



HLC Accreditation Evidence Document

Title: UNM School of Law Alignment to HLC Criteria Alignment

Office of Origin: Office of Assessment and The Academic Program Review Office

Description: This document gives examples of administrative unit assessment of at the university. This includes the assessment documents for the Office of University Advisement, the Anderson School of Management, branch campuses, and more. It shows the way different units relate their activities to broader university goals, as well as show how data collection is used to evaluate a unit's efficacy in student learning.

Date: 2017



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Office of Origin: Office of Assessment and The Academic Program Review Office

Description: This chart shows the alignment of the UNM School of Law with various measures of assessment within the university's Academic Program Review system, as well as showing where these criteria meet with HLC's own. The left hand column shows both the APR and HLC criteria, the right three columns show how the SOL answers to these criteria in their self-study and assessment processes.

Date: 2018

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)
<p>Introductory Section and Background Information The section should provide a brief introduction to the self-study which includes the following elements: OA. An executive Summary that provides a one- to two-page summary/abstract of the information contained within the self-study. OB. A brief description of the history of each program within the unit. OC. A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure. OD. 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.) OE. 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)</p>	<p>I. Introduction</p> <p>II. Self-Study and Strategic Planning</p> <p>VI. Administration</p>	<p>II. Organization, Administration, Institutional Planning, and Finances</p> <p>1. General Information 2. Accreditation History 3. Standards 201 and 201(e). 8. Standard 204.</p>	<p>Provide its mission statement and the educational objectives that support it [Standard 204(b) (1)]</p>
<p>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</p>	<p>III. Program of Legal Education</p>	<p>III. Program of Legal Education</p> <p>16. Standards 301(b) and 302 and Interpretations 302-1 and 302-2. 24. Standard 304(a). 25. Standard 304(b).</p>	<p>Conduct an ongoing evaluation of the law school’s program of legal education, learning outcomes, and assessment methods and use those evaluations to monitor and improve the curriculum</p>

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<p>offered by the unit.)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>1D. Describe the unit's primary constituents and stakeholders. Include an explanation of:</p> <ul style="list-style-type: none"> • 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 		<p>26. Standard 304(c). Domestic Field Placement Program</p> <p>32. Standard 308(a).</p> <p>33. Standard 308(b).</p> <p>34. Standard 309(a).</p>	<p>[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.</p>

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<p>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)</p> <p>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)</p> <p>(UNM 2020 Goal 1. Become a Destination University and Goal 2. Prepare Lobos for Lifelong Success)</p>			
<p>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.)</p> <p>2A. Provide a detailed description of the curricula for each degree/certificate program within the unit.</p> <ul style="list-style-type: none"> • 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, 	<p>III. Program of Legal Education</p>	<p>II. Organization, Administration, Institutional Planning, and Finances</p> <p>5. Standards 201(a) and 201(c).</p> <p>III. Program of Legal Education</p> <p>11. Standard 311(a) and Interpretation 311-1.</p> <p>12. Standard 310.</p> <p>13. Standards 311(b) and 311(d) and Interpretations 311-2 and 311-3.</p> <p>14. Standard 311(c).</p> <p>15. Standard 312.</p>	<p>Describe the school’s continuing efforts to improve the educational quality of its program [Standard 204(b)(3)]</p>

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<p>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)</p> <p>2C. Discuss the efficiency and necessity of the unit’s mode(s) of delivery for teaching courses. (HLC 3.A.3)</p> <p>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)</p> <p>(UNM 2020 Goal 1. Become a Destination University and Goal 2. Prepare Lobos for Lifelong Success and Goal 5. Advance Discovery and Innovation)</p>		17. Standards 301(a) and 303. (b) 18. Standards 301(a) and 303. 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.	
<p>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.)</p>		<p>III. Program of Legal Education 37. Standard 314 and Interpretations 314-1 and 314-2. 38. Standard 315 and Interpretation 315-1.</p>	<p>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)]</p>

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<p>3A. Describe the assessment process and evaluation of the student learning outcomes for each degree/certificate program by addressing the items below.</p> <ul style="list-style-type: none"> • 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) <p>3B. Synthesize the impact of the annual assessment activities for each degree/certificate program by addressing the items below.</p> <ul style="list-style-type: none"> • 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 			

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<p>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)</p>			
<p>Criterion 4. StudentsThe 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)</p>	<p>V. Students</p>	<p>III. Program of Legal Education 17. Standards 301(a) and 303. 35. Standard 309(b). 36. Standard 313, Interpretation 313-1, and Standard 506V. 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.</p>	

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<p>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)</p> <p>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)</p>		<p>72. Standard 207 and Interpretation 207-1.</p> <p>73. Standard 509 and Interpretations 509-1, 509-2, and 509-4.</p> <p>74. Standards 509(b)(3) and 509(d) and Interpretation 509-3.</p> <p>75. Standard 510.</p>	
<p>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.)</p> <p>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)</p> <p>5B. Explain the process that is utilized to determine and assign faculty course-load. Discuss the efficiency of this process (i.e.,</p>	<p>IV. Faculty</p>	<p>II. Organization, Administration, Institutional Planning, and Finances</p> <p>6. Standard 203</p> <p>IV. Faculty</p> <p>39. Standard 401</p> <p>40. Standard 402, Interpretation 402-1, and Definition 7.</p> <p>41. Standard 402, Interpretation 402-1, and Definition 7.</p> <p>42. Standard 402 and Interpretation 402-2.</p> <p>43. Standard 403(a).</p> <p>44. Standard 403(b) and Interpretation 403-1.</p>	

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<p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>5G. Discuss the unit's strategic planning efforts going forward to improve, support, and/or optimize its faculty. (HLC 5.A.1,</p>		<p>45. Standards 205(b) and 205(c) and Interpretations 205-1 through 205-5.</p> <p>46. Standard 206(b). 47. Standard 206(b).</p> <p>48. Standard 206(b).</p> <p>49. Standard 404.</p> <p>50. Standard 404(b).</p> <p>51. Standard 405(a).</p> <p>52. Standard 405(b) and Interpretations 405-1 through 405-4; Standard 201(b).</p> <p>53. Standard 405(b).</p> <p>54. Standard 405(c) and Interpretations 405-6 and 405-7.</p> <p>55. Standard 405(c) and Interpretation 405-8.</p> <p>56. Standard 405(d) and Interpretation 405-9.</p>	

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<p>5.C.1, 5.C.3, 5.C.4, 5.D.1, 5.D.2)</p> <p>(UNM 2020 Goal 1. Become a Destination University and Goal 5. Advance Discovery and Innovation and Goal 7. Advance and Accelerate Economic Development)</p>			
<p>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)</p>	<p>VII. Library and Information Resources</p> <p>VII. Technology Resources</p> <p>X. Law School Finances and University Support</p>	<p>II. Organization, Administration, Institutional Planning, and Finances</p> <p>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.</p>	<p>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)]</p>

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<p>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)</p> <p>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)</p> <p>(UNM 2020 Goal 5. Advance Discovery and Innovation, Goal 6. Ensure Financial Integrity and Strength, and Goal 7. Advance and Accelerate Economic Development)</p>		<p>84. Standards 606(a), 606(b), and 606(c) and Interpretations 606-1, 606-2, 606-3, and 606-4.</p> <p>85. Standard 606(d).</p> <p>86. Standard 606(e).</p>	
<p>Criterion 7. FacilitiesThe facilities associated with the unit are adequate to support student learning as well as scholarly and research activities.</p> <p>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.).</p> <ul style="list-style-type: none"> • 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) <p>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)</p>	<p>IX. Facilities</p>	<p>VII. Facilities Equipment and Technology</p> <p>87. Standard 701.</p> <p>88. Standard 702(a) and Interpretation 702-3.</p> <p>89. Standards 207(a), 702(b), and 702(a)(5).</p> <p>90. Standard 702 and Interpretations 702-1 and 702-2.</p>	

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<p>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);</p>		<p>http://lawschool.unm.edu/admissions/why/big-value.php</p>

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		Part I. Site Visit Evaluation Questionnaire (Questionnaire due prior to the Report)	Part II. Law School Self-Assessment Report
<ul style="list-style-type: none"> • 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. <p>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)</p> <p>(UNM 2020 Goal 1. Become a Destination University, Goal 5. Advance Discovery and Innovation, and Goal 7. Advance and Accelerate Economic Development)</p>			
<p>Criterion 9. INITIAL ACTION PLAN (Not part of the Self-Study Report)</p> <p>The unit engages in strategic planning and prioritization in order to achieve its mission and vision.</p> <p>9A. Discuss and operationalize the strategic directions and priorities for the unit after its APR Site-Visit.</p> <ul style="list-style-type: none"> • 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) <p>(UNM 2020 Goal 1. Become a Destination University, Goal 5. Advance Discovery and Innovation, Goal 6. Ensure Financial</p>			

UNM School of Law Alignment to HLC Criteria Alignment

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