

Academic Program Review (APR) Process

UNM-Valencia

UNM-Valencia's APR process is designed to examine the viability, productivity and quality of programs at UNM-Valencia through an examination and identification of the strengths and weaknesses of the program, the connectivity of the program to the mission of the campus, the outcomes assessment taking place within the program, the cost effectiveness of the program, and the long-term viability of the program.

APR will consist of an internal review process and, when applicable to a program with external accreditation (our ADN program), an external review process. The internal review will be led by the Curriculum Committee, with support from the faculty who teach within the program and the Dean of Instruction. The review will address both academic and budgetary issues of the program. The following factors will be explored for each program:

1. Mission and History
2. Goals
3. Enrollment (over the last 5 years)
4. Learning Outcomes Assessment
5. Funding and Facilities-Budget Report
6. Faculty (including credentialing standards)
7. Associated student services and/or library resources (if appropriate)
8. Articulation with Main Campus (if appropriate)
9. Summary: Strengths, Weaknesses, Vision for the Future

APR will examine each of our associate's degrees and certificates as programs. Each program will be evaluated within a seven-year time frame. APR occurs during the spring semester of each academic year, with two to three programs being evaluated each spring term.

The report will be at most ten pages. The report will address the nine factors above, including a summary statement on the quality, vitality and productivity of the program at the end. The report will be presented to the Curriculum Committee by the lead faculty member of the program or division chair. At the time of the presentation, the Curriculum Committee will mark whether or not each sub-area of the APR meets expectations on the accompanying rubric and make necessary comments or recommendations for improvement. Any recommendations regarding the program should be linked to the data in the report. The committee will then, if necessary, in conjunction with the Dean of Instruction, prepare a plan of action to remediate any weaknesses indicated by the APR. The division chair will be charged with implementation of the recommendations and will report progress to the Curriculum Committee during the following fall semester.

APR should include information about the following components:

I. Description of the Program's Mission and History

- 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?
- b. Also, please give a brief history of the program, including a description of the previous APR with the date of the review and a summary of any findings and the response to those findings.

II. Description of the Program's Goals and Curriculum

- 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.
- b. With an eye towards meeting the program goals, please outline the curriculum for the program and state its relevance. How much of the program is general education?

III. Description of Program's Assessment

- a. Please include the program assessment plan and report that you submitted to the CARC for evaluation. We encourage you to describe any program changes/improvements made as a result of data from those assessment reports.
- b. Explain how the student learning outcomes for the program are communicated to students and other stakeholders.

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.
- b. Discuss any recruitment strategies being employed by the program, including items related to ease of transfer/articulation and advising.

V. 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? What is the faculty to student ratio within the program? Describe any specialized professional development opportunities available to program faculty.
- 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:

Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum

threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

VI. 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? Provide an analysis of the program budget. If the program has an advisory board, describe the membership and how their feedback is incorporated into decision making.
- b. Describe the facilities utilized by the program. Are these sufficient to meet the needs of the program? Are there underutilized spaces? What are the future facility needs of the program? How might these be funded?

VII. Associated Student Services and/or Library Resources (if appropriate)

- a. Where appropriate, provide the committee with details on how the program utilizes any student services.
- b. Also give an idea of what types of library or learning resources are associated with the program.

VIII. Articulation with Main Campus (if appropriate)

- a. Where appropriate, provide the committee with details on how the program aligns with program requirements on UNM Main Campus.
- b. If your program encompasses terminal degrees/certificates that are not offered on Main Campus, state that and move on to section IX.

IX. Summary

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?