



HLC Accreditation Evidence Document

Title: APR Criteria Alignment to HLC Core Components

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

Description: A document showing the alignment of APR criterion with HLC core components. This also includes the old APR criteria as well, showing how the APR effort has adapted to changing requirements.

Date: 2018

University of New Mexico Academic Program Review
Criteria Alignment to HLC Core Components

OLD APR CRITERIA	UPDATED APR CRITERIA
Criterion 0: Introductory Section and Background Information	
0A. An executive summary that provides a one- to two-page summary/abstract of the information contained within the Self-Study Report.	
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)	
Criterion 1: Program Goals to Student Learning Goals and Outcomes	
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)	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. (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 learning goals for each undergraduate and/or graduate program within the unit. 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/certificate program. (HLC 3.A.2, 3.B, 3.B.2, 4.B.1)	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. Explain the manner in which learning goals are communicated to students and provide specific examples. (HLC 2.B, 4.B.1)	1D. Describe the unit’s primary constituents and stakeholders. Include an explanation of: <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)

University of New Mexico Academic Program Review
Criteria Alignment to HLC Core Components

OLD APR CRITERIA	UPDATED APR CRITERIA
Criterion 1: Program Goals to Student Learning Goals and Outcomes(Continued)	
1E. Describe the unit's primary constituents and stakeholders.	1E. Discuss and provide evidence of outreach or community activities (local, regional, national, and/or international) offered by the unit including: <ul style="list-style-type: none"> ▪ 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. Provide examples of how satisfaction of the program goals serves constituents. (HLC 1.D.3)	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)
1G. Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the unit. 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 unit's educational objectives. (HLC 1.D.3)	
Criterion 2: Teaching and Learning: Curriculum	
2A. Provide a detailed description of curricula for each program within the unit. Include a description of the general education component, required and program-specific components for both the undergraduate and graduate programs. Provide a brief justification for any programs within the unit that require over 120 credit hours for completion. (HLC 3.B.1, 3.B.3, 3.B.4, 3.B.5)	2A. Provide a detailed description of the curricula for each degree/certificate program within the unit. <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, 3.B.5, 4.A.4, 5.B.3, 5.C.3, 5.C.4)
2B. Describe the contributions of the unit to 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. (HLC 3.B.5)	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. Describe the modes of delivery used for teaching courses. (HLC 3.A.3)	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)

University of New Mexico Academic Program Review
Criteria Alignment to HLC Core Components

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Criterion 3: Teaching and Learning: Continuous Improvement	
<p>3A. Describe the assessment process and evaluation of student learning outcomes for each program by addressing the questions below.</p> <p>What skills, knowledge, and values are expected of all students at the completion of the program (refer to learning goals outlined in Criterion1)?</p> <ul style="list-style-type: none"> · What are the student learning outcomes for 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? <p>(HLC 4.B.2)</p>	<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 program’s annual assessment activities by addressing the questions below.</p> <ul style="list-style-type: none"> · 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? · How does the program monitor the effects of changes? (HLC 4.B.3, 4.B.4) 	<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 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)

University of New Mexico Academic Program Review
Criteria Alignment to HLC Core Components

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Criterion 4: Students (Undergraduate and Graduate)	
4A. Provide information regarding student recruitment and admissions (including transfer articulation). (HLC 4.A.3)	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 of enrollment trends, persistence, and graduation trends. (HLC 4.C)	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. Provide a description of program advisement for students. (HLC 3.D.3)	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. Describe any student support services that are provided by the unit. (HLC 3.D.1)	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. Describe any student success and retention initiatives in which the unit participates. (HLC 4.C)	4E. Discuss the success of graduates of the program by addressing the following questions: <ul style="list-style-type: none"> ▪ 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. Provide a summary of the success of graduates of the program by addressing the following questions: (HLC 4.A.6) <ul style="list-style-type: none"> ▪ 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? 	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)

University of New Mexico Academic Program Review
Criteria Alignment to HLC Core Components

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Criterion 5: Faculty	
5A. 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, 3.C.2)	5A. After completing the <i>Faculty Credentials Template</i> (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. Provide information regarding professional development activities for faculty within the unit. (HLC 3.C.3, 3.C.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. Provide a summary and examples of research/creative work of faculty members within the unit. (HLC 3.B.5)	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. Provide an abbreviated vitae (2 pages or less) or summary of experience for each faculty member (if a program has this information posted on-line, then provide links to the information). (HLC 3.C.2)	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)

University of New Mexico Academic Program Review
Criteria Alignment to HLC Core Components

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Criterion 6: Resources and Planning	
6A. Describe how the unit engages in resource allocation and planning. If the program or unit has an advisory board, describe the membership and charge and how the board's recommendation are incorporated into decision making. (HLC 5.C.3)	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. <ul style="list-style-type: none"> ▪ 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 information regarding the unit's budget including support received from the institution as well as external funding sources. (HLC 5.A.1)	6B. Provide an analysis of information regarding the unit's budget including support received from the institution and external funding sources. <ul style="list-style-type: none"> ▪ 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. Describe the composition of the staff assigned to the unit (including titles and FTE) and their responsibilities. (HLC 5.A.4)	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)
6D. Describe the library resources that support the unit's academic and research initiatives. (HLC 3.D.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)

University of New Mexico Academic Program Review
Criteria Alignment to HLC Core Components

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Criterion 7: Facilities	
7A. Describe the facilities associated with the unit and associated programs including, but not limited to, classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc. (HLC 3.D.4)	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.). <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)
7B. Describe any computing facilities maintained by the unit. (HLC 3.D.4)	7B. Discuss the unit's ability to meet academic requirements with the current facilities. If applicable, explain the unit's unmet facility needs. <ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> ▪ 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)

University of New Mexico Academic Program Review
Criteria Alignment to HLC Core Components

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Criterion 8: Program Comparisons to Peer Comparisons	
<p>8A. Provide information on the distinguishing characteristics of the programs within the unit (please use the template provided as Appendix G as a guide). Discuss the unit's programs in comparison with other programs such as number of faculty, student characteristics, curricula, and types of programs:</p> <ul style="list-style-type: none"> ▪ Parallel programs at any of our 22 peer institutions. http://oia.unm.edu/miscellaneous/unm-peer-institutions.html ▪ Parallel programs at other peer institutions identified by the unit. ▪ Regional and national comparisons of academic programs. 	<p>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:</p> <ul style="list-style-type: none"> ▪ 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)
	<p>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)</p>
Criterion 9: Future Directions	
<p>9A. Provide a summary of strengths and challenges for the unit. (HLC 5.C)</p> <p>9B. Describe the unit's strategic planning efforts. (HLC 5.C)</p> <p>9C. Describe the strategic directions and priorities for the unit. (HLC 5.C)</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)