to section VIII. b. Describe the standards for faculty credentialing in the program, and how the program meets those standards. Use Higher Learning Commission guidelines to help with this section. (HLC.3.C.1, HLC.3.C.2) **Missing:** 3.B	**VI. Faculty** a. Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program. (HLC.3.C.1, HLC.3.C.2, HLC.5.A.1) b. Provide information regarding professional development activities for faculty within the program. (HLC.3.C.3, HLC.3.C.4) c. Provide a summary and examples of research/creative work of faculty members within the program. (HLC.3.B.5) d. Provide an abbreviated vitae (2 pages or less) or summary of experience for each faculty member. (HLC.3.C.2)
Criterion 6 - Resources and Planning ... (HLC.1.D.3, 2.E.1, 3.C.4, 5.A.1, 5.A.2, 5.C.4, 5.C.5)	**Document 8** • Summary report or recommendation from respective Department members (HLC 3.C) **Document 9** • Summary report or recommendation from Dean of Instruction to include budgetary and community impact (HLC 5.A, HLC 5.C) **Missing:** 3.D **Needs:** 3.D	**Section 7 Resources and Planning** a. Part of the program review is to determine how much a program costs the institution. How many courses in the program are core courses? How many courses would be offered even if the program were not in existence? How are special courses being offered? Online? Independent study? (HLC.5.A, HLC.5.C) **Advisory Boards** • Do any the programs under review have advisory boards? If yes, how are the boards utilized for planning purposes?(HLC.5.C.3) **External Funding** • Has the department pursued any external sources of funding such as grants? Please explain. • Does the department have any plans to pursue external sources of funding? (HLC.1.D.3, 2.E.1, 5.A.2, 5.C.3, 5.C.4, 5.C.5, 5.D.1) Indicate the approximate amount of fee dollars generated for the last 3 years. Is adequate financial support available to meet the needs of this program? **Missing:** 3.D	**Component V. Program Funding and Facilities-Budget Report** a. Part of the program review is to determine how much a program costs the institution. How many courses in the program are core courses? How many courses would be offered even if the program were not in existence? How are special courses being offered? Online? Independent study? (HLC.5.A, HLC.5.C) **Component VI. Resources and Planning** a. Part of the program review is to determine how much a program costs the institution. How many courses in the program are core courses? How many courses would be offered even if the program were not in existence? How are special courses being offered? Online? Independent study? (HLC.5.A, HLC.5.C) **Missing:** 3.D	**VII. Resources and Planning** a. Part of the program review is to determine how much a program costs the institution. How many courses in the program are core courses? How many courses would be offered even if the program were not in existence? How are special courses being offered? Online? Independent study? (HLC.5.A, HLC.5.C) b. Describe how the unit engages in resource allocation and planning. (HLC.5.C.4) c. Provide information regarding the program's budget including support received from the institution as well as external funding sources. (HLC.5.A.1) d. Describe the library resources that support the program's academic and research initiatives. (HLC.3.D.4)
Criterion 7 - Facilities ... (HLC.3.D.4, 4.A.4, 5.A.1, 5.C.1, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)		**Section 8- Facilities** • Briefly describe the facilities occupied by your Department/Academic program. (i.e. classrooms, offices, labs, etc.) • Is the space adequate to support the mission of your program for day and evening classes, if applicable? If no, please explain • Briefly describe the current types equipment (does not need to be extremely detailed) used by your Department/Academic program and indicate. • Is the equipment adequate to support the mission of your program for day and evening classes, if applicable? If no, please explain (HLC.3.D) **Missing:** 3.D	**Component V. Program Funding and Facilities-Budget Report** a. Part of the program review is to determine how much a program costs the institution. How many courses in the program are core courses? How many courses would be offered even if the program were not in existence? How are special courses being offered? Online? Independent study? (HLC.5.A, HLC.5.C) **Missing:** 3.D	**VIII. Facilities** a. Describe the facilities associated with the program including, but not limited to, classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc. (HLC.3.D.4, HLC.3.D.4)

Main Campus Criteria (HLC Criteria)	Gallup	Los Alamos (Updated 2/2017)	Valencia	Taos
Criterion 8. Peer Comparisons The degree/certificate program(s) within the unit are of sufficient quality compared to relevant peers. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.) 8A. Discuss the distinguishing characteristics of the degree/certificate program(s) within the unit after completing the Peer Comparison Template provided as Appendix H (i.e., examination of student enrollment rates, degrees/certificates offered, number of tenure-track faculty, research/creative work of faculty, etc.). Include an analysis of the unit's degree/certificate program(s) based on comparisons with similar or parallel programs: • at any of UNM's 22 peer institutions (i.e., http://oia.unm.edu/facts-and-figures/index.html); • at other peer institutions identified by the unit; and • designated by relevant regional, national, and/or professional agencies. **(HLC 1.D.3, 2.E.1, 3.C.1, 3.C.2, 3.D.4)** 8B. Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its programs in relation to peer institutions. **(HLC 1.D.3, 2.E.1, 3.C.1, 3.C.3, 3.D.4, 5.A.1, 5.C.1, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)** *(UNM 2020 Goal 1. Become a Destination University, Goal 5. Advance Discovery and Innovation, and Goal 7. Advance and Accelerate Economic Development)*	Adoption of UNM Main Campus criteria will be suggested to and considered by the UNM-Gallup Faculty Assembly Curricula Committee at their first meeting next semester (Will be updated February 2017)	**Section 9-Program Comparison and Articulation with UNM** • When appropriate, describe how the program being reviewed aligns with program requirements at UNM. • Provide information on the distinguishing characteristics of the program being reviewed and discuss the program in comparison with other programs such as number of faculty, students, etc.		**IX. Program Comparisons and Articulation with Main Campus** a. Where appropriate provide data as on how the program aligns with program requirements on UNM Main Campus. b. Provide information on the distinguishing characteristics of the program and discuss the program in comparison with other programs such as number of faculty, student characteristics, types of programs
Criterion 9. INITIAL ACTION PLAN (Not part of the Self-Study Report) The unit engages in strategic planning and prioritization in order to achieve its mission and vision. 9A. Discuss and operationalize the strategic directions and priorities for the unit that its APR take-hold. • Draft an Initial Action Plan (see Appendix I) in response to the Review Team Report to not only document the unit's measurable, time-specific action items and outcomes but to also track how they are prioritized and progressively resolved annually. • The Initial Action Plan must include an accompanying Unit Response Report (for more information, refer to pp. 11-12); • The unit has to provide an update to the Initial Action Plan annually, documenting its status or progress towards completion of each action item. New action steps can be added to an action plan, as needed, based upon changes in the overall goals and strategic plan of the unit, college/school, and/or university. • Updates to the Initial Action Plan are due by the unit annually to the APR Office no later than December 16th. **(HLC 1.D.3, 2.E.1, 5.C.1, 5.C.3, 5.C.4, 5.D.1, 5.D.2)** *(UNM 2020 Goal 1. Become a Destination University, Goal 5. Advance Discovery and Innovation, Goal 6. Ensure Financial Integrity and Strength, and Goal 7. Advance and Accelerate Economic Development)*	Adoption of UNM Main Campus criteria will be suggested to and considered by the UNM-Gallup Faculty Assembly Curricula Committee at their first meeting next semester (Will be updated February 2017) **Needs: 5.C**	**Section 10-Summary and Future Direction** • After completing the above review of your program, synthesize the data you have provided, focusing on both the program's strengths and weaknesses. Answer the following questions: a. Is the program contributing to the mission/strategic plan? b. Is the program contributing to the general education of students? c. Describe the overall strengths of the program. d. Describe the overall weaknesses (opportunities for improvement) of the program. e. Within existing resources, how can the program be improved, more students recruited, and obtain certification (if applicable)? f. Describe actions to be taken as a result of this review, including instructional resources and practices, and curricular changes to be made. g. What is your vision for the future of this program? **(HLC 5.C, 5.D)**	**Component VIII. Summary** a. In this section, synthesize the data you have provided, focusing on both the program's strengths and weaknesses. What is your vision of the future for this program? **(HLC 5.C, 5.D)**	**X. Summary & Future Direction** a. In this section, synthesize the data you have provided, focusing on both the program's strengths and weaknesses. What is your vision of the future for this program? b. Provide a summary of strengths and challenges for the program. **(HLC 5.C)** c. Describe the program's strategic planning efforts. **(HLC 5.C)** d. Describe the strategic directions and priorities for the program. **(HLC 5.C)**

Appendix N
COP and SOL Alignments

UNM College of Pharmacy Alignment to HLC Criteria Alignment

Main Campus Criteria (HLC Criteria)	College of Pharmacy	
	2015 Self-Study Report	**2016 ACPE Standards**
Introductory Section and Background Information The section should provide a brief introduction to the self-study which includes the following elements: 0A. An executive Summary that provides a one- to two-page summary/abstract of the information contained within the self-study. 0B. A brief description of the history of each program within the unit. 0C. A brief description of the organizational structure. 0D. Information regarding specialized/external program accreditations 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 accreditations. **(HLC 4.A.5.)** 0E. A brief description of the previous Academic Program Review for the unit. The description should note when the last review was conducted. The description should also provide a summary of the findings from the review team's final report, the resulting action plan to address the recommendations, and a summary of actions taken as a result of the previous academic program review. **(HLC 4.A.1)** **(UNM 2020 Goal 1. Become a Destination University and Goal 2. Prepare Lobos for Lifelong Success)**	**College Overview** **Summary of the College or School's Self-Study Process** **Section2: Organization and Administration** • Standard No. 4: Institutional Accreditation • Standard No. 5: College or School and University Relationship • Standard No. 6: College or school and other Administrative Relationships • Standard No. 7: College or School Organization and Governance • Standard 8: Qualifications and Responsibilities of the Dean	**Section II: Structure And Process To Promote Achievement Of Educational Outcomes** **Subsection IIA: Planning and Organization** • Standard 5: Eligibility and Reporting Requirements • Standard 8: Organization and Governance • Standard 9: Organizational Culture
Criterion 1. Student Learning Goals and Outcomes The unit should have stated student learning goals and outcomes for each degree/certificate program and demonstrate how the goals align with the vision and mission of the unit and university. (Differentiate for each undergraduate and graduate degree and certificate program offered by the unit.) 1A. Provide a brief overview of the vision and mission of the unit and how each program fits into the vision and mission of the unit. **(HLC 1.A.2)** 1B. Describe the relationship of the unit's vision and mission to UNM's vision and mission. Include an explanation of how the unit and its program(s) have significantly served and contributed to the wellbeing of the university and UNM community. **(HLC 1.A.2, 5.A.3)** 1C. List the overall program goals and student learning outcomes for each degree/certificate program within the unit. Include an explanation of how they are current and relevant to the associated discipline/field. In accordance with the Higher Learning Commission's criteria for accreditation, student learning goals and outcomes	**Section1: Mission, Planning, and Evaluation** • Standard 1: College or School Mission and Goals **Section 3: Curriculum** • Standard No. 12: Professional Competencies and Outcome Expectations	**Section I: Educational Outcomes** • Standard 1: Foundational Knowledge • Standard 2: Essentials for Practice and Care • Standard 3: Approach to Practice and Care • Standard 4: Personal and Professional Development **Section II: Structure And Process To Promote Achievement Of Educational Outcomes** **Subsection IIA: Planning and Organization**

UNM College of Pharmacy Alignment to HLC Criteria Alignment

Main Campus Criteria (HLC Criteria)	College of Pharmacy	
	2015 Self-Study Report	2016 ACPE Standards
should be articulated and differentiated for each undergraduate and graduate degree and post-graduate and certificate program. **(HLC 3.A.1, 3.A.2, 3.A.3, 3.B.1, 3.B.2, 3.B.3, 3.B.4, 3.B.5, 4.A.4, 4.B.1, 5.B.3)** 1D. Describe the unit's primary constituents and stakeholders. Include an explanation of: • how the student learning goals and outcomes for each degree/certificate program are communicated to students, constituents, and other stakeholders; and • how satisfaction of the student learning goals and outcomes for each degree/certificate program would serve and support students' academic and/or professional aspirations. Provide specific examples. **(HLC 2.B, 3.A.1, 4.A.6, 4.B.1, FDCR.A.10.080)** • how these activities relate to the unit's achievement of its student learning goals; and • the impact of these activities on the academic and/or professional success of students. (These activities could include activities such as colloquia, case competitions, conferences, speaker series, performances, community service projects, research, etc.) **(HLC 1.D.3, 3.B.1, 4.B.1, 4.A.6, FDCR.A.10.080)** 1F. Discuss how the unit's strategic planning efforts have evolved in relation to student learning goals and outcomes of its degree/certificate program(s), serving its constituents and stakeholders, and contributing to the wellbeing of the university and UNM community. Include an overview of the unit's strategic planning efforts going forward. For example, discuss the strengths and challenges of the unit, including the steps it has taken to maximize its strengths and address both internal and external challenges. **(HLC 4.A.4, 5.B.3, 5.C.2, 5.C.3, 5.C.5, 5.D.1, 5.D.2)** **(UNM 2020 Goal 1. Become a Destination University and Goal 2. Prepare Lobos for Lifelong Success)**		• Standard 6: College or School Vision, Mission, and Goals
Criterion 2. Teaching and Learning: Curriculum The unit should demonstrate the relevance and impact of the curriculum associated with each degree/certificate program. (Differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.) 2A. Provide a detailed description of the curricula for each degree/certificate program within the unit. • Include a description of the general education component required and program-specific components for both the undergraduate and graduate programs.	**Section 3: Curriculum** • Standard No. 9: The Goal of the Curriculum • Standard No. 10: Curricular Development, Delivery, and Improvement • Standard No. 11: Teaching and Learning Methods	**Section II: Structure And Process To Promote Achievement Of Educational Outcomes** Subsection IIB: Educational Program for the Doctor of Pharmacy Degree

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Main Campus Criteria (HLC Criteria)	College of Pharmacy 2015 Self Study Report	College of Pharmacy 2016 ACPE Standards
• If applicable, provide a justification as to why any bachelor's degree program within the unit requires over 120 credit hours for completion. **(HLC 2.B, 3.A.1, 3.A.3, 3.B.1, 3.B.3, 3.B.4, 3.B.5, 4.A.4, 5.B.3, 5.C.3, 5.C.4)** 2B. Discuss the significance of the unit's contributions to and/or collaboration with other internal units within UNM, such as offering general education core courses for undergraduate students, common courses for selected graduate programs, courses that fulfill pre-requisites of other programs, cross-listed courses, etc. **(HLC 2.B, 3.A.1, 3.A.3, 3.B.1, 3.B.3, 3.B.4, 3.B.5, 4.A.4, 5.B.3, 5.C.3, 5.C.4)** 2C. Discuss the efficiency and necessity of the unit's mode(s) of delivery for teaching courses. **(HLC 3.A.3)** 2D. Discuss the unit's strategic planning efforts going forward for identifying, changing and/or examining areas for improvement in its curricula. **(HLC 4.A.6, 5.A.1, 5.B.3, 5.C.2, 5.C.3, 5.C.5, 5.D.1, 5.D.2)** **(UNM 2020 Goal 1. Become a Destination University and Goal 2. Prepare Lobos for Lifelong Success and Goal 5. Advance Discovery and Innovation)**	• Standard No. 13: Curricular Core—Knowledge, Skills, Attitudes, and Values • Standard No. 14: Curricular Core—Pharmacy Practice Experiences	• Standard 10: Curriculum Design, Delivery, and Oversight • Standard 11: Interprofessional Education (IPE) • Standard 12: Pre-Advanced Pharmacy Practice Experience (Pre-APPE) Curriculum • Standard 13: Advanced Pharmacy Practice Experience (APPE) Curriculum
Criterion 3. Teaching and Learning: Continuous Improvement 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.) 3A. Describe the assessment process and evaluation of the student learning outcomes for each degree/certificate program by addressing the items below. • Describe the overall skills, knowledge, and values that are expected of all students at the completion of the program (refer to the program learning goals outlined in Criterion 1) • Explain how the current direct and indirect assessment methods were established and are administered as program-level assessments including how they are used to measure the student learning outcomes. Also, provide a description of the courses in which the assessment methods are administered and the extent to which students are expected to meet the relevant student learning outcomes. • Explain and provide evidence of how the program has progressively improved,	**Section1: Mission, Planning, and Evaluation** • Standard No. 3: Evaluation of Achievement of Mission and Goals **Section 3: Curriculum** • Standard No. 15: Assessment and Evaluation of Student Learning and Curricular Effectiveness •	**Section III: Assessment Of Standards And Key Elements** • Standard 24: Assessment Elements for Section I: Educational Outcomes • Standard 25: Assessment Elements for Section II: Structure and Process

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evolved and/or maintained the quality and effectiveness of its assessment structure and activities in order to reflect, sustain and/or maximize student learning (i.e., refer to updated assessment plans, annual assessment reports, assessment maturity scores, etc.) **(HLC 4.A.4, 4.B.1, 4.B.2, 5.B.3 5.C.2, 5.C.3, 5.C.4, 5.C.5)**3B. Synthesize the impact of the annual assessment activities for each degree/certificate program by addressing the items below. • How have the results/data of each of the aforementioned program-level assessment methods been used to support and inform quality teaching and learning? • How have the results/data from the program's assessment methods and activities been used for program improvement, curricular improvement and/or to maximize student learning? • Overall, explain how the program strategically monitor the short- and/or long-term effects and/or impact of it changes/improvements. **(HLC 4.A.4, 4.A.6, 4.B.3, 4.B.4, 5.B.3, 5.C.2, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)** (UNM 2020 Goal 1. Become a Destination University and Goal 2. Prepare Lobos for Lifelong Success)		**Section II: Structure And Process To Promote Achievement Of Educational Outcomes** Subsection IIC: Students • Standard 14: Student Services • Standard 15: Academic Environment • Standard 16: Admissions • Standard 17: Progression
Criterion 4. Students The unit should have appropriate structures in place to recruit, retain, and graduate students. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.) 4A. Discuss the unit's admission and recruitment processes (including transfer articulation(s)) and evaluate the impact of these processes on enrollment. **(HLC 1.D.3, 2.B, 4.A.3, 4.C.2, 4.C.3, 4.C.4)** 4B. Provide an analysis the unit's enrollment, persistence/retention, and graduation trends, including an explanation of the action steps or initiatives the unit has taken to address any significant challenges or issues highlighted in these trends. **(HLC 1.D.3, 2.B.4, 4.A.3, 4.C.2, 4.C.3, 4.C.4, 5.C.1, 5.C.3, 5.C.4, 5.D.1, 5.D.2)** 4C. 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 (i.e., consult with the college's designated professional advising manager and/or the program's designated professional advisor; refer to the advising: outcomes, assessment practices, assessment data; etc.). **(HLC 3.D.1, 3.D.2, 3.D.3, 3.E.1, 3.E.2, 4.B.2, 4.B.3, 4.B.4)**	**Section 4: Students** • Standard No. 16: Organization of Student Services • Standard No. 17: Admission Criteria, Policies, and Procedures • Standard No. 18: Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing • Standard 19: Progression of Students • Standard 20: Students Complaint Policy • Standard 21: Program Information • Standard 22: Student Representation and Perspectives •	

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4D. Discuss any student support services that are provided by the unit and evaluate the relevancy and impact of these services on students' academic success. **(HLC 3.E.1, 3.E.2, 3.D.1, 3.D.2, 3.D.4, 3.D.5)** 4E. Discuss the success of graduates of the program by addressing the following questions: • Where graduates are typically placed in the workforce? • Are placements consistent with the program's learning goals? • What methods are used to measure the success of graduates? • What are the results of these measures?**(HLC 1.D.3, 4.A.4, 4.A.6)** 4F. Discuss the unit's strategic planning efforts going forward to improve, strengthen and/or sustain its structures, processes, and/or rates for recruiting, retaining, and graduating students. **(HLC 4.A.4, 4.A.6, 5.B.3, 5.C.2, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)(UNM 2020 Goal 1. Become a Destination University and Goal 3. Promote Institutional Citizenship)**	• Standard 23: Professional Behavior and Harmonious Relationships
	2016 ACPE Standards
Criterion 5. Faculty The faculty (i.e., continuing, temporary, and affiliated) associated with any of the unit's degree/certificate program(s) should have appropriate qualifications and credentials. The faculty should be of sufficient number to cover the curricular requirements of each degree/certificate program. Also, the faculty should be able to demonstrate sufficient participation in relevant research and service activities. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.) 5A. After completing the Faculty Credentials Template (see Appendix G), discuss the composition of the faculty and their credentials. Include an overall analysis of the percent of time devoted by each faculty to the relevant degree/certificate program(s) and his/her roles and responsibilities. **(HLC 3.C.1, 3.C.2, 4.A.4, 5.A.1, 5.A.4)** 5B. Explain the process that is utilized to determine and assign faculty course-load. Discuss the efficiency of this process (i.e., how does the unit determine faculty assignment to lower division vs. upper division courses). Include an analysis of faculty-to-student ratio and faculty-to-course ratio (based on the total number of credit hours taught) **(HLC 3.C.1, 5.A.1, 5.A.4)** 5C. Discuss and provide evidence of the professional development activities for faculty within the unit including how these activities particularly have been used to sustain research-related agendas, quality teaching, and support students learning and	**Section 5: Faculty and Staff** • Standard No. 24: Faculty and Staff—Quantitative Factors • Standard No. 25: Faculty and Staff—Qualitative Factors • Standard No. 26: Faculty and Staff Continuing Professional Development and Performance Review **Section II: Structure And Process To Promote Achievement Of Educational Outcomes** Subsection IID: Resources • Standard 18: Faculty and Staff—Quantitative Factors • Standard 19: Faculty and Staff—Qualitative Factors • Standards 20: Preceptors

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Main Campus Criteria (HLC Criteria)	2015 Self Study Report	College of Pharmacy 2016 ACPE Standards
professional development at the undergraduate and graduate level. **(HLC 3.C.4, 2.E.1)** 5D. Discuss and provide evidence of the research/creative work and efforts of the faculty within the unit at the undergraduate and graduate level. Explain the adequacy and/or significance of the research/creative work and efforts in supporting the quality of the unit and/or the program(s). **(HLC 2.E.1, 3.B.5, 3.C.4, 3.C.5, 3.D.5, 5.A.4)** 5E. Explain and provide evidence of the efforts and strategies by the unit to involve faculty in student retention and ensure students' academic success at the undergraduate and graduate level (i.e., faculty advising efforts, student engagement activities, etc.) **(HLC 3.C.5, 3.C.6, 3.D.1, 3.D.2, 3.D.3, 3.D.4, 3.D.5, 3.E.2, 4.C.4)** 5F. Provide an abbreviated vitae (two pages or less) or summary of the educational background and professional experiences of each faculty member. (If the unit has this information posted on-line, then provide links to the information.) **(HLC 3.C.2)** 5G. Discuss the unit's strategic planning efforts going forward to improve, support, and/or optimize its faculty. **(HLC 5.A.1,5.C.1, 5.C.3, 5.C.4, 5.D.1, 5.D.2)** **(UNM 2020 Goal 1. Become a Destination University and Goal 5. Advance Discovery and Innovation and Goal 7. Advance and Accelerate Economic Development)**	**Section 5: Faculty and Staff** • Standard No. 24: Faculty and Staff—Quantitative Factors • Standard No. 25: Faculty and Staff—Qualitative Factors • Standard No. 26: Faculty and Staff Continuing Professional Development and Performance Review	**Section II: Structure And Process To Promote Achievement Of Educational Outcomes** Subsection IID: Resources • Standard 18: Faculty and Staff—Quantitative Factors • Standard 19: Faculty and Staff—Qualitative Factors
Criterion 6. Resources and Planning The unit has sufficient resources and institutional support to carry out its mission and achieve its goals. 6A. Explain how the unit engages in resource allocation and planning that are effective in helping it carry out its mission and achieve its goals. If the unit has an advisory board, describe the membership and charge and discuss how the board's recommendations are incorporated into decision-making. • Include a discussion of how faculty research is used to generate revenue or apply for grants. How is the revenue gained from research being distributed to support the unit and its degree/certificate programs? **(HLC 1.D.3, 2.E.1, 3.C.4, 5.A.1, 5.A.2, 5.C.3, 5.C.4, 5.C.5)** 6B. Provide an analysis of information regarding the unit's budget including support received from the institution and external funding sources. • Include a discussion of how alternative avenues have been explored to generate additional revenue to maintain the quality of the unit's programs and courses. **(HLC 1.D.3, 2.E.1, 5.A.2, 5.C.3, 5.C.4, 5.C.5, 5.D.1)** 6C. Discuss the composition of the staff assigned to the unit and their responsibilities	**Section 6: Facilities and Resources** • Standard No. 29: Library and Educational Resources • Standard No. 30: Financial Resources	• Standard 20: Preceptors • Standard 21: Physical Facilities and Educational Resources • Standard 23: Financial Resources

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Main Campus Criteria (HLC Criteria)	2015 Self Study Report	College of Pharmacy 2016 ACPE Standards
(including titles and FTE). Include an overall analysis of the sufficiency and effectiveness of the staff in supporting the mission and vision of the unit. **(HLC 3.C.6, 5.A.1, 5.A.4)** 6D. Discuss and provide evidence of the adequacy of the library resources that are available and/or utilized to support the unit's academic and research initiatives. **(HLC 3.D.4, 4.A.4)** 6E. Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the sufficient allocation of resources and institutional support towards its degree/certificate program(s), faculty, and staff. **(HLC 5.A.1, 5.A.2, 5.C.1, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)** **(UNM 2020 Goal 5. Advance Discovery and Innovation, Goal 6. Ensure Financial Integrity and Strength, and Goal 7 Advance and Accelerate Economic Development)**		
Criterion 7. Facilities The facilities associated with the unit are adequate to support student learning as well as scholarly and research activities. 7A. Provide an updated listing from FAMIS of spaces assigned to your unit. Discuss the evolution and sufficiency of the amount of space your unit has been assigned by category (e.g., offices, support spaces, conference rooms, classrooms, class laboratories, research space, specialized spaces, etc.). • Include an analysis of the square footage-to-student ratio and square footage-to-faculty ratio. • Explain if the unit has any spaces outside, or in other locations that are not included in the space management system (i.e., FAMIS). **(HLC 3.D.4, 4.A.4, 5.A.1)** 7B. Discuss the unit's ability to meet academic requirements with the current facilities. If applicable, explain the unit's unmet facility needs. • If applicable, describe the facility issues that were raised or noted in the last APR. What were the outcomes, if any? **(HLC 3.D.4, 4.A.4, 5.A.1, 5.C.1, 5.C.3, 5.C.4, 5.C.5)** 7C. Discuss any recent space management planning efforts of the unit relative to the teaching, scholarly, and research activities of faculty associated with the unit. Include an explanation of any proposed new unit initiatives that will require new or renovated facilities. **(HLC 3.D.4, 4.A.4, 5.A.1, 5.C.1, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)** 7D. Discuss the unit's facility goals or priorities for the future and the timelines associated with them. Include a description of short-term or immediate (1 – 3 years) goals (e.g. renovation requests) and long-term (4 – 10 years) goals (e.g. new facilities) and how they target UNM's strategic initiatives. • Explain the funding strategies	**Section 6: Facilities and Resources** • Standard No. 27: Physical Facilities • Standard No. 28: Practice Facilities •	**Section II: Structure And Process To Promote Achievement Of Educational Outcomes** Subsection IID: Resources • Standard 21: Physical Facilities and Educational Resources • Standard 22: Practice Facilities

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associated with any of the unit's facility goals. **(HLC 3.D.4, 4.A.4, 5.A.1, 5.C.1, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)(UNM 2020 Goal 5. Advance Discovery and Innovation, Goal 6. Ensure Financial Integrity and Strength, and Goal 7. Advance and Accelerate Economic Development)**		
Criterion 8. Peer Comparisons The degree/certificate program(s) within the unit are of sufficient quality compared to relevant peers. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.) 8A. Discuss the distinguishing characteristics of the degree/certificate program(s) within the unit after completing the Peer Comparison Template provided as Appendix H (i.e., examination of student enrollment rates, degrees/certificates offered, number of tenure-track faculty, research/creative work of faculty, etc.). Include an analysis of the unit's degree/certificate program(s) based on comparisons with similar or parallel programs: • at any of UNM's 22 peer institutions (i.e., http://oia.unm.edu/facts-andfigures/index1.html); • at other peer institutions identified by the unit; and • designated by relevant regional, national, and/or professional agencies. **(HLC 1.D.3, 2.E.1, 3.C.1, 3.C.2, 3.D.4)**8B. Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its programs in relation to peer institutions. **(HLC 1.D.3, 2.E.1, 3.C.1, 3.C.2, 3.D.4, 5.A.1, 5.C.1, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)** **(UNM 2020 Goal 1. Become a Destination University, Goal 5. Advance Discovery and Innovation, and Goal 7. Advance and Accelerate Economic Development)**	**Section II: Structure And Process To Promote Achievement Of Educational Outcomes** **Subsection IIA: Planning and Organization** • Standard 7: Strategic Plan	
Criterion 9. INITIAL ACTION PLAN (Not part of the Self-Study Report) The unit engages in strategic planning and prioritization in order to achieve its mission and vision. 9A. Discuss and operationalize the strategic directions and priorities for the unit after its APR Site-Visit. • Draft an Initial Action Plan (see Appendix I) in response to the Review Team Report to not only document the unit's measurable, time-specific action items and outcomes but to also track how they are prioritized and progressively resolved annually. • The Initial Action Plan must include an accompanying Unit Response Report (for more information, refer to pp. 11-12). • The unit has to provide an update to the Initial Action Plan annually, documenting its status	**Section1: Mission, Planning, and Evaluation** • Standard No. 2: Strategic Plan	

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or progress towards completion of each action item. New action steps can be added to an action plan, as needed, based upon changes in the overall goals and strategic plan of the unit, college/school, and/or university • Updates to the Initial Action Plan are due by the unit annually to the APR Office no later than December 16th. **(HLC 1.D.3, 2.E.1, 5.C.1, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)** **(UNM 2020 Goal 1. Become a Destination University, Goal 5. Advance Discovery and Innovation, Goal 6. Ensure Financial Integrity and Strength, and Goal 7. Advance and Accelerate Economic Development)**		260

UNM School of Law Alignment to HLC Criteria Alignment

Main Campus Criteria (HLC Criteria)	School of Law		
	Self-Study Report		
	2014 Self Study Report	**Part I. Site Visit Evaluation Questionnaire (Questionnaire due prior to the Report)**	**Part II. Law School Self-Assessment Report**
Introductory Section and Background Information The section should provide a brief introduction to the self-study which includes the following elements: 0A. An executive Summary that provides a one- to two-page summary/abstract of the information contained within the self-study. 0B. A brief description of the history of each program within the unit. 0C. A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure. 0D. Information regarding specialized/external program accreditations 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 accreditations. **(HLC 4.A.5.)** 0E. A brief description of the previous Academic Program Review for the unit. The description should note when the last review was conducted. The description should also provide a summary of the findings from the review team's final report, the resulting action plan to address the recommendations, and a summary of actions taken as a result of the previous academic program review. **(HLC 4.A.1)** **(UNM 2020 Goal 1. Become a Destination University and Goal 2. Prepare Lobos for Lifelong Success)**	**I. Introduction** **II. Self-Study and Strategic Planning** **VI. Administration**	**II. Organization, Administration, Institutional Planning, and Finances** 1. General Information 2. Accreditation History 3. Standards 201 and 201(e). 8. Standard 204.	**Provide its mission statement and the educational objectives that support it [Standard 204(b) (1)]**
Criterion 1. Student Learning Goals and Outcomes The unit should have stated student learning goals and outcomes for each degree/certificate program and demonstrate how the goals align with the vision and mission of the unit and university. (Differentiate for each undergraduate and graduate degree and certificate program	**III. Program of Legal Education**	**III. Program of Legal Education** 16. Standards 301(b) and 302 and Interpretations 302-1 and 302-2. 24. Standard 304(a). 25. Standard 304(b).	**Conduct an ongoing evaluation of the law school's program of legal education, learning outcomes, and assessment methods and use those evaluation s to monitor and improve the curriculum**

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Main Campus Criteria (HLC Criteria)	School of Law		
	2014 Self Study Report	Part I. Site Visit Evaluation Questionnaire (Questionnaire due prior to the Report)	Self-Study Report — Part II. Law School Self-Assessment Report
offered by the unit.) 1A. Provide a brief overview of the vision and mission of the unit and how each program fits into the vision and mission of the unit. **(HLC 1.A.2)** 1B. Describe the relationship of the unit's vision and mission to UNM's vision and mission. Include an explanation of how the unit and its program(s) have significantly served and contributed to the wellbeing of the university and UNM community. **(HLC 1.A.2, 5.A.3)** 1C. List the overall program goals and student learning outcomes for each degree/certificate program within the unit. Include an explanation of how they are current and relevant to the associated discipline/field. In accordance with the Higher Learning Commission's criteria for accreditation, student learning goals and outcomes should be articulated and differentiated for each undergraduate and graduate degree and post-graduate and certificate program. **(HLC 3.A.1, 3.A.2, 3.A.3, 3.B.1, 3.B.2, 3.B.3, 3.B.4, 3.B.5, 4.A.4, 4.B.1, 5.B.3)** 1D. Describe the unit's primary constituents and stakeholders. Include an explanation of: • how the student learning goals and outcomes for each degree/certificate program are communicated to students, constituents, and other stakeholders; and • how satisfaction of the student learning goals and outcomes for each degree/certificate program would serve and support students' academic and/or professional aspirations. Provide specific examples. **(HLC 2.B, 3.A.1, 4.A.6, 4.B.1, FDCR.A.10.080)** • how these activities relate to the unit's achievement of its student learning goals; and • the impact of these activities on the academic and/or		26. Standard 304(c). Domestic Field Placement Program 32. Standard 308(a). 33. Standard 308(b). 34. Standard 309(a).	**[Standard 315].** Interpretation 315 -1 elaborates on the methods that schools may use to measure student achievement of learning outcomes. As noted below, **Standard 315 will be applied to schools beginning in 2016-2017.**

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Main Campus Criteria (HLC Criteria)	School of Law		
		Self-Study Report	
	2014 Self Study Report	Part I. Site Visit Evaluation Questionnaire (Questionnaire due prior to the Report)	Part II. Law School Self-Assessment Report
professional success of students. (These activities could include activities such as colloquia, case competitions, conferences, speaker series, performances, community service projects, research, etc.) **(HLC 1.D.3, 3.B.1, 4.B.1, 4.A.6, FDCR.A.10.080)** 1F. Discuss how the unit's strategic planning efforts have evolved in relation to student learning goals and outcomes of its degree/certificate program(s), serving its constituents and stakeholders, and contributing to the wellbeing of the university and UNM community. Include an overview of the unit's strategic planning efforts going forward. For example, discuss the strengths and challenges of the unit, including the steps it has taken to maximize its strengths and address both internal and external challenges. **(HLC 4.A.4, 5.B.3, 5.C.2, 5.C.3, 5.C.5, 5.D.1, 5.D.2)** (UNM 2020 Goal 1. Become a Destination University and Goal 2. Prepare Lobos for Lifelong Success) **Criterion 2. Teaching and Learning: Curriculum** The unit should demonstrate the relevance and impact of the curriculum associated with each degree/certificate program. (Differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.) 2A. Provide a detailed description of the curricula for each degree/certificate program within the unit. • Include a description of the general education component required and program-specific components for both the undergraduate and graduate programs. • If applicable, provide a justification as to why any bachelor's degree program within the unit requires over 120 credit hours for completion. **(HLC 2.B, 3.A.1, 3.A.3, 3.B.1, 3.B.3, 3.B.4,**	**III. Program of Legal Education**	**II. Organization, Administration, Institutional Planning, and Finances** 5. Standards 201(a) and 201(c). **III. Program of Legal Education** 11. Standard 311(a) and Interpretation 311-1. 12. Standard 310. 13. Standards 311(b) and 311(d) and Interpretations 311-2 and 311-3. 14. Standard 311(c). 15. Standard 312.	**Describe the school's continuing efforts to improve the educational quality of its program [Standard 204(b)(3)]**

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Main Campus Criteria (HLC Criteria)	School of Law	
2014 Self Study Report	**Self-Study Report**	
	Part I. Site Visit Evaluation Questionnaire (Questionnaire due prior to the Report)	**Part II. Law School Self-Assessment Report**
3.B.5, 4.A.4, 5.B.3, 5.C.3, 5.C.4) 2B. Discuss the significance of the unit's contributions to and/or collaboration with other internal units within UNM, such as offering general education core courses for undergraduate students, common courses for selected graduate programs, courses that fulfill pre-requisites of other programs, courses that are electives in other programs, cross-listed courses, etc. **(HLC 2.B, 3.A.1, 3.A.3, 3.B.1, 3.B.3, 3.B.4, 3.B.5, 4.A.4, 5.B.3, 5.C.3, 5.C.4)** 2C. Discuss the efficiency and necessity of the unit's mode(s) of delivery for teaching courses. **(HLC 3.A.3)** 2D. Discuss the unit's strategic planning efforts going forward for identifying, changing and/or examining areas for improvement in its curricula. **(HLC 4.A.6, 5.A.1, 5.B.3, 5.C.2, 5.C.3, 5.C.5, 5.D.1, 5.D.2)** *(UNM 2020 Goal 1. Become a Destination University and Goal 2. Prepare Lobos for Lifelong Success and Goal 5. Advance Discovery and Innovation)*	17. Standards 301(a) and 303. 18. Standards 301(a) and 303.(b) 19. Standard 303(a)(1). 20. Standard 303(a)(2) and Interpretations 303-1 and 303-2. 21. Standard 303(a)(2) and Interpretations 303-1 and 303-2. 22. Standard 303(b)(1). 23. Standard 303(a)(3) and Standard 304. 27. Standard 304(c). Field Placements Outside the United States 28. Standard 303(b)(2) and Interpretations 303-3 and 303-4; Standard 403(b). 29. Standard 305(a) through 305(c). 30. Standard 306 and Interpretations 306-1 and 306-2. 31. Standard 307 and Interpretations 307-1 and 307-2.	**III. Program of Legal Education** 37. Standard 314 and Interpretations 314-1 and 314-2. 38. Standard 315 and Interpretation 315-1.
Criterion 3. Teaching and Learning: Continuous Improvement 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.)		**Provide an evaluation of the educational quality of the law school's program of legal education, including a description of the program's strengths and weaknesses [Standard 204(b)(2)]**

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3A. Describe the assessment process and evaluation of the student learning outcomes for each degree/certificate program by addressing the items below. • Describe the overall skills, knowledge, and values that are expected of all students at the completion of the program (refer to the program learning goals outlined in Criterion 1) • Explain how the current direct and indirect assessment methods were established and are administered as program-level assessments including how they are used to measure the student learning outcomes. Also, provide a description of the courses in which the assessment methods are administered and the extent to which students are expected to meet the relevant student learning outcomes. • Explain and provide evidence of how the program has progressively improved, evolved and/or maintained the quality and effectiveness of its assessment structure and activities in order to reflect, sustain and/or maximize student learning (i.e., refer to updated assessment plans, annual assessment reports, assessment maturity scores, etc.) **(HLC 4.A.4, 4.B.1, 4.B.2, 5.B.3 5.C.2, 5.C.3, 5.C.4, 5.C.5)** 3B. Synthesize the impact of the annual assessment activities for each degree/certificate program by addressing the items below. • How have the results/data of each of the aforementioned program-level assessment methods been used to support and inform quality teaching and learning? • How have the results/data from the program's assessment methods and activities been used for program improvement, and/or to maximize student learning? • Overall, explain how the program strategically monitor the			

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short- and/or long-term effects and/or impact of it changes/improvements. **(HLC 4.A.4, 4.A.6, 4.B.3, 4.B.4, 5.B.3, 5.C.2, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)** (UNM 2020 Goal 1. Become a Destination University and Goal 2. Prepare Lobos for Lifelong Success) **Criterion 4. Students** The unit should have appropriate structures in place to recruit, retain, and graduate students. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.) 4A. Discuss the unit's admission and recruitment processes (including transfer articulation(s)) and evaluate the impact of these processes on enrollment. **(HLC 1.D.3, 2.B, 4.A.3, 4.C.2, 4.C.3, 4.C.4)** 4B. Provide an analysis the unit's enrollment, persistence/retention, and graduation trends, including an explanation of the action steps or initiatives the unit has taken to address any significant challenges or issues highlighted in these trends. **(HLC 1.D.3, 2.B.4, 4.A.3, 4.C.2, 4.C.3, 4.C.4, 5.C.1, 5.C.3, 5.C.4, 5.D.1, 5.D.2)** 4C. 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 (i.e., consult with the college's designated professional advising manager and/or the program's designated professional advisor; refer to the advising: outcomes, assessment practices, assessment data; etc.). **(HLC 3.D.1, 3.D.2, 3.D.3, 3.E.1, 3.E.2, 4.B.2, 4.B.3, 4.B.4)** 4D. Discuss any student support services that are provided by the unit and evaluate the relevancy and impact of these services on students' academic success. **(HLC 3.E.1, 3.E.2, 3.D.1, 3.D.2, 3.D.4, 3.D.5)**	**V. Students**	**III. Program of Legal Education** 17. Standards 301(a) and 303. 35. Standard 309(b). 36. Standard 313, Interpretation 313-1, and Standard 506 V. Students 57. Standard 501. 58. Standard 205. 59. Standard 206(a). 60. Standards 502(a) through 502(c). 61. Standard 502(d) and Interpretations 502-1 and 502-2. 62. Standard 503 and Interpretation 503-3. 63. Standard 501(c). 64. Standards 505. 65. Standard 316. 66. Standard 316. 67. Standard 504(a). 68. Standard 504(b). 69. Standard 507 and Interpretations 507-1, 507-2, and 507-3. 70. Standard 508. 71. Standard 508.	

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4E. Discuss the success of graduates of the program by addressing the following questions: • Where graduates are typically placed in the workforce? • Are placements consistent with the program's learning goals? • What methods are used to measure the success of graduates? • What are the results of these measures?(HLC 1.D.3, 4.A.4, 4.A.6) 4F. Discuss the unit's strategic planning efforts going forward to improve, strengthen and/or sustain its structures, processes, and/or rates for recruiting, retaining, and graduating students. (HLC 4.A.4, 4.A.6, 5.B.3, 5.C.2, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)(UNM 2020 Goal 1. Become a Destination University and Goal 3. Promote Institutional Citizenship) **Criterion 5. Faculty** The faculty (i.e., continuing, temporary, and affiliated) associated with any of the unit's degree/certificate program(s) should have appropriate qualifications and credentials. The faculty should be of sufficient number to cover the curricular requirements of each degree/certificate program. Also, the faculty should be able to demonstrate sufficient participation in relevant research and service activities. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.) 5A. After completing the Faculty Credentials Template (see Appendix G), discuss the composition of the faculty and their credentials. Include an overall analysis of the percent of time devoted by each faculty to the relevant degree/certificate program(s) and his/her roles and responsibilities. (HLC 3.C.1, 3.C.2, 4.A.4, 5.A.1, 5.A.4) 5B. Explain the process that is utilized to determine and assign faculty course-load. Discuss the efficiency of this process (i.e.,	IV. Faculty	72. Standard 207 and Interpretation 207-1. 73. Standard 509 and Interpretations 509-1, 509-2, and 509-4. 74. Standards 509(b)(3) and 509(d) and Interpretation 509-3. 75. Standard 510.	II. Organization, Administration, Institutional Planning, and Finances 6.Standard 203 IV. Faculty 39. Standard 401 40. Standard 402, Interpretation 402-1, and Definition 7. 41. Standard 402, Interpretation 402-1, and Definition 7. 42. Standard 402 and Interpretation 402-2. 43. Standard 403(a). 44. Standard 403(b) and Interpretation 403-1.

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how does the unit determine faculty assignment to lower division vs. upper division courses). Include an analysis of faculty-to-student ratio and faculty-to-course ratio (based on the total number of credit hours taught) **(HLC 3.C.1, 5.A.1, 5.A.4)** 5C. Discuss and provide evidence of the professional development activities for faculty within the unit including how these activities particularly have been used to sustain research-related agendas, quality teaching, and support students learning and professional development at the undergraduate and graduate level. **(HLC 3.C.4, 2.E.1)** 5D. Discuss and provide evidence of the research/creative work and efforts of the faculty within the unit at the undergraduate and graduate level. Explain the adequacy and/or significance of the research/creative work and efforts in supporting the quality of the unit and/or the program(s). **(HLC 2.E.1, 3.B.5, 3.C.4, 3.C.5, 3.D.5, 5.A.4)** 5E. Explain and provide evidence of the efforts and strategies by the unit to involve faculty in student retention and ensure students' academic success at the undergraduate and graduate level (i.e., faculty advising efforts, student engagement activities, etc.) **(HLC 3.C.5, 3.C.6, 3.D.1, 3.D.2, 3.D.3, 3.D.4, 3.D.5, 3.E.2, 4.C.4)** 5F. Provide an abbreviated vitae (two pages or less) or summary of the educational background and professional experiences of each faculty member. (If the unit has this information posted on-line, then provide links to the information.) **(HLC 3.C.2)** 5G. Discuss the unit's strategic planning efforts going forward to improve, support, and/or optimize its faculty. **(HLC 5.A.1,**		45. Standards 205(b) and 205(c) and Interpretations 205-1 through 205-5. 46. Standard 206(b). 47. Standard 206(b). 48. Standard 206(b). 49. Standard 404. 50. Standard 404(b). 51. Standard 405(a). 52. Standard 405(b) and Interpretations 405-1 through 405-4; Standard 201(b). 53. Standard 405(b). 54. Standard 405(c) and Interpretations 405-6 and 405-7. 55. Standard 405(c) and Interpretation 405-8. 56. Standard 405(d) and Interpretation 405-9.	

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5.C.1, 5.C.3, 5.C.4, 5.D.1, 5.D.2			Demonstrate that its anticipated financial resources are sufficient for it to operate in compliance with the Standards and to carry out its program of legal education [Standard 202(a) & (d)]

(UNM 2020 Goal 1. Become a Destination University and Goal 5. Advance Discovery and Innovation and Goal 7. Advance and Accelerate Economic Development)

Criterion 6. Resources and Planning
The unit has sufficient resources and institutional support to carry out its mission and achieve its goals.

6A. Explain how the unit engages in resource allocation and planning that are effective in helping it carry out its mission and achieve its goals. If the unit has an advisory board, describe the membership and charge and discuss how the board's recommendations are incorporated into decision-making.

• Include a discussion of how faculty research is used to generate revenue or apply for grants. How is the revenue gained from research being distributed to support the unit and its degree/certificate programs? **(HLC 1.D.3, 2.E.1, 3.C.4, 5.A.1, 5.A.2, 5.C.3, 5.C.4, 5.C.5)**

6B. Provide an analysis of information regarding the unit's budget including support received from the institution and external funding sources.

• Include a discussion of how alternative avenues have been explored to generate additional revenue to maintain the quality of the unit's programs and courses. **(HLC 1.D.3, 2.E.1, 5.A.2, 5.C.3, 5.C.4, 5.C.5, 5.D.1)**

6C. Discuss the composition of the staff assigned to the unit and their responsibilities (including titles and FTE). Include an overall analysis of the sufficiency and effectiveness of the staff in supporting the mission and vision of the unit. **(HLC 3.C.6, 5.A.1, 5.A.4)**

Part I. Site Visit Evaluation Questionnaire

VII. Library and Information Resources

VII. Technology Resources

X. Law School Finances and University Support

Part II. Law School Self-Assessment Report

II. Organization, Administration, Institutional Planning, and Finances
4. Standard 201(d).
7. Standard 203(c) and Interpretations 203-1 through 203-3.
9. Standards 202(b) and 202(e) and Interpretation 202-1.
10. Standards 202(a), 202(c), and 202(d).

VI. Library and Information Resources
76. Standards 601(a)(1) and 601(a)(2).
77. Standard 601(a)(3).
78. Standard 601(a)(4).
79. Standards 601(b) and 602(d).
80. Standard 602 and Interpretation 602-1.
81. Standard 603 and Interpretation 603-1.
82. Standard 604 and Interpretation 604-1.
83. Standard 605.

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6D. Discuss and provide evidence of the adequacy of the library resources that are available and/or utilized to support the unit's academic and research initiatives. **(HLC 3.D.4, 4.A.4)**	84. Standards 606(a), 606(b), and 606(c) and Interpretations 606-1, 606-2, 606-3, and 606-4.	
6E. Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the sufficient allocation of resources and institutional support towards its degree/certificate program(s), faculty, and staff. **(HLC 5.A.1, 5.A.2, 5.C.1, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)** **(UNM 2020 Goal 5. Advance Discovery and Innovation, Goal 6. Ensure Financial Integrity and Strength, and Goal 7. Advance and Accelerate Economic Development)**	85. Standard 606(d). 86. Standard 606(e).	
Criterion 7. Facilities The facilities associated with the unit are adequate to support student learning as well as scholarly and research activities.	IX. Facilities	
7A. Provide an updated listing from FAMIS of spaces assigned to your unit. Discuss the evolution and sufficiency of the amount of space your unit has been assigned by category (e.g., offices, support spaces, conference rooms, classrooms, class laboratories, research space, specialized spaces, etc.). • Include an analysis of the square footage-to-student ratio and square footage-to-faculty ratio. • Explain if the unit has any spaces outside, or in other locations that are not included in the space management system (i.e., FAMIS). **(HLC 3.D.4, 4.A.4, 5.A.1)** 7B. Discuss the unit's ability to meet academic requirements with the current facilities. If applicable, explain the unit's unmet facility needs. • If applicable, describe the facility issues that were raised or noted in the last APR. What were the outcomes, if any? **(HLC 3.D.4, 4.A.4, 5.A.1, 5.C.1, 5.C.3, 5.C.4, 5.C.5)**	**VII. Facilities Equipment and Technology** 87. Standard 701. 88. Standard 702(a) and Interpretation 702-3. 89. Standards 207(a), 702(b), and 702(a)(5). 90. Standard 702 and Interpretations 702-1 and 702-2.	

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7C. Discuss any recent space management planning efforts of the unit relative to the teaching, scholarly, and research activities of faculty associated with the unit. Include an explanation of any proposed new unit initiatives that will require new or renovated facilities. **(HLC 3.D.4, 4.A.4, 5.A.1, 5.C.1, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)**7D. Discuss the unit's facility goals or priorities for the future and the timelines associated with them. Include a description of short-term or immediate (1 – 3 years) goals (e.g. renovation requests) and long-term (4 – 10 years) goals (e.g. new facilities) and how they target UNM's strategic initiatives. • Explain the funding strategies associated with any of the unit's facility goals. **(HLC 3.D.4, 4.A.4, 5.A.1, 5.C.1, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)(UNM 2020 Goal 5. Advance Discovery and Innovation, Goal 6. Ensure Financial Integrity and Strength, and Goal 7. Advance and Accelerate Economic Development)**		
Criterion 8. Peer Comparisons The degree/certificate program(s) within the unit are of sufficient quality compared to relevant peers. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.) 8A. Discuss the distinguishing characteristics of the degree/certificate program(s) within the unit after completing the Peer Comparison Template provided as Appendix H (i.e., examination of student enrollment rates, degrees/certificates offered, number of tenure-track faculty, research/creative work of faculty, etc.). Include an analysis of the unit's degree/certificate program(s) based on comparisons with similar or parallel programs: • at any of UNM's 22 peer institutions (i.e., http://oia.unm.edu/facts-andfigures/index1.html);	http://lawschool.unm.edu/admissions/why/big-value.php	

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• at other peer institutions identified by the unit; and • designated by relevant regional, national, and/or professional agencies. **(HLC 1.D.3, 2.E.1, 3.C.1, 3.C.2, 3.D.4)**8B. Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its programs in relation to peer institutions. **(HLC 1.D.3, 2.E.1, 3.C.1, 3.C.2, 3.D.4, 5.A.1, 5.C.1, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)** **(UNM 2020 Goal 1. Become a Destination University, Goal 5. Advance Discovery and Innovation, and Goal 7. Advance and Accelerate Economic Development)** **Criterion 9. INITIAL ACTION PLAN (Not part of the Self-Study Report)** The unit engages in strategic planning and prioritization in order to achieve its mission and vision. 9A. Discuss and operationalize the strategic directions and priorities for the unit after its APR Site-Visit. • Draft an Initial Action Plan (see Appendix I) in response to the Review Team Report to not only document the unit's measurable, time-specific action items and outcomes but to also track how they are prioritized and progressively resolved annually. • The Initial Action Plan must include an accompanying Unit Response Report (for more information, refer to pp. 11-12). • The unit has to provide an update to the Initial Action Plan annually, documenting its status or progress towards completion of each action item. New action steps can be added to an action plan, as needed, based upon changes in the overall goals and strategic plan of the unit, college/school, and/or university • Updates to the Initial Action Plan are due by the unit annually to the APR Office no later than December 16th. **(HLC 1.D.3, 2.E.1, 5.C.1, 5.C.3, 5.C.4, 5.C.5, 5.D.1, 5.D.2)** **(UNM 2020 Goal 1. Become a Destination University, Goal 5. Advance Discovery and Innovation, Goal 6. Ensure Financial**			

Integrity and Strength, and Goal 7. Advance and Accelerate Economic Development)			
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Appendix O

Unit Response Report and Initial Action Plan

Cover Sheet

Unit Response Report and Initial Action Plan Cover Sheet

Unit Name: _____

APR Site-Visit Dates: _____

Unit Chair: Review and Confirmation

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

_____	_____	_____
Print Name	Signature	Date (MM/DD/YYYY)

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

Does the proposed Initial Action Plan include action items that are within the Unit's budget?

YES〔 〕 NO〔 〕 PARTIALLY〔 〕

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

_____

_____

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

_____

_____

_____	_____	_____
Print Name	Signature	Date (MM/DD/YYYY)

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

Comments/Feedback:

_____

_____

_____	_____	_____
Print Name	Signature	Date (MM/DD/YYYY)