



HLC Accreditation Evidence Document

Title: Branch Campus APR Alignments

Office of Origin: UNM Branch Campuses

Description: A document showing the relationship the practices UNM branch campuses employ in academic program reviews to Main campus APR procedures.

Date: 2018

Main Campus Criteria (HLC Criteria)	Gallup	Los Alamos (Last updated on 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: 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)	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.5.) * Provide a summary of the last Academic Program Review for the department and each program being 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.A.2, 5.A.3) * 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: 4.A	I. Introductory Section, Background Information & Description of the Program's Mission 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 program 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) d. Provide a brief overview of the vision and mission of the program. (HLC 1.A.2) 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)

Main Campus Criteria (HLC Criteria)	Gallup	Los Alamos (Last updated on 2/2017)	Valencia	Taos
<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 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 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>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>Document 1 * Department missions and goals, Relationship to campus strategic plan (HLC 1.A)</p> <p>Missing: 1.D 2.B 3.A 3.B 4.B</p>	<p>Section 2- Program Goals Complete for each Academic Degree program and certificate:</p> <ul style="list-style-type: none"> * 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 program goals 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) 	<p>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 benefit the students from this area? When your students leave your program, what jobs will they be finding? (HLC 1.A)</p> <p>Component II. Description of the Program's Goals a. In this category, please specify the program goals and indicate why they are appropriate. We invite you to use the program assessment report that you submitted to the CARC to identify and elaborate on goals. (HLC 3.B)</p> <p>Missing: 1.D 2.B 3.A 4.B</p>	<p>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. List the overall learning goals (HLC 3.B, HLC 4.B.1) for each program. (HLC 3.A.2)</p> <p>b. Explain the manner in which learning goals are communicated to students and provide specific examples. (HLC 2.B, HLC 4.B.1)</p> <p>c. Provide examples of how satisfaction of the program goals serves constituents. (HLC 1.D.3)</p> <p>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)</p>

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<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, 3.B.5, 4.A.4, 5.B.3, 5.C.3, 5.C.4) <p>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>	<p>Document 2-Curriculum History</p> <ul style="list-style-type: none"> * 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) 	<p>Section3-Teaching and Learning: Curriculum</p> <p>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.</p> <ul style="list-style-type: none"> * Please describe the general education requirement for this program. * Please describe the delivery mode for delivering classes in this program. (HLC 3.A) 	<p>Component VI. Articulation with Main Campus</p> <p>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)</p>	<p>III. Teaching and Learning: Curriculum</p> <p>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)</p> <p>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.B.5)</p> <p>c. Describe the modes of delivery used for teaching courses. (HLC 3.A.3)</p>

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<p>Criterion 3. Teaching and Learning: Continuous Improvement</p> <p>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>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 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) <p>(UNM 2020 Goal 1. Become a Destination University and Goal 2. Prepare Lobos for Lifelong Success)</p>	<p>Document 3</p> <ul style="list-style-type: none"> 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) 	<p>Section 4-Teaching and Learning: Continuous Improvement</p> <ul style="list-style-type: none"> Has a Program Assessment Plan been created and submitted for each program in the department? If "YES", please give date of submission for each and explain any changes you have made or expect to make to each plan. (Please attach all plans to the end of this review document.) If "NO", when do you expect to have each plan completed? 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? <p>How are the student Learning Outcomes for each program being reviewed communicated to faculty? To students?</p> <ul style="list-style-type: none"> What are the direct and indirect methods for assessing the student Learning Outcomes for each program being reviewed? <p>(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> <ul style="list-style-type: none"> 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? <p>(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)</p>	<p>Component III. Description of Program's Assessment</p> <p>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)</p>	<p>IV. Teaching and Learning: Continuous Improvement</p> <p>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)</p> <p>b. Describe the assessment process and evaluation of student learning outcomes for each program by addressing the questions below.</p> <ul style="list-style-type: none"> What skills, knowledge, and values are expected of all students at the completion of the program? 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? 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? <p>c. Synthesize the impact of the program's annual assessment activities by addressing the questions below. (HLC 4.B.3, HLC 4.B.4)</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?

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<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)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)</p> <p>(UNM 2020 Goal 1. Become a Destination University and Goal 3. Promote Institutional Citizenship)</p>	<p>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)</p> <p>Document 5* Advisement summary identifying any concerns (HLC 3.D)</p>	<p>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)</p>	<p>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)</p> <p>Missing: 3.D</p>	<p>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. (HLC4.A.6)</p>

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<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.) 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 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)</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>Document 4 * Give faculty/course/sections information for the past 3 years for the fall semester only * Instructors w/ Qualifications (HLC 3.C)</p> <p>Document 8 * Summary report or recommendation from respective Department members (HLC 3.C)</p> <p>Missing: 3.B</p>	<p>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) * Is the number of personnel adequate to support your department and program areas? If "NO", explain below. * Provide information about professional development activities of faculty within the department, 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)</p>	<p>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)</p> <p>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 programs meets those standards. Use Higher Learning Commission guidelines to help with this section: (HLC 3.C.1, HLC 3.C.2)</p> <p>Missing: 3.B</p>	<p>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.4) 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)</p>

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<p>Criterion 6. Resources and Planning The unit has sufficient resources and institutional support to carry out its mission and achieve its goals.</p> <p>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.</p> <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) <p>6B. Provide an analysis of information regarding the unit's budget including support received from the institution and external funding sources.</p> <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) <p>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>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>Document 9 * Summary report or recommendation from Dean of Instruction to include budgetary and community impact (HLC 5.A, HLC 5.C)</p> <p>Missing: 3.D</p>	<p>Section 7-Resources and Planning * Is the budget information available to department and program chairs? * What is the total budget for the department including adjunct faculty (TPT) for the last academic year? * Indicate departmental (program courses and/or departmental support courses) enrollment for the past 4 years for fall and spring. * Please give an approximate cost of the department per credit hour. (Budget ÷ number of credit hours generated) for each academic year. * Comments: Please discuss the cost per credit hour and how this could be affected by the percentage of dual credit students in the courses. (HLC 5.A, HLC 5.C)</p> <p>Library Resources * Describe the library resources that support the program's academic and research initiatives. (HLC 3.D.4, 4.A.4)</p> <p>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)</p> <p>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?</p>	<p>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)</p> <p>Missing: 3.D</p>	<p>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? b. Describe how the unit engages in resource allocation and planning. (HLC 5.C.3) 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)</p>

Main Campus Criteria (HLC Criteria)	Gallup	Los Alamos (Last updated on 2/2017)	Valencia	Taos
<p>Criterion 7. Facilities The 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.</p> <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) <p>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)</p> <p>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.</p> <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) <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>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)</p> <p>Needs: 3.D</p>	<p>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 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)</p>	<p>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)</p> <p>Missing: 3.D</p>	<p>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)</p>

Main Campus Criteria (HLC Criteria)	Gallup	Los Alamos (Last updated on 2/2017)	Valencia	Taos
<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:</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> <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>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)</p>	<p>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.</p>		<p>IX. Program Comparisons and Articulation with Main Campus a. Where appropriate provide details 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</p>

Main Campus Criteria (HLC Criteria)	Gallup	Los Alamos (Last updated on 2/2017)	Valencia	Taos
<p>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)</p> <p>(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)</p>	<p>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)</p> <p>Needs: 5.C</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>