



OFFICE OF ACADEMIC AFFAIRS

Academic Program Review: State of Affairs Report

**Fall 2019 – Spring 2020
19 August 2020**

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Executive Summary:

This report summarizes the academic program review activities and findings of the Academic Program Review (APR) process at the University of New Mexico during AY2019-2020. The APR process is managed by the Office of Assessment & APR and overseen by the Office of the Provost. In the past year, APR focused on four major initiatives:

- The full transition of employing the 8th Edition APR Manual, processes and procedures for all program reviews;
- Establishing a collaborative working relationship with branch campuses to better connect main campus APR processes to those at the branches;
- Presenting the office's current work on the General Education Program Review process to colleagues at New Mexico Higher Education Assessment and Retention (NMHEAR) conference;
- Managing the shifting requirements and needs of those completing the APR process in the midst of the COVID-19 pandemic.

Transition to the 8th Edition APR Manual

All APRs this year used the *8th Edition Process & Procedures APR Manual* to craft their self-study and conduct their site-visit. While the visit processes were similar to those conducted under the 7th Edition, the information provided to the reviewers in the self-study was better streamlined and had a heavier demographic focus for the more data-driven criteria. Earlier, the Office of the Provost asked the OA/APR to have units report the demographics more prominently in the student and faculty criteria (Criterion 4 and Criterion 5). Within analysis of enrollment, retention, and graduation trends, programs will now provide demographic breakdowns pertaining to race/ethnicity, gender, Pell Grant status (if tracked internally), first-generation status, and underserved populations. Information will now be provided about any student-specific support services that the program provides to underrepresented students (in order to improve retention, learning/research opportunities, etc.). The faculty data and analysis sections of the self-study now require programs to provide information on the ratio of senior to junior faculty; the ratio of women and underrepresented faculty members to the overall faculty body; and how they plan to better support traditionally underrepresented faculty members in their teaching, research, and tenure progression.

After requiring this information in the 8th Edition Manual and following APR Data Workshops to acquaint users with the requirements and resources available, the office received feedback from units undergoing the process that *some* of the data was hard to acquire, or at least not easily accessible through the institutional dashboards. For example, very few programs track the Pell Grant status of their students; or solely “know anecdotally” of the first-generation status of a few students, but certainly not program-wide. Also, programs that have interdisciplinary graduate programs often discovered that student data on the institutional dashboards to be different than their own program data. Moreover, enrollment figures did not seem to match up with the program’s internal totals. In these instances, the office stressed that units should use internally tracked data within their self-studies.

Branch Campus APRs & Strengthening Connection with Main Campus

First discussed in the AY18-19 State of APR, the office has continued to work with Branch Campus Deans to better connect APR processes across the entire UNM system. Over the past year, this effort has made considerable progress in encouraging consistent APR processes at branch campuses. Challenges caused by the COVID-19 pandemic and response during Spring Semester 2020 has placed this process on hold until a better time emerges to re-engage branch campuses in this process.

The OA/APR met with the Branch Deans monthly to gain a better understanding of how branch campus APRs are performed and how they are used internally. The office responded by drafting a Branch APR Manual that could be used across all four branch campuses. The manual compiled components from all the different branch campus procedures and produced a consistent guide. The Branch Manual was then presented to the Branch Deans for feedback, which was incorporated. The process ultimately defined seven criteria that should be addressed during a branch APR:

1. History, Vision, & Mission
2. Curriculum
3. Continuous Assessment & Improvement
4. Students – Recruitment, Enrollments, & Trends
5. Faculty, Research/Scholarship, & Service
6. Resources, Planning, & Facilities

7. Summary & Future Direction

During this process, the office also explored a “peer reviewer system” for branch campus APRs. Branch APRs were previously an individualized branch process, where units relied on representatives from within their own branch. With a reviewer system in place across all branches, colleagues in a specific discipline or program can better connect with a similar program that is offered at a different branch and gain valuable expertise from others with similar student populations and curriculum. To aid this peer reviewer system, the OA/APR reviewed recent APR cycles from each of the branches and condensed programs into categories that could be consistently used by all of the branches. After considering feedback from Branch Deans, there are currently six categories that branches plan to use to streamline their APR cycles:

1. Science & Mathematics
2. Business & Associated Technology
3. Medical & Health Sciences
4. Applied Sciences & Career Technical Ed
5. Humanities, Social Sciences, & Education
6. Fine Arts & Digital Media Arts

Branch Deans then decided on which programs would serve as inaugural pilots for the external reviewer/APR system, but unfortunately, this process is currently on hold following COVID-19 restrictions. This will be re-visited in Fall 2020. Please see Appendix C for the Branch APR Manual.

General Education Program Review

This past year, the office developed a working manual for the UNM General Education Program Review (GEPR) process and presented its current iteration at the February 2020 New Mexico Higher Education Assessment and Retention conference. In preparation for the development of this new process and manual, the office adopted material from the UNM APR process, as well as from GEPR processes at the University of California-Merced, University of Arizona, and California Polytechnic State University to finalize eight criteria that will be addressed within the GEPR self-study:

1. Introductory Section & Background Information
2. Curriculum: Organization, Delivery, Consistency

3. General Education Assessment
4. Students & Support Services
5. Instruction, Research, and Scholarship
6. Peer Comparisons
7. Resources & Planning
8. Strategic Planning

The office is currently working out procedural and logistical aspects of the GEPR, including the establishment of a self-study committee, determining which units will participate in the authorship, and creating and structuring the reviewer / site-visit aspect of the process.

COVID-19 & APRs

Due to the nature of the current APR process, which was heavily dependent on external reviewers traveling to UNM and multiple in-person meetings, the office was impacted by the implementation of COVID-19 restrictions during the Spring 2020 semester. Originally, the office was scheduled to host four site-visits: Anderson School of Management, Music, Optical Sciences, and Architecture. The Architecture APR was postponed before the COVID-19 restrictions due to a transition within the School of Architecture & Planning, and was rescheduled for the Fall 2020 semester. The remaining three programs were all scheduled for mid-semester APRs. Music's and Optical Sciences & Engineering's site-visits were postponed.

The Anderson School of Management APR created an opportunity for the OA/APR to transition the APR process to an "e-visit", where reviewers would meet with Anderson stakeholders, faculty, students, and boards through video meetings. After several preparation and training e-meetings and emails navigating the first UNM e-visit, the original review team, the office, and Anderson School of Management held the first UNM APR E-Visit from April 30th – May 1st. Lessons were certainly learned from this inaugural process; but ultimately the e-visit was successful and the review team was able to present their preliminary findings to ASM and UNM leadership at the exit meeting. Anderson representatives found the new virtual process useful and helpful, and the reviewers themselves stated that the idea could be used at their own institutions. The office updated the Review Team Survey to capture feedback about the e-visit (found in Appendix A). While greater detail is provided in the Reviewer Feedback section of this report (pg.9-11), a few notable quotes from the ASM review team were:

- “I found the modality worked well. It was easy to visit with the different groups via Zoom.”
- “I learned a lot about conducting this kind of review.”
- “I had not done this particular type of review and found it very interesting.”

The OA/APR is currently using reviewer and ASM feedback to address issues that the inaugural visit revealed to improve the virtual APR process. While reviewers said that they felt well-prepared for the visit (even in spite of the quick turnaround required on a brand-new process), they did mention the need for a better virtual facilities tour system, as well as the need for increased moderation of meetings to better introduce the meeting participants and curtail any dominating personalities.

As can be expected, the postponement of three Spring 2020 APRs and a few other requested postponements led to a drastic need to rework the APR Master Schedule, which spans from Fall 2020 to Fall 2026. Please find the current APR Master Schedule in Appendix B. The establishment of a successful e-visit process will potentially mitigate ongoing travel restrictions due to COVID-19. APR e-visits will be conducted for all upcoming Fall 2020 reviews, and will be used until travel concerns/restrictions subside.

Main Campus Program Reviews: Trends

Three programs completed site-visits in Fall 2019. Due to COVID-19 restrictions, one program (Anderson) conducted their visit in Spring 2020, which was successfully completed using the e-visit process described above. The completed academic program reviews were:

- Water Resources Program
- Department of Art
- Department of History
- Anderson School of Management

Program and institutional-level trends emerged from these four reviews. These strengths, issues, and general trends are summarized below:

Faculty Research/Scholarship

Consistent with past APRs, reviewers continued to note that UNM faculty are extremely productive, often surpassing research/scholarly works conducted by other institutions with

significantly more resources. A slight departure from reports that have been completed in past years was noted in the Art Review Team Report. Art reviewers stressed that Research Allocation Committees have “been reluctant to accept creative output as viable research for funding”. To help provide a solution, the reviewers mentioned that other universities have faced this same issue, and moved to “consider creative practice as worthy of standard research funding”. To fund this, the reviewers mentioned exploring Provost Grant Incentives and National Research University Fund grants – though these options were provided before the projected budgetary shortfalls created by COVID-19.

Superb Interdisciplinary Connections

Of the programs that completed APRs this year, review teams stressed that the programs had stellar curricula that encouraged interdisciplinary work and collaboration with other UNM programs, above what is expected of similar programs at other institutions. Innovation that emerged from the collaboration ultimately led to the development of a “forward-thinking program that attracts strong students and provides... high-profile area[s] of research and practice”. These collaborations were noticed by reviewers as a strong point since they extend beyond UNM, with connections in the Albuquerque / New Mexico community. These connections, whether for research, internships, or networking purposes, better equip students and alumni with the tools needed to succeed.

Facilities & Resources

Facilities were an area that three (of four) review teams stressed as needing attention. The review teams for Art, History, and Water Resources were able to tour the respective facilities in-person. While the teams noted that aging facilities were an issue, the most attention was given to the spread of a department’s faculty, staff, and resources across multiple campus buildings. The review teams noted that this type of dispersion hampers collaboration within departments, as faculty are not centralized. This issue was similarly noted during the Anderson School review, despite their new facility additions. Reviewers who participated in in-person tours did note that they were impressed by the overall maintenance of buildings by departmental leadership, and what they have been able to do with available resources. Reviewers made sure to stress that “doing more with less... is not a winning motto”, as it makes keeping up with peers increasingly

difficult. The OA/APR agrees with this perspective and, understanding that potential funding and facility concerns emerge on a case-by-case basis, that they can be highlighted to UNM leadership to minimize any escalating difficulties.

Poor Post-Graduate Tracking

Reviewers for Art, History, and Water Resources all noted that the programs could be better served by tracking their graduates beyond anecdotal methods, whether it be for future education or employment. However, reviewers for Anderson noted the strong wealth of information that the school had on its graduates. While there are structural differences in comparing the resources available to Anderson as opposed to smaller programs, perhaps these programs could explore what has made Anderson so successful at tracking their graduates and employ some of the practices. Institutionally, academic programs could be urged to utilize the services of the Alumni Relations Office more consistently to improve their alumni tracking.

Student/Alumni Satisfaction & First-Generation/URM Support

Consistent with previous APRs, all four review teams made note of the high level of satisfaction current and graduated students had expressed about the quality of their education. This year, reviewers included praise for the support given to first-generation and underrepresented minority students. These supports were seen as exemplary and should be a focus (both departmentally and institutionally) moving forward. Another note, from the History review team, was that they were “pleasantly surprised” by the “vibrant” MA program, and the level of voice that current graduate students had on course offerings. However, the reviewers did express some caution about the development of a public history degree program that graduate students have been advocating for. This was not to curtail the role of graduate students in the decision-making progress; but most likely this would stretch a thin department even thinner, absent a hiring increase.

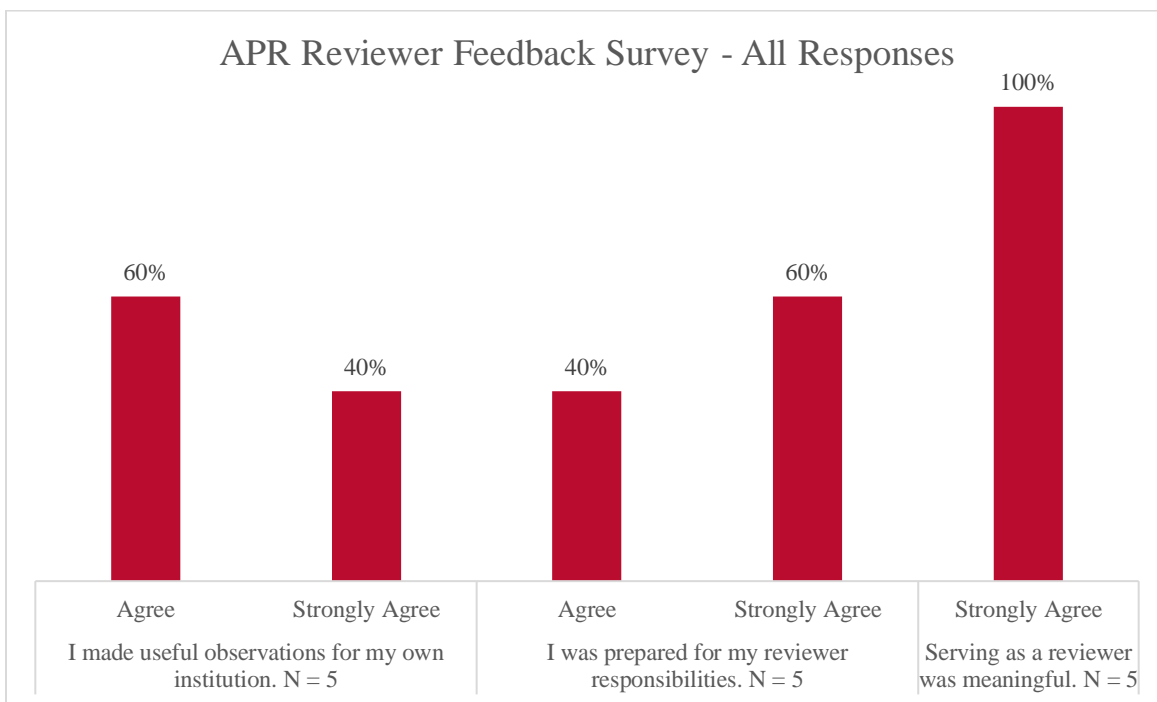
Reviewer Feedback: Fall 2019 and Spring 2020 Visits

Integral to the APR process, reviewer feedback serves to help direct our resources and time so that the office can provide the most meaningful service possible. Reviewer feedback from Fall 2019 APRs was scant – only two reviewers completed our survey. To improve this response rate, the office has moved to requiring reviewers to provide us with a survey

submission email prior to honoraria funds being released. After implementing this policy, all 3 reviewers from the Spring 2020 semester completed the feedback survey.

Reviewers were asked a series of Likert-scale questions regarding their experience, to which they could respond Strongly Disagree, Disagree, Neutral, Agree, or Strongly Agree. Each question included an open-ended response for reviewers to expand on their answers and provide critical information to our office. The survey also included 2 strictly open-ended questions at the end, to better capture the reviewers’ thoughts and recommendations for future APRs.

Overall, reviewers (n=5) provided feedback on their reviewer experience for Art, Water Resources, and the Anderson School for Management. All reviewers responded that they were well-prepared for their roles, and that they found the process as beneficial/meaningful to their own selves, programs, and institutions. Interestingly, despite the quick change in modality for Anderson’s APR, two-thirds of their reviewers responded “Strongly Agree” to the question of being prepared.



Reviewers used the open-ended response sections to praise the work UNM programs were doing, and how they would take some of the activities they witnessed back to their home departments to possibly implement. One reviewer stated that:

“In many ways, some of the challenges in this department mirror those in ours, and there were wonderful approaches that I brought back to our department (in particular, the use of staff positions to take over some of the work that faculty do at our institution, in addition to many other items).”

Another stated that:

“Some of the practices used by ASM were applicable to my institution. I thought ASM was doing a better job of using those practices (regular meetings with department chairs and the dean, evaluating faculty processes).”

Particular interest was given to feedback from reviewers for the Anderson School, given the sharp turn-around to an e-visit process. Reviewers generally stated that the change in modality worked well, with one stating that *“the pivot to a purely online visit was handled very well, in my view. This is particularly important to note given the sharp time constraints.”* ASM reviewers provided suggestions to fix particular issues that arose during the visit; the concept of an active moderator being the most prevalent suggestion. One reviewer stated that:

“My only suggestion is that each meeting should have a moderator who is known to the group in that role, who knows participants well enough to redirect questions to the right person, and who can keep individual sessions moving along... I do know that there was a moderator available, but they played more of a role of ensuring that there weren't technical issues to be addressed.”

Another reviewer stated that:

“The biggest improvement would be active moderation and facilitation for any sessions with more than 10 participants. We had a number of awkward sessions that were dominated by a few people.”

Following this feedback and recommendations, the OA/APR plans to provide better meeting moderation for future e-APRs. The office will also be providing a full list of meeting participants to the review team, so that reviewers are aware ahead of time if the meeting will be a small or large group.

Upcoming Main Campus Program Reviews

During the Fall 2020 semester, three programs will undergo an APR e-visit. They are:

- Department of Political Science

- Department of Music
- Architecture Department

During the Spring 2021 semester, four programs will undergo an APR visit (on-site or e-visit, as the situation dictates). They are:

- Chemistry & Chemical Biology
- Earth & Planetary Sciences
- International Studies Institute
- Speech & Hearing Sciences
- Nanoscience & Microsystems

These units are currently crafting their self-studies in preparation for their site-visits.

Appendix A – Reviewer E-Visit Survey

Spring 2020 Reviewer Survey

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

1. Which unit/department did you serve as a reviewer for?
2. I made observations that would be useful in my own institution, college, and/or department/program. (Likert) Please provide a rationale for your rating.
3. Serving as a reviewer was a meaningful experience. (Likert) Please provide a rationale for your rating.
4. I was prepared for my role and responsibilities as a reviewer. (Likert) Please provide a rationale for your rating.
5. Since this APR transitioned from a traditional face to face visit to an e-visit, please provide any suggestions/comments regarding the new modality of being virtual. What worked well and what can be improved?
6. Please provide any additional thoughts and feedback:

Appendix B – Current Master Schedule

Next APR Site Visit	APR Orientation	Department	Degrees/Certificates Awarded	School/College	External Accreditation
Fa. 2020	Sp. 2019	Architecture	B.A.A., M.Arch.	SAAP	NAAB (Grad only)
Fa. 2020	Sp. 2019	Music	Music – B.A., B.M., M.M. Music Education – B.M.E.	CFA	CAEP & NMPED (BME only) NASM
Fa. 2020	Sp. 2019	Optical Science & Engineering	M.S., Ph.D.	A&S / SOE	
Fa. 2020	Fa. 2019	Political Science	B.A., M.A., Ph.D.	A&S	
Sp. 2021	Sp. 2020	Chemistry & Chemical Biology	B.A., B.S., M.S., Ph.D.	A&S	ACS
Sp. 2021	Sp. 2020	Earth & Planetary Sciences	Earth & Planetary Sciences – B.A., B.S., M.S., Ph.D. Environmental Science – B.S.	A&S	
Sp. 2021	Sp. 2020	International Studies Institute	International Studies – B.A.	A&S	
Sp. 2021	Fa. 2019	Nanoscience & Microsystems	M.S., Ph.D.	A&S / SOE	
Sp. 2021	Sp. 2020	Speech & Hearing Sciences	Speech & Hearing Sciences – B.A. Speech-Language Pathology – M.S.	A&S	ASHA (Masters only)

Next APR Site Visit	APR Orientation	Department	Degrees/Certificates Awarded	School/College	External Accreditation
Fa. 2021	Fa. 2020	Communication & Journalism	Communication – B.A., M.A., Ph.D. Journalism & Mass Communication – B.A.	A&S	ACEJMC (only Journalism & Mass Comm BA)
Fa. 2021	Fa. 2020	Economics	B.A., M.A., Ph.D.	A&S	
Fa. 2021	Fa. 2020	Health, Exercise, & Sports Sciences	Athletic Training – B.S. Exercise Science – B.S. Health Education – B.S., M.S. Physical Education Teacher Education – B.S.Ed., M.S., Ph.D. Sport Administration – M.S., Ph.D.	COE	CAATE (B.S. in Athletic Training) COSMA (M.S., PhD in Physical Ed)
Fa. 2021	Fa. 2020	Physics & Astronomy	Physics – B.S., M.S., Ph.D. Physics & Astrophysics – B.A. Astrophysics – B.S.	A&S	
Fa. 2021	Fa. 2020	Special Education	Special Education – B.S.Ed., M.A., Ed.D., Ph.D., Ed.S. Cert. Applied Behavioral Analysis – Cert. Educational Diagnosis – Cert. Autism Spectrum Disorder – Cert.	COE	CAEP & NMPED (only Special Education)
Sp. 2022	Sp. 2021	BA/MD	Health, Medicine, & Human Values – B.A.	A&S / SOM	
Sp. 2022	Sp. 2021	Liberal Arts & Integrative Studies	Liberal Arts – B.L.A. Integrative Studies – B.I.S.	UC	
Sp. 2022	Sp. 2021	Native American Studies	B.A., M.A.	A&S	

Next APR Site Visit	APR Orientation	Department	Degrees/Certificates Awarded	School/College	External Accreditation
Sp. 2022	Sp. 2021	Teacher Education, Educational Leadership & Policy	Elementary Education – B.S.Ed., M.A. Secondary Education – B.A.Ed., B.S.Ed., M.A. Educational Leadership – M.A., Ed.D., Ed.S. Cert Teaching, Learning, & Teacher Education – Ed.S. Cert., Ph.D., Ed.D.	COE	CAEP & NMPED
Sp. 2022	Sp. 2021	Theatre & Dance	Dance – B.A., M.F.A. Design for Performance – B.F.A. Dramatic Writing – M.F.A. Theatre – B.A. Theatre and Dance – M.A.	CFA	NAST (Theatre) NASD (Dance)
Fa. 2022	Fa. 2021	Foreign Languages & Literature	Classical Studies – B.A. Comparative Literature & Cultural Studies – B.A., M.A. East Asian Studies – B.A. French – B.A., M.A., Ph.D. German Studies – B.A. Languages – B.A. Russian – B.A.	A&S	
Fa. 2022	Fa. 2021	Individual, Family, & Community Education	Counselor Education – M.A., Ph.D. Educational Psychology – M.A., Ph.D. Family & Child Studies – B.S., M.A., Ph.D. Nutrition – B.S., M.S.	COE	CAEP & NMPED (Education) CACREP (Counseling) ACEND (Nutrition) NCFR (Family Studies)
Fa. 2022	Fa. 2021	Religious Studies	B.A.	A&S	
Fa. 2022	Fa. 2021	Women's Studies	B.A., Cert.	A&S	

Next APR Site Visit	APR Orientation	Department	Degrees/Certificates Awarded	School/College	External Accreditation
Sp. 2023	Sp. 2022	Africana Studies	B.A.	A&S	
Sp. 2023	Sp. 2022	American Studies	B.A., M.A., Ph.D.	A&S	
Sp. 2023	Sp. 2022	Museum Studies	Cert., M.A., M.S.	A&S	
Sp. 2023	Sp. 2022	Psychology	B.A., B.S., M.A., Ph.D.	A&S	APA (PhD)
Sp. 2023	Sp. 2022	Sociology	Sociology - B.A., M.A., Ph.D. Criminology - B.A., M.A., Ph.D.	A&S	
Fa. 2023	Fa. 2022	Biochemistry	B.A., B.S.	A&S / SOM	ASBMB
Fa. 2023	Fa. 2022	Community & Regional Planning	Community & Regional Planning - M.C.R.P. Environmental Planning & Design - B.A.E.P.D.	SAAP	PAB (only MCRP)
Fa. 2023	Fa. 2023	Honor's College	Interdisciplinary Liberal Arts – B.A.	HON	
Fa. 2023	Fa. 2022	Language, Literacy & Sociocultural Studies	LLSS – M.A., Ph.D. Educational Linguistics – Ph.D.	COE	
Fa. 2023	Fa. 2022	Linguistics	Linguistics – B.A., M.A., Ph.D. Signed Language Interpreting – B.S.	A&S	CCIE (Sign Language Interpreting)
Sp. 2024	Sp. 2023	Chicana & Chicano Studies	B.A., M.A., Ph.D.	A&S	

Next APR Site Visit	APR Orientation	Department	Degrees/Certificates Awarded	School/College	External Accreditation
Sp. 2024	Sp. 2023	Geography & Environmental Studies	B.A., B.S., M.S. GCERT (Law, Environment, & Geography)	A&S	
Sp. 2024	Sp. 2023	Latin American & Iberian Institute	Latin American Studies – B.A., M.A., Ph.D.	A&S	
Sp. 2024	Sp. 2023	Mathematics & Statistics	Mathematics – B.S., M.S., Ph.D. Statistics – B.S., M.A., Ph.D.	A&S	
Sp. 2024	Sp. 2023	Spanish & Portuguese	Spanish – B.A., M.A., Ph.D. Portuguese – B.A., M.A.	A&S	
Fa. 2024	Fa. 2023	Biology	B.A., B.S., M.S., Ph.D.	A&S	
Fa. 2024	Fa. 2023	Film & Digital Arts	B.A., B.F.A.	CFA	
Fa. 2024	Fa. 2023	Landscape Architecture	M.L.A.	SAAP	LAAB
Fa. 2024	Fa. 2023	Philosophy	Philosophy – B.A., M.A., Ph.D. Philosophy, Pre-Law – B.A. English-Philosophy – B.A.	A&S	
Sp. 2025	Sp. 2024	Chemical & Biological Engineering	B.S.Ch.E., M.S., Ph.D.	SOE	ABET (undergrad only)

Next APR Site Visit	APR Orientation	Department	Degrees/Certificates Awarded	School/College	External Accreditation
Sp. 2025	Sp. 2024	Civil, Construction & Environmental Engineering	Civil Engineering – B.S.C.E., M.S.-C.E., M.ENG-C.E., Ph.D. Construction Engineering – B.S.Cn.E, Construction Management – B.S.C.M., M.C.M	SOE	ABET (undergrad only) ACCE (Management BS only)
Sp. 2025	Sp. 2024	Electrical & Computer Engineering	Electrical Engineering – B.S.E.E., M.S., Ph.D. Computer Engineering – B.S.Cp.E., M.S., Ph.D.	SOE	ABET (undergrad only)
Sp. 2025	Sp. 2024	Mechanical Engineering	Mechanical Engineering – B.S.M.E, M.S.M.E., Ph.D. Manufacturing Engineering – M.E.M.E.	SOE	ABET (undergrad only)
Fa. 2025	Fa. 2024	Anthropology	B.A., B.S., M.A., Ph.D.	A&S	
Fa. 2025	Fa. 2024	Nuclear Engineering	B.S.N.E., M.S., Ph.D.	SOE	ABET (undergrad only)
Fa. 2025	Fa. 2024	Organization, Information & Learning Sciences	Instructional Technology & Training – B.S. Organization, Information & Learning Sciences – M.A., Ed.Spc., Ph.D.	ULLS	
Fa. 2025	Fa. 2024	Public Administration	Public Administration – M.P.A. Health Administration – M.H.A.	A&S	NASPAA
Sp. 2026	Sp. 2025	Computer Science	B.S.C.S., M.S., Ph.D.	SOE	ABET (undergrad only)
Sp. 2026	Sp. 2025	English Language & Literature	English – B.A., M.A., Ph.D. Creative Writing – M.F.A.	A&S	

Next APR Site Visit	APR Orientation	Department	Degrees/Certificates Awarded	School/College	External Accreditation
Sp. 2026	Sp. 2025	Public Policy	M.P.P.	A&S	
Fa. 2026	Fa. 2025	Art	Art Education – B.A., M.A. Art History – B.A., M.A., Ph.D. Art Studio – B.F.A., B.A., M.F.A.	CFA	CAEP & NMPED (Art Ed only)
Fa. 2026	Fa. 2025	History	B.A., M.A. Ph.D.	A&S	
Fa. 2026	Fa. 2025	Water Resources	M.W.R.	Grad Studies	
Fa. 2026	Fa. 2025	Anderson School of Management	Business Administration – B.B.A., M.B.A. Accounting – M.Acct. Information Systems and Assurance – M.S.	ASM	AACSB

Appendix C – GEPR Manual



**Branch Campus
Academic Program Review:
Process & Procedures**

Branch Campus Academic Program Review (APR) Process

The APR process for UNM's Branch Campuses is designed to complement the on-going institutional effectiveness process and to become a vital part of institutional planning. The process intends to facilitate discussion to:

- improve teaching and learning
- evaluate and analyze current practices
- promote faculty discussion about curricula
- ensure that program planning is related to institutional goals
- and evaluate overall program support in regards to resources.

APRs will examine a branch campuses' degrees and certificates as programs. Programs will be evaluated within a 5-7 year period, and will be conducted alongside related programs across all branch campuses. This cycle will be based on the established program categories of:

- Science & Mathematics
- Business & Associated Technology
- Medical & Health Sciences
- Applied Sciences & Career Technical Ed
- Humanities, Social Sciences, & Education
- Fine Arts & Digital Media Arts

The following criteria will be addressed for each program:

1. History, Vision, & Mission
2. Curriculum
3. Continuous Assessment & Improvement
4. Students – Recruitment, Enrollment, & Trends
5. Faculty, Research/Scholarship, & Service
6. Resources, Planning, & Facilities
7. Summary & Future Direction

A program's report will address these 7 criteria, and will include information about the following components:

1. Program's History, Vision, & Mission

1A: An executive Summary that provides a one- to two-page summary/abstract of the information contained with the program review.

1B: A brief description of the history of the program under review.

1C: A brief description of the previous Program Review for the program. The description should note when the last review was conducted. The description should also provide a summary of the findings from the Curricula Committee's final report and how the program addressed the Committee's recommendations

1D: A brief description of the organizational structure and supervision of the program, including a diagram of the organizational structure.

1E: Information regarding specialized/external program accreditations associated with the unit including a summary of findings from the last external review (if applicable).

1F: Provide a brief overview of the vision and mission of the program and how the program fits into the vision and mission of UNM.

2. Curriculum

2A: Outline the curriculum for the program and state its relevance. Include a description of the general education component. If your program encompasses terminal degrees/certificates that are not offered on Main Campus, please state so.

2B: Describe the contributions of the program to other units/programs on the campus (offering pre-reqs for other programs, cross-listed courses, etc.). If appropriate, provide details on how the program aligns with program requirements on UNM Main Campus.

2C: Describe the modes of delivery used for teaching courses (i.e., distance learning).

3. Continuous Assessment & Improvement

3A: Please include the program assessment plan and report that you submitted to the CARC for evaluation. Please include a narrative consisting of:

- The student learning outcomes for the program
- How they are communicated to students
- Changes/improvements to the student learning outcomes
- How clear and measurable the SLOs are
- Direct and indirect assessment methods that are used

3B: Explain how the student learning outcomes for the program are communicated to students, faculty, and stakeholders.

3C: Describe the results of assessment activities, and how they are used to support quality teaching & learning and overall program improvements.

4. Students – Recruitment, Enrollment, & Trends

4A: Provide details on student recruitment practices (including items related to ease of transfer/articulation) and admission criteria for the program.

4B: Provide an analysis of enrollment trends, persistence, and graduation trends (are students transferring?). Please include any available information on demographics (gender, ethnicity, non-traditional, etc.) as it pertains to your program.

4C: Describe program advisement and any other student support services that are provided by the program. Include any types of library or learning resources that are associated with the program.

4D: Describe any student success and retention initiatives in which the program participates, including faculty-to-student ratios.

4E: Please describe post-graduate success of the students, and how that is measured. Where are the typically placed / employed? Include transfers, if applicable

5. Faculty, Research/Scholarship, & Service

5A: Describe the composition of the faculty and their credentials. Please include demographic composition.

5B: Describe the roles of the faculty members in the program, as well as an overall summary of time devotion for each faculty member to the program.

5C: Describe any specialized professional development opportunities available to program faculty. Describe what support & mentoring is available, particularly for faculty of color and members of groups that are traditionally under-represented in your field.

5D: If applicable, please provide a summary of the research and scholarly/creative work of program faculty.

5E: Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the program or conducted by program faculty. These could include activities such as colloquia, conferences, speaker series, performances, community service projects, etc.

6. Resources, Planning, & Facilities

6A: Describe how the program engages in resource allocation & planning. If applicable, describe the advisory board, its membership, and how their feedback is incorporated.

6B: Provide an analysis of the program's budget. Include information on any additional support received from the institution and/or external funding sources.

6C: Describe the staff assigned to the program (titles and FTE) and their responsibilities.

6D: Describe the facilities associated with the program, including classrooms, general spaces (offices, conference rooms, etc.), labs spaces, equipment, or general access to technology, and if facilities are sufficient to meet the needs of the program. Please explain.

7. Summary & Future Direction

7A: Provide a summary of the previous information, focusing on described strengths and challenges for the program.

7B: Describe any strategic planning efforts employed by the program

7C: Describe the strategic directions and priorities for the program. What is your vision of the future for the program?

Branch Program Category Grid

Taos	Valencia	Los Alamos	Gallup
Science & Mathematics	Science & Mathematics	Science& Mathematics	Science& Mathematics
AS in Pre-Science	AS in General Science	AS in Science	AS in Science
	AS in Mathematics	AS in Computer Science	AA in Environmental Planning (right location?)
	AS in Pre-Engineering	AS in Environmental Science	
		AS in Pre-Engineering	
Business & Assc. Technology	Business & Assc. Technology	Business & Assc. Technology	Business & Assc. Technology
AA in Pre-Business Admin	AA in Business Admin	AA in Pre-Business Admin	AA in Business Admin
Cert. in Business Computers	Cert. in Business Admin	Cert. in Business (Management or Marketing)	Cert. in Organizational Management
Cert. in Office Technology	AAS in IT	Cert. in Accounting	Cert in Bookkeeping
	Cert. in IT (+ 3 mini-certs that could be done at same time)	AAS in Accounting	Cert in IT
Cert. in Entrepreneurship		AAS in Business (Management or Marketing)	
Cert. in IT		AAS in IT with Cybersecurity	
Medical & Health Sciences	Medical & Health Sciences	Medical & Health Sciences	Medical & Health Sciences
AS in Emergency Medical Services	AS in Emergency Medical Services	AS in Emergency Medical Services	AS in Nursing
AS in Nursing	AS in Nursing	AS in Pre-Professional Health Sciences	AAS in Health Info Tech
Cert. in Certified Nursing Asst.	Cert. in Certified Nursing Asst.	Cert. in Certified Nursing Asst.	AS in Medical Lab Tech
Cert. in Community Health Worker	Cert. in Personal Care Attendant	Cert. in Personal Care Attendant	AS in EMS
Cert. in Dental Assisting	Cert in Phlebotomy	Cert. in EMT Basic	Cert in EMT
Cert. in EMT Basic	Cert. in EMT Basic	Cert. in EMT Intermediate	Cert in Nursing Assist
Cert. in EMT Intermediate	Cert. in EMT Intermediate		Cert in Dental Assist
Cert. in Holistic Health	AS in Health Education		AA in Human Services
	AS in Health IT (change to cert. in workflow)		Cert. in Human Services

Cert. in Human Services (involves social work)

Cert. in Medical Asst.

Cert in Health Info Tech

Applied Science/Career Technical Ed

Applied Science/Career Technical Ed

Applied Science/Career Technical Ed

Applied Science/Career Technical Ed

Cert. in CDL
Cert. in Construction Technology
Cert. in Culinary Arts
AAS in General Studies (primarily for CTE certs)

AAS in Architectural Drafting
Cert. in Architectural Drafting
Cert. in 3D Printing

Cert. in Electro-Mechanical Technology
Cert. in Robotics
Cert. in Welding

AAS in Construction tech
AAS in Welding
AAS in Auto Tech

Cert. in 3D Printing (in workflow)
Cert. In Welding (in workflow)
Cert. in Hospitality Management (right location?)

Cert. in Automotive Technology
AAS in Manufacturing and Industrial Technology
Cert. in Welding

AAS in General Studies
Cert. in Radiation Control Technology (in workflow)
Cert. In Nuclear Waste Operator (in workflow)
Cert. In Nuclear Enterprise Science and Technology (in workflow)
AAS in Fire Science
AAS in Public Safety
AAS in Robotics
AAS in Applied Technologies
AAS in Nuclear Enterprise Science and Technology (in workflow)

Cert in Collision Repair

Cert in Carpentry
Cert. in Cosmetology (right location?)

Cert in Auto Tech
Cert in Welding
Cert in Construction tech
AAS in General Studies (right location?)

Humanities, Social Sciences, & Education

Humanities, Social Sciences, & Education

Humanities, Social Sciences, and Education

Humanities, Social Sciences, and Education

AS in Education
AA in ECED
Cert. in ECED
AA in Liberal Arts

AA in ECME
Cert. in ECME
AA in Elementary Education
Cert. in Elementary Education
AA in Criminology
AA in Criminal Justice (in workflow)
Associate of Integrative Studies
AA in Liberal Arts

AS in Education
AA in Liberal Arts

AA in Criminal Justice
AA in ECME
Cert in ECME
AS in Elem Teacher Ed
AA in Secondary Teacher

Fine Arts/Digital Media Arts

Fine Arts/Digital Media Arts

Fine Arts/Digital Media Arts

AA in Digital Media Arts
Associate in Fine Arts
Cert. in Digital Graphic Design

AA in Art Studio
Cert. in Art Studio
AAS in Digital Media Arts

AA in Art Studio
Cert in Art Studio

Cert. in Digital Media Arts
AAS in Game Design and Simulation
Cert. in Game Design and Simulation
Cert. in Film Technician