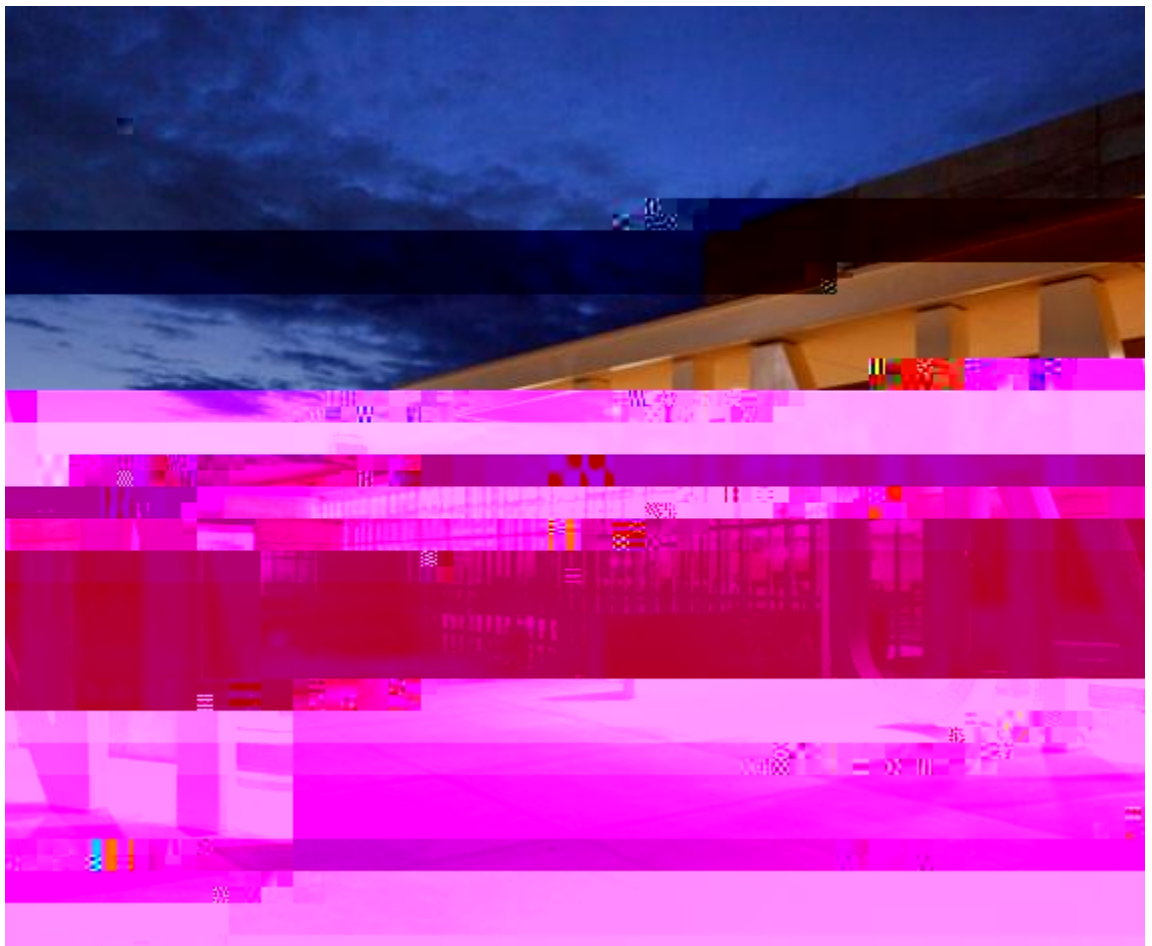


PROGRAM REVIEW INSTRUMENT



Fall
2018

University of New Mexico-Gallup

3. The Division Chair, ideally with the assistance of program faculty, will assemble a report for the Curricula Committee with all of the required documentation included.
4. Program review material should be submitted to the Curricula Committee . Any review not submitted within this timeframe or without formally making other arrangements with the Committee will be automatically and formally rejected by the Committee. The Committee will then request that the program be slated for deletion.
5. Copies of the submitted report will be disseminated to all voting members of the Curricula Committee, the Dean of Instruction, and the Zollinger Library. These copies can be circulated as either hard copies or as digital copies.
6. If requested by the Curricula Committee, program faculty, and/or the Division Chair, all parties will meet for a discussion of the submitted Program Review Report.
7. The Curricula Committee will consider the Program Review Report, discuss its contents, and take action. Program Review Reports will either be accepted or rejected, as determined by a majority vote of the Committee. The Chair of the Curricula Committee will vote only in the instance of a tie.
8. The Curricula Committee will compile a written explanation for its action on any Program Review Report. If a Program Review Report is rejected, the Committee will make clear what steps must be taken by the Division Chair and program faculty to adequately revise and resubmit an acceptable Program Review Report.
9. The Curricula Committee's written explanation will be forwarded to the Faculty Assembly President and the Dean of Instruction.

DOCUMENTS REQUIRED FOR PROGRAM REVIEW

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Document 1: Program Goals

8mt3 program should have stated learning goals and should demonstrate how those goals align with the vision and mission of the UNM-Gallup campus.

- 1A: Provide a brief overview of the vision and mission of the program and how the program fits into the vision and mission of the UNM-Gallup campus.
- 1B: Describe the relationship of the program's vision and mission to the University of New Mexico's vision and mission.
- 1C: List the overall learning goals of the program.
- 1D: Explain the manner in which learning goals are communicated to students. Please provide specific examples.
- 1E: Describe the program's primary constituents and stakeholders
- 1F: Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the program. 8mt3se 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

Document 2: Teaching and Learning | Curriculum

8mt3 program should demonstrate the relevance and impact of its curriculum.

- 2A: Provide a detailed description of program curricula. Include a description of the general education component (if applicable) and program-specific components. Provide a brief justification for any credits required for program completion above the standard 60 credits.
- 2B: Describe the contributions of the program to other units/programs within UNM -Gallup, such as offering general education core courses, offering courses that fulfill pre-requisites of other programs, offering cross-listed courses, or supporting/complementing the work of other technical programs.
- 2C: Describe the modes of delivery used for teaching courses.

Document 3: Teaching and Learning | Continuous Improvement

8mt3 program 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 program assessment records/reports.

- 3A: Describe the program's assessment process and evaluation of student learning outcomes by addressing the questions below:
 - o What skills, knowledge, and values are expected of all students at the completion of the program (refer to learning goals outlined in Document 1)?
 - o What are the student learning outcomes for the program?
 - o How have the student learning outcomes been changed or improved?
 - o

- 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?
- 3B: Synthesize the impact of the program's annual assessment activities by addressing the questions below:
 - 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?

Document 4: Students

The program should have

Document 6: Resources and Planning

The program should have sufficient resources and institutional support to carry out its mission and achieve its goals.

- 6A: Describe how the program engages in resource allocation and planning. If the program has an advisory board, describe the membership and charge and how the board's recommendations are incorporated into decision making.
- 6B: Provide information regarding the program's budget including support received from the institution as well as external funding sources.
- 6C: Describe the composition of the staff assigned to the program (including titles and FTE) and their responsibilities.
- 6D: Describe