Academic Program Review Guidelines

Updated August 2024

Office of Institutional Research, Planning, & Effectiveness (IRPE)
Office of Instruction

Program/Area Review Planning and Committee Members

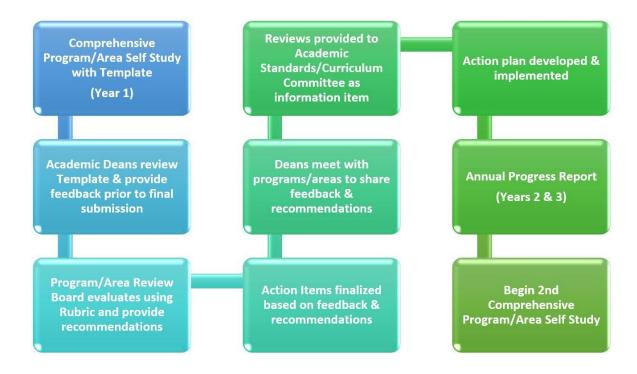| Membership |
|---|
| **VP of Institutional Research, Planning, and Effectiveness** |
| **VP for Instruction** |
| **VP for Finance** |
| **Instructional Dean of Arts, Sciences & Learning Support** |
| **Instructional Dean of Applied Sciences & Learning Technology** |
| **Instructional Dean of Workforce Training & Professional Studies** |
| **Department Chair and Faculty as Needed** |

Purpose:

The *Academic Program/Area Review (APAR)* is central to the college's overall planning, assessment, and strategic planning process. The information derived from the process will better enable data-informed decisions on a program/area-level as well as division and institutional levels. Academic programs and general education areas are given an in-depth review on a three-year cycle with monitoring done annually. Programs/Areas include academic units which make up the AA, AS, and the AAS degrees as well as other instructional units that support those degrees or lead to licensure. The Faculty Evaluation Process (FEP) occurs annually in the form of goal setting and feedback with classroom observations aligning with APAR rotation.

Academic Program/Area Review is designed to:

1. Provide each academic division with timely information to assess the strengths and opportunities for growth within each division.
2. Ensure quality and excellence of academic programs/areas by providing a standardized methodology for review of instructional areas, as well as a mechanism for demonstrating continuous quality improvement producing a foundation for action.
3. Showcase effective and exemplary practices while identifying resource needs.
4. Strengthen planning and decision-making based upon current data to ensure educational programs/areas reflect student needs, encourage student success, and foster improved teaching and learning. Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program/area monitoring.

Academic Program/Area Review and Annual Progress Report Cycle

Comprehensive Program/Area Self Study with Template (Year 1)	**Reviews provided to Academic Standards/Curriculum Committee as information item**	**Action plan developed & implemented**
Academic Deans review Template & provide feedback prior to final submission	**Deans meet with programs/areas to share feedback & recommendations**	**Annual Progress Report (Years 2 & 3)**
Program/Area Review Board evaluates using Rubric and provide recommendations	**Action Items finalized based on feedback & recommendations**	**Begin 2nd Comprehensive Program/Area Self Study**

List of Programs/Departments and Program Review Status and Deadlines

The schedule below is a three-year cycle. In 2024/2025, all programs designated as "24/25" will start with the Comprehensive Academic Program/Area review *(Attachment 2)*. After the Comprehensive Review, the area/program will complete two years of Annual Reviews (Attachment 1). All Annual Progress Report *(Attachment 1)* and Comprehensive Academic Program/Area Review *(Attachment 2 and Rubric 1)* documents will be due on December 15.

PROGRAM / AREA REVIEW	ACTIVITY
2024-2025	
Math	Comprehensive
Communication	Comprehensive
Creative & Fine Arts	Comprehensive
Animal Science	Comprehensive
Entertainment & Music Technology	Comprehensive

PROGRAM / AREA REVIEW	ACTIVITY
Automotive	Comprehensive
Public Safety	Comprehensive
2025-2026	
Science	Comprehensive
Social/Behavioral Science	Comprehensive
Computer Information Systems	Comprehensive
Business/Accounting	Comprehensive
Criminal Justice	Comprehensive
Cosmetology	Comprehensive
Welding	Comprehensive
Math	Annual Progress Report
Communication	Annual Progress Report
Creative & Fine Arts	Annual Progress Report
Animal Science	Annual Progress Report
Entertainment & Music Technology	Annual Progress Report
Automotive	Annual Progress Report
Public Safety	Annual Progress Report
2026-2027	
Humanities	Comprehensive
Education	Comprehensive
Nursing	Comprehensive
Online	Comprehensive
Physical Education	Comprehensive
Energy Technology	Comprehensive
Math	Annual Progress Report
Communication	Annual Progress Report
Creative & Fine Arts	Annual Progress Report
Animal Science	Annual Progress Report
Entertainment & Music Technology	Annual Progress Report
Automotive	Annual Progress Report
Science	Annual Progress Report
Public Safety	Annual Progress Report
Social/Behavioral Science	Annual Progress Report
Computer Information Systems	Annual Progress Report

PROGRAM / AREA REVIEW	ACTIVITY
Business/Accounting	Annual Progress Report
Criminal Justice	Annual Progress Report
Cosmetology	Annual Progress Report
Welding	Annual Progress Report

Academic Program/Area Review Timeline

Year 1 Comprehensive Academic Program/Area Review:

July	Institutional Research, Planning, & Effectiveness (IRPE) compiles data sets for Comprehensive reviews. Templates and data for Comprehensive Academic Program/Area Review are accessed through Nuventive. Templates are available from the appropriate Dean for self-study groups.
August	A "How to Program Review" training for programs/areas slated for Comprehensive review will be conducted by Academic Deans during In-Service Week.
September	Programs/Areas will conduct self-study to complete the template and determine top three action items.
October	Programs/Areas will submit Comprehensive review through Nuventive for appropriate Academic Dean review and feedback by October 31st.
November	Academic Deans review Comprehensive reports in Nuventive and provide feedback to programs/areas on action items. Programs/areas revise as needed in preparation for final submission due December 15th.
December	Final Comprehensive reviews due in Nuventive by December 15th.

January	Academic Deans submit request to present to the Program Review Board. Program Review Board meets to evaluate reviews using rubric.
February	Academic Deans submit request to present to Academic Standards/Curriculum Committee at first meeting of the spring semester. Comprehensive reviews presented to Academic Standards/Curriculum Committee – information item. Academic Deans submit budget requests based on information from Comprehensive reviews.
March	Programs/areas develop plan for implementation of action items.

Year 2 and Year 3 Annual Progress Reports Reviews:

July	Institutional Research, Planning, & Effectiveness (IRPE) compiles data sets for Annual Progress Reports. Templates and data for Annual Progress Report are accessed through Nuventive. Templates are available from the appropriate Dean for self-study groups.
August	A "How to Program Review" training for programs/areas slated for Annual Progress Reports will be conducted by Academic Deans during In-Service Week.
September-November	Programs/Areas will conduct self-study to complete the template and determine progress on their identified action items.
December	Annual Progress Reports submitted in Nuventive by December 15th.
January	Academic Deans review Annual Progress Reports.
February	Budget request planning process utilizes information from Annual Progress Reports.

What is required?

Both the Comprehensive Academic Program/Area Review (*Attachment 2*) and the Annual Progress Report *(Attachment 1)* processes begin with a reflection on three (3) years of program data provided by the Office of Institutional Research, Planning and Effectiveness. Programs are encouraged to include other relevant data as part of this reflection. In both processes, program faculty/deans write narrative components that include progress on action plans, significant student learning outcome assessment findings, external constituency and significant trends, and self-assessment of academic program vitality.

The process also includes establishing and updating program goals and plans of action, along with fiscal resource requests and adjustments. Every three years, as part of the Comprehensive Academic Program/Area Review (*Attachment 2*), programs also include additional reflections on student success, student learning outcomes, faculty success, as well as curriculum and mission alignment.

Academic Program/Area Review Definitions/Roles

Comprehensive Academic Program/Area Review
The Comprehensive Academic Program/Area Review (*Attachment 2*) is completed by programs every three years. The appropriate instructional Dean assembles core data elements necessary to review and analyze program/area data. A report created to inform the Academic Standards/Curriculum Committee, institutional budget, and strategic plan.

Annual Progress Reports
Assess where the program/area is and identify trends. The ongoing process is managed by the teaching faculty, their department chairs, and their Academic Dean. Information from this process guides decisions concerning short-term improvement of course and teaching using action research. Annual Progress Reports (Attachment 1) will be done for every area each fall semester with continuous program improvement items reviewed each spring.

Academic Standards Committee
The committee reviews the informational report from the appropriate Academic Dean and provides feedback if warranted.

Program/Area Review Board
The board members evaluate the Academic Program/Area Reviews using Comprehensive Program/Area Review Rubric (Attachment 3) and make programmatic recommendations based on their rubric ratings.

Action Plan/Implementation
Academic Deans share Program/Area Review Board's recommendations with program/areas and develop an action plan using the action items identified in the Comprehensive Program/Area Review.

(Attachment 1)

Annual Progress Report Template

Courses & Modes of Delivery:

1. How do you provide in-person, hybrid, or face-to-face (F2F) instruction and services?
2. How do student success indicators in distance-learning courses differ from F2F courses? Please consider: withdrawal rates, grade distributions, the extent to which students achieve the learning outcomes.
3. What steps have been taken to address any such differences between student success in F2F vs. distance-learning sections?
4. How effective have these action strategies been?
5. What courses are offered?
6. What are your enrollment numbers?

Use of Assessment Results:

1. In terms of process, how does your department use the assessment of student learning outcomes (course-level SLOs, program-level SLOs, and general education competencies) to improve student success? Please consider: How are results shared, discussed, and acted on strategies developed?
2. What problems has your department encountered in using the assessment results?
3. What issues have arisen with implementing action strategies?
4. What suggestions do you have for improving the effectiveness of the process within the department for using student outcomes?

Student Characteristics:

1. What students do you serve? Your response should include answers to the following: What are their demographics (race, ethnicity, age, gender, etc.)?
2. What are their backgrounds?
3. What are their academic/career goals? (Student intent)
4. Are they full/part- time?
5. Are they majors or non- majors?
6. How does this compare to the overall college and community demographics?

Current Student Satisfaction:

1. How do you gather information about student satisfaction? Please consider all methods, not just faculty evaluations.
2. What are the indications, and how are the results being used? Please consider how they are used in: the classroom, the curriculum, scheduling, future course offerings, services provided. (Use EOC/suggestions/complaints/CCSSE)

Positions:

1. List the positions within your program. Please consider: faculty (full-time and adjunct), instructional associates, administrative support, technicians, hourly/temporary personnel, and others.

Professional Development:

1. Describe faculty/staff professional development in your department. Please consider: how the results of faculty and staff evaluations used in identifying professional development needs, other ways in which professional development needs are identified, the discipline-specific professional development opportunities offered or provided by the department, other professional development opportunities used by members of the department.

Action Items:

What were your top three action items? What progress have you made toward each of those priorities? What remains to be done?

(Attachment 2)

Comprehensive Program/Area Review Template

Background:

1. Statement regarding the overall purpose of the program/area.

What Has Changed:

1. Please describe what significant changes have happened to your unit over the past 3 years (since your last comprehensive program review).
2. Please describe any internal or external factors that have impacted your program. During the comprehensive review year (or at other times).
3. Please answer regarding curricula, awards, instructional methodology, services offered outside the classroom (e.g., advising, tutoring, marketing, etc.), staffing, locations, partnerships, or anything else that seems appropriate.

Curriculum & Instruction:

1. How do you design, review, and implement your curricula? Please provide specific examples.
2. Also consider items such as: ways in which faculty meet and discuss curriculum, degrees and certificates the program confers, substantial curriculum changes, scheduled review of curriculum, textbooks used, faculty training regarding the curriculum, activities outside the classroom, laboratory, clinical, or other activities, and internships.

Academic Standards:

1. How does the department ensure academic standards are maintained and that there is consistency across course sections? Please provide specific examples.
2. Also consider items such as: ways in which faculty meet and discuss instruction, use of assessment data, master syllabi, faculty training, faculty evaluations, and external bodies.

Syllabi:

1. What is your discipline's/program's process by which you review, update and publish syllabi? Your response should include answers to the following:
2. Are syllabi posted in another location besides the college's master syllabi website?
3. If so, are they the same?
4. Do the syllabi include all required components?
5. When were the syllabi last revised?
6. List where the syllabi are posted elsewhere, if applicable.

Courses & Modes of Delivery:

1. How do you provide in-person, hybrid, or face-to-face (F2F) instruction and services?
2. How do student success indicators in distance-learning courses differ from F2F courses? Please consider: withdrawal rates, grade distributions, the extent to which students achieve the learning outcomes.
3. What steps have been taken to address any such differences between student success in F2F vs. distance-learning sections?
4. How effective have these action strategies been?
5. What courses are offered?
6. What are your enrollment numbers?

Degrees and Certificates:

1. Discuss your discipline's completions and/or degrees/certifications. Please include descriptions of: any significant factors (positive or negative) impacting completion rates within your discipline, how many graduates the program has had in the last three years, and the transfer rates, if applicable and available.

Use of Assessment Results:

1. In terms of process, how does your department use the assessment of student learning outcomes (course-level SLOs, program-level SLOs, and general education competencies) to improve student success? Please consider: How are results shared, discussed, and acted on strategies developed?
2. What problems has your department encountered in using the assessment results?
3. What issues have arisen with implementing action strategies?
4. What suggestions do you have for improving the effectiveness of the process within the department for using student outcomes?

Student Characteristics:

1. What students do you serve? Your response should include answers to the following: What are their demographics (race, ethnicity, age, gender, etc)?
2. What are their backgrounds?
3. What are their academic/career goals? (Student intent)
4. Are they full/part- time?
5. Are they majors or non- majors?
6. How does this compare to the overall college and community demographics?

Student Support:

1. What support does your department offer to students outside of course instruction? Examples might include: Supplemental instruction, Advising, Outreach, Counseling, Referrals, Tutoring, Library instruction, and Workshops.

Equity and Inclusion:

1. What issues does your discipline or department experience regarding equity, diversity and inclusion?
2. What strategies are you implementing to address these issues? Please consider areas such as: student support, success and satisfaction; faculty and staff recruitment and retention; programming; cultural climate; assessment strategies, etc.

Current Student Satisfaction:

1. How do you gather information about student satisfaction? Please consider all methods, not just faculty evaluations.
2. What are the indications, and how are the results being used? Please consider how they are used in: the classroom, the curriculum, scheduling, future course offerings, services provided. (Use EOC/suggestions/complaints/CCSSE)

Facilities:
1. Describe the facilities used or needed by your department. Please consider: dedicated classrooms, general classrooms labs, office space, meeting rooms, outdoor areas, other teaching and work spaces.

Equipment & Technology:
1. What equipment and technology are used or required by your department?
2. Describe the type and quantity of resources available to your students and faculty. Please consider: capital equipment, storage equipment/cabinets, other specialized equipment, computer hardware, software, chairs.

Revenue (if applicable):
1. Identify any major external sources of revenue for the program/discipline, such as grants, partnerships.

Budget Shortfalls:

1. Identify any areas where budgetary constraints are restricting your program/discipline and discuss the effects.

Positions:

1. List the positions within your program. Please consider: faculty (full-time and adjunct), instructional associates, administrative support, technicians, hourly/temporary personnel, and others.

Professional Development:

1. Describe faculty/staff professional development in your department. Please consider: how the results of faculty and staff evaluations used in identifying professional development needs, other ways in which professional development needs are identified, the discipline-specific professional development opportunities offered or provided by the department, and other professional development opportunities used by members of the department.

2. How do you ensure that all faculty teaching distance-learning sections have completed the required training?

3. In addition to completing the requirements, what other departmental expectations are there concerning those teaching distance-learning sections?

Community Partnerships (if applicable):

1. Does your department have a Memorandum of Understanding (MOU) or other community partnerships (formal or informal)?
2. If yes, please include: how your department gathers information regarding community needs (e.g., advisory committees, environmental scans, etc.) and how such information is used?

External Accreditors (if applicable):

1. Other than HLC and the New Mexico Higher Education Department, does your discipline/program have any outside regulatory/accrediting bodies?
2. If yes, your response should include answers to the following: What is your discipline's/program's regulatory/accrediting bodies and their requirements? When did they last visit? What were their findings? How did you address their findings?

Narratives:

Student Recruitment, Marketing & Communication:
1. How does your department recruit and market to students including those who have not been traditionally represented among those who enroll? Please consider: brochures, posters, other print media, websites, social media, email, ACC Channel 19, recruitment fairs, high school visits other events or methods.
2. What communication tools, methods and strategies does your department use to share information (e.g., news, updates, projects, and other information) within the department, across other college areas, and to external audiences? Please consider: brochures, posters, other print media, websites, social media, email, ACC Channel 19, recruitment fairs, high school visits, and other events or methods.

Barriers to Student Access/Success:

1. Please discuss the recognized barriers to student access and success within your discipline. Please consider: disabilities, access to technology, often under-served populations, locations at which courses are offered, scheduling, child care, financial aid, veterans' issues, and transportation.

SWOT:

1. What are your discipline's/department's/program's strengths, weaknesses, opportunities and threats? Please focus your response on the most important one or two items in each category. In addition, please provide the method by which this information was collected, such as a SWOT, and the results.

Action Items:

Please list and briefly describe the top three priorities/action strategies where your program/area intends to focus their efforts for improvement over the next three years. NOTE: These priorities should flow directly from the information and data compiled in the program/area review process. They should be actionable and result in documentation (either positive or negative).

			Comprehensive Program/Area Review Rubric				

Item Number	Review Item	Criteria	Rating Explanations			
			Exemplary	Acceptable	Area for Improvement	Not Applicable
1	**BACKGROUND STATEMENT**	Includes the overall purpose of the unit.	Provides a clearly stated purpose statement with the number of faculty and current initiatives explicitly detailed.	Provides a purpose statement that adequately describes the program's function.	Criteria incomplete or not fully addressed.	
2	**WHAT HAS CHANGED? (since the last comprehensive review)**	Please describe what significant changes have happened to your unit over the past 3 years (since your last comprehensive program review). Please describe any internal or external factors that have impacted your program. During the comprehensive review year (or at other times). Please answer regarding curricula, awards, instructional methodology, services offered outside the classroom (e.g., advising, tutoring, marketing, etc.), staffing, locations, partnerships, or anything else that seems appropriate.	Provides and discusses significant changes (or situations) that have impacted the program since the previous comprehensive program review, as applicable.	Lists significant changes (or situations) that have impacted the program since the previous comprehensive program review, as applicable.	Criteria incomplete or not fully addressed.	
3	**CURRICULUM & INSTRUCTION**	How do you design, review, and implement your curricula? Please provide specific examples. Also consider items such as: •ways in which faculty meet and discuss curriculum • degrees and certificates the program confers • substantial curriculum changes • scheduled review of curriculum • textbooks used • faculty training regarding the curriculum • activities outside the classroom • laboratory, clinical, or other activities • internships.	Provides how the unit designs and implements and reviews curricula. Provides supporting examples.	Provides how the unit designs and implements curricula.	Criteria incomplete or not fully addressed.	
4	**ACADEMIC STANDARDS**	How does the department ensure academic standards are maintained and that there is consistency across course sections? Please provide specific examples. Also consider items such as: • ways in which faculty meet and discuss instruction • use of assessment data • master syllabi • faculty training • faculty evaluations • external bodies.	Provides discussion of how the department ensures academic standards and consistency are maintained. Provides supporting	Provides list or discussion of how the department ensures academic standards and consistency are maintained.	Criteria incomplete or not fully addressed.	
5	**SYLLABI**	What is your discipline's/program's process by which you review, update and publish syllabi? Your response should include answers to the following: • Are syllabi posted in another location besides the college's master syllabi website? If so, are they the same? • Do the syllabi include all required components? • When were the syllabi last revised? • List where the syllabi are posted elsewhere, if applicable.	Provides process for reviewing, updating and publishing syllabi. Syllabi are current and updated.	Provides process for reviewing, updating and publishing syllabi, but does not answer all questions. Syllabi are current and updated.	Criteria incomplete or not fully addressed.	

6	**COURSES & MODES OF DELIVERY**	How do you provide in-person, hybrid, or face-to-face (F2F) instruction and services? How do student success indicators in distance-learning courses differ from F2F courses? Please consider: • withdrawal rates • grade distributions • the extent to which students achieve the learning outcomes. What steps have been taken to address any such differences between student success in F2F vs. distance-learning sections? How effective have these action strategies been? What courses are offered? What are your enrollment numbers?	Provides locations and percentage of F2F vs. DL offerings. Details where in-person courses are taught and services provided. Provides and discusses departmental student success differences between F2F and DL Provides and discusses effectiveness of steps/ actions/ initiatives to address differences between F2F and DL. Provides discussion of effectiveness of action strategies.	Provides locations and percentage of F2F vs. DL offerings. Lists departmental student success differences between F2F and DL. Lists some steps to address disparities.	Criteria incomplete or not fully addressed.	
7	**DEGREES AND CERTIFICATES**	Discuss your discipline's completions and/or degrees/certifications. Please include descriptions of: • any significant factors (positive or negative) impacting completion rates within your discipline • how many graduates the program has had in the last three years • transfer rates, if applicable and available	Provides and discusses completion, degrees and/or certificate information for the department. Addresses significant impacting factors (positive or	Provides/ Lists completion, awards and/or transfer information for the department.	Criteria incomplete or not fully addressed.	
8	**USE OF ASSESSMENT RESULTS**	In terms of process, how does your department use the assessment of student learning outcomes (course-level SLOs, program-level SLOs, and general education competencies) to improve student success? Please consider: •How are results shared, discussed, and acted on strategies developed? • What problems has your department encountered in using the assessment results? • What issues have arisen with implementing action strategies? • What suggestions do you have for improving the effectiveness of the process within the department for using student outcomes.	Provides and discusses how the department uses outcomes assessment information to improve student success. Discussion includes how dept. shares results. Provides challenges and suggestions for improvement.	Provides and discusses how the department uses outcomes assessment information to improve student success.	Criteria incomplete or not fully addressed.	

Item Number	Review Item	Criteria	Rating Explanations			
			Exemplary	Acceptable	Area for Improvement	Not Applicable
9	**STUDENT CHARACTERISTICS**	What students do you serve? Your response should include answers to the following: • What are their demographics (race, ethnicity, age, gender, etc)? • What are their backgrounds? • What are their academic/career goals? (Student intent) • Are they full/part- time? • Are they majors or non-majors? • How does this compare to the overall college and community demographics?	Provides detailed student demographics along prescribed parameters. Compares detailed department demographics to College and community demographics.	Provides student demographics along prescribed parameters. Compares some department demographics to College and community demographics.	Criteria incomplete or not fully addressed.	
10	**STUDENT SUPPORT**	What support does your department offer to students outside of course instruction? Examples might include: • Supplemental instruction • Advising • Outreach • Counseling • Referrals • Tutoring • Library instruction • Workshops.	Provides and discusses student support resources offered outside of course, instruction. Provides examples.	Lists student support resources offered outside of course instruction.	Criteria incomplete or not fully addressed.	
11	**EQUITY AND INCLUSION**	What issues does your discipline or department experience regarding equity, diversity and inclusion? What strategies are you implementing to address these issues? Please consider areas such as: student support, success and satisfaction; faculty and staff recruitment and retention; programming; cultural climate; assessment strategies, etc.	Identifies and discusses issues the department experiences in the different areas, as applicable. Provides strategies to address issues related to equity and inclusion.	Identifies issues the department experiences in different areas, as applicable.	Criteria incomplete or not fully addressed.	
12	**CURRENT STUDENT SATISFACTION**	How do you gather information about student satisfaction? Please consider all methods, not just faculty evaluations. What are the indications, and how are the results being used? Please consider how they are used in: • the classroom • the curriculum • scheduling • future course offerings • services provided. (Use EOC/suggestions/complaints/CCSSE)	Identifies and discusses how the department gathers student satisfaction information; Discusses how results are being used in different ways.	Identifies and discusses how the department gathers student satisfaction information.	Criteria incomplete or not fully addressed.	

Item Number	Review Item	Criteria	Rating Explanations			
			Exemplary	Acceptable	Area for Improvement	Not Applicable
13	**FACILITIES**	Describe the facilities used or needed by your department. Please consider: • dedicated classrooms • general classrooms • labs • office space • meeting rooms • outdoor areas • other teaching and work spaces.	Provides/ describes the facilities used by the department. Includes discussion of facilities needed by the department, to include reason for need.	Sufficiently describes the facilities used and/or needed by the department.	Criteria incomplete or not fully addressed.	
14	**EQUIPMENT & TECHNOLOGY**	What equipment and technology are used or required by your department? Describe the type and quantity of resources available to your students and faculty. Please consider: • capital equipment • storage equipment/cabinets • other specialized equipment • computer hardware • software • chairs.	Sufficiently describes the major equipment and technology used and/or required by the department, to include the type and quantity of resources available.	Lists the major equipment and technology used and/or required by the department.	Criteria incomplete or not fully addressed.	
15	**REVENUE** (if applicable)	Identify any major external sources of revenue for the program/discipline, such as grants, partnerships.	Identifies and details major external sources of revenue for the program. Includes discussion of sources currently being considered or pursued.	Identifies major external sources of revenue for the program.	Criteria incomplete or not fully addressed.	
16	**BUDGET SHORTFALLS**	Identify any areas where budgetary constraints are restricting your program/discipline and discuss the effects.	Identifies and details budgetary constraints and provides detailed analysis of how students/the program are impacted.	Identifies and budgetary constraints and provides superficial explanation of effects.	Criteria incomplete or not fully addressed.	

Item Number	Review Item	Criteria	Rating Explanations			
			Exemplary	**Acceptable**	**Area for Improvement**	**Not Applicable**
17	POSITIONS	List the positions within your program. Please consider: • faculty (full-time and adjunct) • instructional associates • administrative support • technicians • hourly/temporary personnel • others.	Provides positions within the department, including the number of each position. Includes any other relevant information that impacts the number and types of positions.	Lists appropriate department positions.	Criteria incomplete or not fully addressed.	
18	PROFESSIONAL DEVELOPMENT	Describe faculty/staff professional development in your department. Please consider: • how the results of faculty and staff evaluations used in identifying professional development needs • other ways in which professional development needs are identified • the discipline-specific professional development opportunities offered or provided by the department • other professional development opportunities used by members of the department. How do you ensure that all faculty teaching distance-learning sections have completed the required training? In addition to completing the requirements, what other departmental expectations are there concerning those teaching distance-learning sections?	Provides and discusses professional development in the department. Addresses use of faculty evaluation results; Discusses how professional development need is determined; Discusses other internal and external professional opportunities. Provides discussion of how the program ensures faculty complete DL training. Discusses the department's internal expectations, if applicable	Provides/ Lists professional development in the department. Addresses use of faculty evaluation results. Provides discussion of how the program ensures faculty complete DL training.	Criteria incomplete or not fully addressed.	
19	EXTERNAL ACCREDITORS (if applicable)	Other than HLC and the New Mexico Higher Education Department, does your discipline/program have any outside regulatory/accrediting bodies? If yes, your response should include answers to the following: • What are your discipline's/program's regulatory/accrediting bodies and their requirements? • When did they last visit? • What were their findings? • How did you address their findings?	Provides regulatory/accrediting bodies, if applicable. If applicable, provides requirements, date and results of last visit/evaluation.	Provides regulatory/accrediting bodies, if applicable.	Criteria incomplete or not fully addressed.	
20	COMMUNITY PARTNERSHIPS (if applicable)	Does your department have a Memorandum of Understanding (MOU) or other community partnerships (formal or informal)? If yes, please include: • how your department gathers information regarding community needs (e.g., advisory committees, environmental scans, etc.)? • how such information is used?	Provides and discusses departmental MOUs and other community partnerships. Provides information regarding how the department assesses and meets community needs.	Provides departmental MOUs and other community partnerships, if applicable.	Criteria incomplete or not fully addressed.	

Item Number	Review Item	Criteria	Rating Explanations			
			Exemplary	Acceptable	Area for Improvement	Not Applicable
21	**STRENGTHS, WEAKNESSES, OPPORTUNITIES, & THREATS**	What are your discipline's/department's strengths, weaknesses, opportunities and threats? Please focus your response on the most important one or two items in each category. In addition, please provide the method by which this information was collected, such as a SWOT, and the results. Detailed information, such as a survey used, raw data from a SWOT, etc., can be uploaded into the Documents Repository.	Provides and discusses strengths, weaknesses, opportunities and threats of the program from recent SWOT or other method. Feedback provided by staff, faculty, & students.	Lists strengths, weaknesses, opportunities and threats of the program.	Criteria incomplete or not fully addressed.	
22	**ACTION ITEMS**	Please list and briefly describe the new initiatives or action strategies your department intends to implement over the next three years. These are detailed elsewhere under objectives and tasks; this is just an executive summary listing them and describing them in a few words.	Lists and briefly describes new initiatives or action strategies planned over the next 3 years.	Lists new initiatives or action strategies planned over the next 3 years.	Criteria incomplete or not fully addressed.	