



OFFICE OF ACADEMIC AFFAIRS

**Office of Assessment & Academic Program Review
Annual Institutional State of Assessment
AY 2019-2020**

August 2021

Purpose and Introduction

The Institutional State of Assessment Report is a comprehensive analysis of the University of New Mexico's (UNM) college/school/branch assessment narrative reports, maturity rubrics and academic unit reports. This report documents UNM's assessment story for AY 2019-2020 from the perspectives of both staff in the Office of Assessment & Academic Program Review (OA/APR), and the assessment experts from each academic unit.

Participants

This narrative incorporates information from almost all academic units, including the following colleges, schools, and branches:

- Anderson School of Management
- College of Arts and Sciences
- College of Education & Health Sciences
- College of Fine Arts
- College of University Libraries and Learning Sciences
- Gallup Branch Campus
- Honors College
- School of Architecture and Planning
- School of Engineering
- School of Medicine and Health Sciences
- Taos Branch Campus
- University College
- Valencia Branch Campus

The colleges, schools, and branches listed above also submitted a state of assessment narrative and maturity rubric, resulting in a **93% participation rate** (n=13/14). This represents an **increase in participation by 14 percent from last year**. As the Los Alamos branch campus is in the process of revising their assessment plans, they did not submit a state of assessment narrative or maturity rubric this year.

In AY19-20, academic assessment submissions for all degree programs at main and branch campuses **increased 7.4%** overall. Undergraduate academic assessment submissions increased at UNM main and branch campuses. A full listing of programs and reports received can be seen in Appendix I.

- Undergraduate Submissions: 74.1%; *an increase of 12.6% from last year*
 - Undergraduate Submissions (Main Campus): 75.2%; *an increase of 7.9% from last year*
 - Undergraduate Submissions (Branch Campuses*): 71.1%; *an increase of 22.2% from last year*
- Graduate submissions: 61.9%; *an increase of 2.6% from last year*

** not including Los Alamos branch*

Phase I. Atlas.ti and Review of College/School/Branch Narratives

The OA/APR analyzed the State of Assessment narrative data provided by each college, school, and branch using a qualitative software program (Atlas.ti). This software creates an efficient qualitative data analysis process, organizing documents with thematic notes. The OA/APR staff identified quotes, paragraphs, and individual words directly related to the themes. The software is used to help generate a

new document for each theme.

This qualitative analysis software requires codes in order to determine what pieces of information the OA/APR would like to retrieve from the narratives. Once the OA/APR staff completed a preliminary review of assessment documents, an initial set of codes emerged. The preliminary codes were reviewed and additional codes were added to tease out greater detail. A secondary round of coding was then conducted to explore the narratives for additional codes. Finally, all reports were exported for each individual code and reviewed. There were a total of **seven** overarching codes:

- Overall assessment **strengths**
- Overall assessment **challenges/weaknesses**
- **Graduate** assessment strengths, challenges, and weaknesses
- **Branch** assessment strengths, challenges, and weaknesses
- **Next steps** for colleges/schools/branches to implement assessment changes
- **Support** needed from or **suggestions** for the OA/APR
- **Program changes** within each college/school/branch

It was possible for the same quotation to be associated to more than one code. For example, a quotation that discussed strengths in assessment provided by one of the branches may be coded as both a strength and branch assessment. For example, *“Overall, the reports received by the CARC committee have been much improved compared to 3 years ago.”*

One limitation noted in this coding process is that qualitative data analysis is subjective. The OA/APR acknowledges this limitation and attempted to alleviate any bias by coding in two rounds with extensive discussion of findings after each round. After deeply analyzing the data individually and together, the OA/APR considers the inter-rater reliability to be sufficient to draw the conclusions provided by the themes below.

Findings

1. Strengths

Similar to results from last year, the most common **strength** described by colleges/schools/and branches is **progress in their assessment processes**. Units reported **stronger student learning outcomes (SLOs), better measures, more in-depth assessment planning, improved communication, and a focus on closing the loop**. One school noted *“All programs have improved processes for curricular changes through their individual curricular committees.”* Another wrote *“We are doing well in creating and choosing appropriate SLOs to measure. We are making progress on using appropriate assessment measures and then reporting on that data.”*

2. Challenges/Weaknesses

As also noted in last year’s report, **faculty engagement continued to be a challenge** in achieving greater assessment participation. **Assessment fatigue was reported consistently, a trend found in previous year’s reports as well**. One report noted *“Not all program directors are interested in Assessment.”* In addition, several reports introduced the **COVID-19 pandemic** (and the initial transition to remote instruction in 2020) as a key assessment **challenge**, noting that *“Faculty buy-in is difficult to achieve, and based on the number of times that the pandemic was cited as problematic for collecting/evaluating data for AY2019-2020, we suspect that the low submission rate also reflects disruption to assessment due to the pandemic”* and *“The disruption of Spring 2020 classes and move to*

online instruction resulted in multiple programs being unable to complete all of their planned assessments.”

Assessment representatives also defined **weaknesses in their assessment practices, sharing that assessment benchmarks and measures could be made more rigorous**. In some cases, **programs are still using exams, course grades, or dissertation defenses as their only assessment measure**. For example, one school reported assessment *“is based on a course that allows the student to sit for some form of licensure exam.”* Another noted *“CARC reviewers often comment that these benchmarks (set by departments individually) are perhaps not rigorous enough to identify weaknesses within a program.”* Additionally, more focus and definition are needed/desired in closing the loop and creating continuous improvements. One report stated *“we have work to do in thinking about meaningful improvement strategies. When we do not meet a target, often the improvement strategies are weak or vague. The Dean and head of our CARC need to work with the Chairs to formulate strategies that will lead to real change.”*

3. Graduate Assessment Strengths, Challenges, and Weaknesses

There were several strengths noted in Graduate Assessment. Programs reported **improvements in training regarding assessment processes and increasingly diversified SLOs between graduate level programs**: *“We are also seeing fewer examples of MA and PhD programs having the same plan goals/SLOs.”* Additionally, **assessment measures are progressing** beyond the Comprehensive Exams and Dissertations, though progress is slow. One college noted the **use of rubrics** as an assessment measure is commonplace now: *“Almost every course related assessment uses a rubric to assess the outcomes of students in every course and cohort.”* Finally, some representatives indicated their **graduate level assessment is robust**, *“Our Graduate programs are also doing quite well, averaging 2.8 on the rubric. Eighteen programs earned all [achievable] points on the rubric, and only one program scored lower than a 2.5.”*

However, there were some challenges and weaknesses regarding graduate level assessment. Programs reported difficulties with:

- collecting data annually based on **small numbers of students** enrolled in each program,
- **differentiating reports between the Masters and PhD level** (although some have begun to excel in this), and
- COVID-19 pandemic impacts and its result on the **collection of data**.

For example, one report stated *“a couple of programs created a single report that combined Masters and Doctoral programs.”* Another stated *“The challenges from COVID-19 also resulted in more programs missing reports than in years past.”*

4. Branch Assessment Strengths, Challenges, and Weaknesses

Branch representatives reported assessment **strengths, including increased participation and buy-in, improved assessment measures/SLOs, and increased support from the administration**. One branch reported *“Many program directors state understanding of assessment reports and plans, and further report the purposeful guidance flowing directly from the data collected.”* Additionally, one branch has started to use Sharepoint for faster and safer sharing and storing of assessment documents: *“Faculty and assessment documents have been shared to a folder ...via Sharepoint... As soon as documents were*

received, they were uploaded to the Repository.” This improvement in the communication process and storage of assessment results is something programs should aspire to implement on a larger scale.

Conversely, branch representatives noted **weaknesses in getting everyone to the “same page” regarding assessment**: some faculty remain confused about the assessment process and require additional training; some faculty have difficulty connecting SLOs with program goals and aligning them to appropriate measures; and there is a lack of strategic review of the results to create real improvement or change in the program. One branch summarized it very succinctly: *“Some department chairs and program coordinators may feel that they “know” if someone has attained the SLO’s without being able to “show” it numerically; there is some confusion about correlating SLOs with program objectives; lack of understanding of what constitutes a measure of success leads to faulty reports; and the process of gathering and tabulating data is overwhelming for faculty who already have a lot on their plate: course-level assessment is an especially involved process.”* Another wrote, *“We have work to do in thinking about meaningful improvement strategies. When we do not meet a target, often the improvement strategies are weak or vague. The Dean and head of our CARC need to work with the chairs to formulate strategies that will lead to real change.”*

5. Next Steps

A range of next steps were reported by UNM colleges/schools/branches. Some reports indicated they are **creating, adjusting, and improving assessment structures and communications** to encourage a more collaborative and meaningful assessment process within their unit. These reports suggest there is a desire to shift the assessment focus within their colleges, schools, and branches from a participation and compliance emphasis to a more meaningful assessment process that promotes collaboration and engages faculty. One college wrote, *“This year, we are focusing on encouraging programs to find ways to make the process more relevant and useful, rather than a matter of compliance.”*

Others discussed **focusing more on results use and continuous improvement strategies**. This included using results to improve curricula, aid in student learning, adjust SLOs, and monitor new improvements to verify effectiveness. One school shared that *“Assessment measures for programs will continue to be reviewed and adjusted as needed through a curricular review process and annual monitoring report for most of the program through their accrediting bodies. A detailed review of the results and a full analysis of all course and curriculum is assessed within each program and the plan is for each program to continue this to remain accredited.”*

Finally, some programs plan to **improve their assessment processes** using **supports** available to them (accreditors, academic program review process, the OA/APR, etc.). Improvements in all areas of the assessment process were noted: SLOs, measures, timelines and deadlines for submission, etc. One college representative shared: *“In the upcoming year, the CARC plans to modify the timeline for gathering the data and the assessment reports themselves. We plan to gather data at the end of the spring semester so that the feedback on it can inform decisions for the following fall semester. Our current timeline leads to too much time between the time of assessment and the analysis; by tightening this timeline, the analysis can lead to more meaningful and timely changes.”* Another wrote: *“In 21/22 we have a scheduled Academic Program Review and plan to bring in a keen outside observer to inform assessment in particular, we are aiming for that same year to overhaul and/or tweak assessment, however, we will work in the coming year to revisit the process we use for evaluation of SLOs.”*

6. Supports Needed from or Suggestions for the OA/APR

UNM colleges/schools/branches identified several supports they would like from the OA/APR. Some **support** ideas requested from college/school/branch representatives were:

- continuing to offer **workshops and consultations**
- continuing to **attend faculty meetings**
- continuing to **provide campus visits**
- **creating a one-page handout on “how to write SLOs.”**

Regarding the faculty meeting attendance, one unit wrote: *“The Office of Assessment attended a [...] CARC meeting as well as a meeting of the General Education instructors in order to answer questions and clarify assessment processes. Both of these events were very helpful and I hope we can schedule similar meetings in the future. I’d like to coordinate a meeting with the OA and the department chairs as well.”*

Regarding the development of a document to aid in the development of SLOs, the representative wrote, *“Moving forward, we might benefit from a simple tutorial or even a one-pager discussing how to write SLOs and match them to assessments, then how to report results and analyses.”*

Representatives also provided **several suggestions for changes** they would like to see from the OA/APR. One college felt the **report template was repetitive and suggested several edits**. A few others suggested **changes to the repository**, namely that the repository should be organized campus by campus and opened to all faculty at UNM (not just the PCA members). This representative wrote, *“we would welcome a substantially and substantively improved repository. There should be one coherent and organized repository of all assessment information that alleviates the need for additional internal storage systems with which faculty are unfamiliar and which would present an additional challenge to the time and organization of CARC teams.”* Finally, there was a suggestion to **improve the assessment networking opportunities** so that units can learn about assessment tools from one another and share ideas. That college wrote *“We would be very interested in learning best practices from developing assessment programs across the university----any units who have discovered/implemented easy-to-recreate evaluations would be especially interesting to our team.”*

7. Program Changes

There were a variety of program changes that were reported in the narratives this year, ranging from **program redesigns to new additions and sunsets**. In terms of assessing those newly designed or re-designed programs, representatives reported (as expected), that the new plans are mainly in the beginning stages. One school wrote *“Our redesigned and ... new programs are at various stages of assessment development but will be the key assessment focus for AY 2021-2022.”* Another wrote *“The [...] degrees are undergoing significant curriculum changes which may impact their assessment plans once those changes are in place in 2021-2022.”* Finally, one college discussed how they have revamped their assessment reporting structure to create a more meaningful practice. Certificate programs and concentrations are no longer submitting assessments separately as those reports included a great deal of redundancy. This unit wrote *“We have not changed the actual number of departments and programs, however we did change the way that we are reporting on them.”*

State of Assessment OA/APR Insights

The OA/APR has identified strong trends within college, school, and branch assessment practices/processes over the last several years. These trends show challenges and strengths and reinforce the notion of having conversations that lead to actionable items. The trends identified below will be

presented to the Provost Committee on Assessment (PCA) during the fall 2021 semester. PCA representatives will be urged to discuss these trends with their College Assessment Review Committee (CARC). As the eyes and ears of assessment at UNM, the OA/APR recommends that the CARCs identify the factors that contribute to these trends and also brainstorm ideas/solutions to address areas of concern. Additionally, in response to requests by assessment participants, the OA/APR will be working on a review of assessment templates and creating a one-page handout on how to write SLOs.

The OA/APR has identified the following recurring areas of institutional assessment as points of focus and exploration for the PCA and CARCs:

Faculty engagement

- Address potential hurdles and identify strengths of engaging faculty in assessment
- Develop new ideas for incorporating previously disengaged faculty in assessment processes

Graduate Assessment

- Promote the diversification of SLOs between graduate level programs and strongly suggest the use of assessment measures beyond comprehensive exams and dissertations
- Discuss the implications of the small number of students in graduate programs during a given period and how that can impact the assessment cycle

Undergraduate Assessment

- Build and maintain **assessment structures** including communication channels
- Focus more on **results use and continuous improvement** assessment strategies
- Place emphasis on **assessment measures** and moving beyond course/exam grades

Maturity Rubric

- Address the plateau effect: Many colleges, schools, and branches are reporting maturity ratings of at least 2.5, with some consistently at 3.0
- CARCs should focus on areas of assessment improvement even when fully mature

Phase 2. Review of a Sampling of Program Level Assessment Plans and Reports

The OA/APR provides annual feedback on a sample of submitted assessment plans and reports from each college/school/branch. Staff paired up to review the assessment samples, comparing comments in order to increase inter-rater reliability and to promote a comprehensive review of the documentation. OA/APR staff (also referred to as “reviewers”), identified strengths and areas for improvement in the following areas: SLOs, assessment measures, results use, communication of results, and overall alignment of the assessment process. The OA/APR sent personalized feedback to each college/school/branch, along with an individual assessment inventory showing unit participation over time. The main findings from this feedback cycle are summarized as strengths, areas for improvement, and graduate level assessment.

Strengths:

- **Improved SLOs:**
 - Reviewers found an increased amount of SLOs that focused on a single student behavior within a given student learning outcome.
- **Assessment measures:**
 - Diverse methods were being used to collect information about SLOs (e.g., projects, papers, observations, portfolios, exams, etc).

- **Communication of assessment results:**
 - Assessment results were being shared with faculty/CARCs/Advisory boards/councils/program websites.
- **Increased template use:**
 - The majority of colleges/schools/branches utilized the OA/APR plan and report template to submit their current institutional assessment documents.
- **Collaboration:**
 - Units indicated collaborative assessment efforts with undergraduate and graduate committees when analyzing and discussing assessment results.

Areas for Improvement:

- **Formative assessments are lacking:**
 - SLOs should be measured throughout the learning process, rather than just at the completion of a course or program.
- **Incomplete or unclear information in assessment reports:**
 - Results use and measurement types were not always stated (or were vague), and could not be given proper feedback.
- **Project grades/course grades/pass rates:**
 - Final grades and pass rates are not appropriate measures of individual learning behaviors as they do not provide specific information about a skill or knowledge base. This is a continuous point made by the OA/APR to programs yet these “measures” are still being used by some programs.
- **Communication:**
 - Assessment results/changes to programming should also be shared with **students** as primary stakeholders. Reporting does not indicate whether this is being done.
- **SLOs:**
 - Some outcomes refer to what students will do or accomplish (checklist) and do not focus on student attainment of individual skills or content. An SLO should not reflect the completion of a program or passing of a boards/licensing exam, nor the participation in a conference. A specific learning behavior needs to be identified in these instances.

Graduate Level Assessment:

- **Formative Assessment:**
 - Graduate programs are increasingly illustrating use of formative assessment such as fieldwork, focus groups, and qualifying exams as ways to inform them of student learning.
- **Measuring SLOs:**
 - Most graduate programs are challenged by SLO assessment. Most measure degree completion, or the achievement of a milestone (e.g., thesis, dissertation).
- **Small graduate student populations:**
 - Due to the student body size in Master’s and Ph.D. programs, as well as the time to degree, graduate programs do not consistently collect annual assessment data. Additionally, with summative assessment being the focus at this level, programs wait to assess students when they are at the end of their programming. This causes a gap in time between collecting and documenting student learning.

Previous State of Assessment reports have solely included feedback themes as presented in the above sections. This year, the OA/APR expanded this section to include an office response, lessons learned, and actionable steps moving forward. The following is a collective list of the ideas generated from the AY19-20 feedback analysis:

- **PCA meetings:**
 - These monthly discussions will address areas for improvement emerging from this report and highlight ways to integrate assessment best practices during the academic year.
- **Office newsletter:**
 - This quarterly communication will provide resources to address areas for improvement and spotlight excellent assessment practices that are occurring across UNM.
- **CARCs:**
 - The OA/APR will provide recommendations to CARCs to assist them with selecting meeting topics relevant to the assessment feedback cycle, and to help reinforce best practices.
- **OA/APR plan & report template:**
 - A primary (CARC) and secondary (OA/APR) review process will be utilized to ensure that complete assessment plans and reports are submitted. Incomplete documents should not be submitted to the assessment repository; incomplete documents will now be declined.
- **Expired assessment plans:**
 - Many assessment plans have already expired or will expire this year. Reminders to renew plans will be part of OA/APR communications. For those that need to design/revise their assessment plan(s), OA/APR will provide a workshop, the opportunity to schedule working meetings each semester and by appointment for this purpose.
- **Graduate level assessment:**
 - The OA/APR will continue to research peer institutions, national assessment trends, and UNM's assessment landscape of graduate-level programming. The OA/APR is looking forward to future discussions that address and resolve reported assessment challenges.
- **COVID-19 impact:**
 - A handful of units indicated that the remote learning transition was an obstacle for conducting assessment. As evident by the change from traditional assessments to new technology use and the intentional design of courses in a new modality, the OA/APR recognizes the layers of impacts COVID-19 has had on teaching, learning, and assessment. Responses to events that shift higher education must always be a part of the assessment conversation; we must leverage what works well, discuss what evidences student learning, and how we can adjust our assessment process in light of these events.

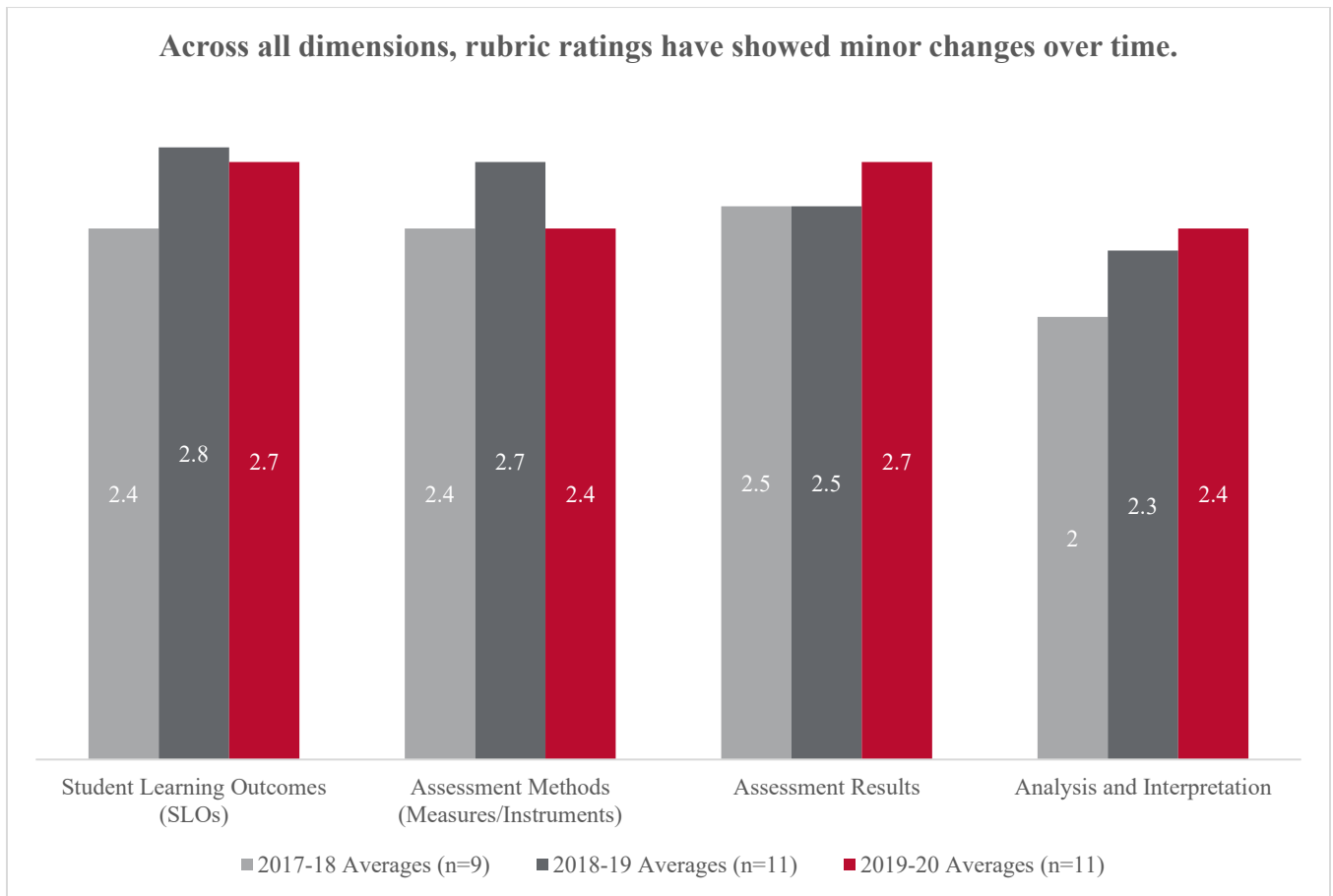
Phase 3. Review of Assessment Maturity Rubric Scores

The maturity rubric asks college/school/branch representatives to rate their unit's overall assessment maturity in four distinct dimensions:

- Student Learning Outcomes
- Assessment Methods (Measures/Instruments)
- Assessment Results
- Analysis and Interpretation

The OA/APR received maturity rubrics from 11 colleges/schools/branches in AY2019-20, 11 in AY2018-19, and 9 in AY2017-18.

The rubric uses a rating scale from No Evidence (0) to Exemplary Evidence (3). On average across all dimensions, maturity rubric scores remained the same from last year to this year with an **overall average rating of 2.6**. As evidenced by the figure below, there have been some small changes in ratings over time, but movement has not been notable. The ratings from this year have shown that academic units are reaching or have reached maturity in their assessment processes, therefore saturating the scores in the maturity rubric.



Appendix I. Inventory of Assessment Reports Submitted by Each College/School/Branch

College	Degree Program	Degree Level	AY 19-20		
			Plan	Report	Other
ASM	Business Administration; Accounting Concentration	B.B.A.			
		M.A.C.C.T.		●	
	Business Administration	M.B.A.		●	
		B.B.A.		●	
		Post Master's Certificate			
	Educational Leadership	M.B.A.			
	Executive M.B.A.	M.B.A.			
	Information Systems and Assurance	M.S.			
College Maturity Rubric				✓	

College	Degree Program	Degree Level	AY 19-20		
			Plan	Report	Other
CAS	Africana Studies	B.A.			
CAS	American Studies	B.A.			
		M.A.			
CAS	Anthropology; Concentration in Archaeology/Ethnology/Ev olutionary Anthropology	Ph.D.			
		B.A.	●	●	
CAS	Anthropology; Concentration in Archaeology/Ethnology/Ev olutionary Anthropology/Public Archeology	B.S.	●	●	
		M.S.			
CAS	Anthropology; Archaeology/Ethnology/Ev olutionary Anthropology	Ph.D.	●	●	
CAS	Biochemistry	B.A.	●	●	
		B.S.	●	●	

CAS	Biology	B.A.			
		B.S.			
		M.S. I	●	●	
		M.S. II	●	●	
		Ph.D.	●	●	
CAS	Chemistry and Chemical Biology	B.A.	●	●	
		B.S.	●	●	
		M.S.			
		Ph.D.			
CAS	Chicana and Chicano Studies	B.A.			
		M.A.	●	●	
		Ph.D.	●	●	
CAS	Chicana and Chicano Studies; New Mexico Cultural Landscapes	Undergraduate Certificate			
CAS	Chicana and Chicano Studies	Graduate Certificate (Online)			
CAS	Chicana and Chicano Studies; Transnational Latino Studies	Undergraduate Certificate			
CAS	Communication and Journalism; Communication	B.A.	●	●	
		M.A.			
		Ph.D.	●	●	
CAS	Communication and Journalism; Journalism and Mass Communication	B.A.	●	●	
CAS	Earth and Planetary Sciences	B.A.	●	●	
		B.S.	●	●	
		M.S.	●	●	
		Ph.D.	●	●	
CAS	Earth and Planetary Sciences; Environmental Science	B.S.	●	●	
CAS	Economics	B.A.	●	●	
		M.A.	●	●	
		Ph.D.	●	●	
CAS	English Language and Literature; English	B.A.	●	●	
CAS	English Language and Literature; English + Philosophy	B.A.			
CAS	English Language and Literature; Literature or Rhetoric + writing	M.A.			
CAS	English Language and Literature; Medieval Studies	M.A.			

CAS	English Language and Literature; Creative Writing	M.F.A.			
CAS	English Language and Literature; American Literacy Studies or British and Irish Literary Studies or Rhetoric and Writing	Ph.D.			
CAS	English Literature and Language; Technical and Professional Communication	Certificate			
CAS	Foreign Languages and Literatures; Classics/Greek/Latin	B.A.	●	●	
		M.A.	●	●	
CAS	Foreign Language and Literatures; Comparative Literature and Cultural Studies	B.A.	●	●	
		M.A.	●	●	
CAS	Foreign Languages and Literatures; East Asian Studies/Chinese/Japanese	B.A.	●	●	
CAS	Foreign Languages and Literatures; French	B.A.	●	●	
		M.A.	●	●	
		Ph.D.	●		
CAS	Foreign Languages and Literatures; German	B.A.	●	●	
		M.A.			
CAS	Foreign Languages and Literatures; Languages	B.A.	●	●	
CAS	Foreign Languages and Literatures; Russian	B.A.	●	●	
CAS	Geography and Environmental Studies	B.A.			
		B.S.			
		M.S.			
		Ph.D.			
	Geography and Environmental Studies; Law, Environment, and Geography	Graduate Certificate			
CAS	Health, Medicine, and Human Values (Combined BA/MD Program)	B.A.	●	●	
CAS	History	B.A.			
		M.A.			
		Ph.D.			

CAS	International Studies (European Studies)	B.A.	●	●	
CAS	Latin American Studies	B.A.	●	●	
		M.A.	●	●	
		Ph.D.			
CAS	Linguistics	B.A.	●	●	
		M.A.	●	●	
		Ph.D.	●	●	
CAS	Linguistics; Signed Language Interpreting	B.S.			
CAS	Mathematics and Statistics	B.S.			
		M.S. I			
		M.S. II			
		Ph.D.			
CAS	Museum Studies	M.A.			
		M.S.			
CAS	Native American Studies; Leadership & Building Native Nations/Indigenous Learning Communities	B.A.	●	●	
		M.A.	●	●	
CAS	Peace and Global Justice Studies	Certificate			
CAS	Philosophy	B.A.	●	●	
		M.A.	●	●	
		Ph.D.	●		
CAS	Physics and Astronomy; Optical Science/Photonics/ Imaging Science/Quantum Optics (shared with ECE)	M.S.			
		Ph.D.			
CAS	Physics and Astronomy; Physics/Astrophysics/Physi cs with Optics/Physics with Biophysics/Physics with EPS	B.S.	●	●	
CAS	Physics and Astronomy; Physics & Astrophysics	B.A.	●	●	
		M.S.			
		Ph.D.			
CAS	Political Science	B.A.			
		M.A.			
		Ph.D.			
CAS	Psychology	B.A.			
		B.S.			
		Ph.D.	●	●	
CAS	Public Policy	M.P.P.	●	●	

CAS	Race and Social Justice	Undergraduate Certificate			
		Graduate Certificate			
CAS	Religious Studies	B.A.	●	●	
CAS	Sociology	B.A.	●	●	
		M.A.	●	●	
		Ph.D.	●	●	
CAS	Sociology; Criminology	B.A.	●	●	
CAS	Spanish and Portuguese; Spanish	B.A.	●	●	
		M.A.	●	●	
CAS	Spanish and Portuguese; Portuguese	B.A.			
		M.A.			
CAS	Spanish and Portuguese	Ph.D.	●	●	
CAS	Speech and Hearing Sciences	B.A.	●	●	
		M.S.			
CAS	Speech and Hearing Sciences; Speech Language	M.S.	●	●	
		Ph.D.			
CAS	Sustainability Studies	Undergraduate Minor			
CAS	Womens Studies	B.A.			
		Graduate Certificate			
College Maturity Rubric			✓		

College	Degree Program	Degree Level	AY 19-20		
			Plan	Report	Other
CFA	Art; Art Education	B.A.			
		M.A.			
		P-B			
CFA	Art; Art Education Program (w/NM K-12 Visual Art Licensure)	B.A.	●	●	
		M.A.			
CFA	Art; Art Education Program (without NM K-12 Visual Art Licensure)	M.A.			
CFA	Art; Art History	B.A.	●	●	
		M.A.	●	●	
		Ph.D.	●	●	
CFA	Art; Art Studio	B.A.	●	●	
		B.F.A.	●	●	
		M.F.A.	●	●	
CFA	Arts Leadership and Business	Undergraduate & Graduate Minor	●	●	
CFA	Theatre and Dance; Dramatic Writing	M.F.A.			

CFA	Interdisciplinary Arts	B.A.I.A.	●	●	
CFA	Film and Digital Arts; Gaming & Animation	B.A.			
CFA	Film and Digital Arts; Film History & Criticism	B.A.	●	●	
CFA	Film and Digital Arts; Film Production	B.A.			
CFA	Film and Digital Arts; Film Production	B.F.A.	●	●	
CFA	Music	B.A.	●	●	
		B.M.	●	●	
		M.Mu.	●		
CFA	Music; Music Education	B.M.E.	●	●	
CFA	Music; Music Performance	Graduate Certificate			
CFA	Theatre and Dance; Dance	B.A.	●	●	
		M.F.A.	●	●	
CFA	Theatre and Dance; Dance History and Criticism	M.A.	●	●	
CFA	Theatre and Dance; Design and Technology for Performance	B.F.A.	●		
CFA	Theatre and Dance; Theatre	B.A.	●	●	
CFA	Theatre and Dance; Theatre Education and Outreach	M.A.			
College Maturity Rubric				✓	

College	Degree Program	Degree Level	AY 19-20		
			Plan	Report	Other
COEHS	HESS; Athletic Training	B.S.	●	●	
COEHS	HESS; Physical Education Teacher Education	B.S.Ed.	●	●	
		M.S.			
COEHS	HESS; Physical Education; Curriculum & Instruction	M.S.	●		
		Ph.D.	●		
COEHS	HESS; Physical Education; Exercise Science Concentration	B.S.	●	●	
		M.S.	●	●	
		Ph.D.	●	●	
COEHS	HESS; Physical Education; Sport Administration	M.S.		●	
		Ph.D.		●	
COEHS	IFCE; Community Health Education	B.S.	●	●	
		M.S.	●	●	
COEHS	IFCE; Counseling	M.A.	●	●	
COEHS	IFCE; Counselor Education	Ph.D.	●	●	
COEHS	IFCE; Educational Psychology	M.A.	●	●	
		Ph.D.	●	●	

COEHS	IFCE; Family and Child Studies	B.S.	●	●	
		Ph.D.	●	●	
COEHS	IFCE; Family and Child Studies; Concentration in Family Life Education	M.A.	●	●	
COEHS	IFCE; Family and Child Studies; Early Childhood Education and Development Concentration	B.S.			
COEHS	IFCE; Family and Child Studies; Early Childhood Multicultural Education Licensure Pre-K to Grade 3 Concentration	B.S.			
COEHS	IFCE; Family and Child Studies; Early Childhood Studies Concentration	M.A.	●	●	
COEHS	IFCE; Family and Child Studies; Human Development and Family Relations Concentration	B.S.			
		M.A.	●	●	
		Ph.D.	●	●	
COEHS	IFCE; Nutrition	M.S.	●	●	
COEHS	IFCE; Nutrition and Dietetics	B.S.			
COEHS	LLSS; Autism Spectrum Disorder	Graduate Certificate			
COEHS	LLSS; Educational Diagnostics	Graduate Certificate			
COEHS	LLSS; Educational Linguistics	Ph.D.			
COEHS	LLSS; Language, Literacy and Sociocultural Studies	Ph.D.	●	●	
		M.A.			
		Graduate Certificate			
COEHS	SPCD; Special Education	B.S.Ed.	●	●	
		M.A.			
		Ed.D./Ph.D.	●	●	
COEHS	SPCD; Special Education; Applied Behavior Analysis	Graduate Certificate			
COEHS	SPCD; Special Education; Transcribed Graduate Certificate	Graduate Certificate			
COEHS	TEELP; Educational Leadership	Ed.D	●	●	
		M.A.	●	●	
		Ed.S	●	●	
COEHS	TEELP; Educational Thought & Sociocultural Studies	Ph.D.	●	●	

COEHS	TEELP; Elementary Education	B.S.Ed	●	●	
		M.A.	●	●	
COEHS	TEELP; Secondary Education	B.A.Ed./B.S.Ed.	●	●	
		M.A.	●	●	
		M.A. + license			
COEHS	TEELP; Teacher Learning and Teacher Education	Ed.D.			
		Ph.D.			
College Maturity Rubric				✓	

			AY 19-20		
College	Degree Program	Degree Level	Plan	Report	Other
COPH	Population Health	B.S.	●	●	
COPH	Public Health	M.P.H.	●	●	
College Maturity Rubric				✓	

			AY 19-20		
College	Degree Program	Degree Level	Plan	Report	Other
CULLS	OILS	B.S.	●	●	
		Educational Specialist Certificate	●	●	
		M.A.	●	●	
		Ph.D.	●	●	
College Maturity Rubric				✓	

			AY 19-20		
College	Degree Program	Degree Level	Plan	Report	Other
GALLUP	Automotive Technology	Certificate			
		A.A.S.			
GALLUP	Barbering	Certificate	●	●	
GALLUP	Bookkeeping	Certificate			
GALLUP	Business Administration	A.A.			
GALLUP	Collision Repair Technology	A.A.S.			
		Certificate			
GALLUP	Construction Technology	A.A.S.			
GALLUP	Construction Technology,	Certificate			
GALLUP	Construction Technology, Electrical	Certificate			
GALLUP	Construction Technology,	Certificate			
GALLUP	Cosmetology	Certificate	●	●	
GALLUP	Criminal Justice	A.A.			
GALLUP	Dental Assisting	Certificate	●	●	
GALLUP	Early Childhood Multicultural Education	A.A.			
		Certificate			

GALLUP	Electric Trades	Certificate			
GALLUP	Entrepreneurship	Certificate			
GALLUP	Gen Ed				
GALLUP	Health Information Technology	A.S.			
		Certificate			
GALLUP	Human Services	A.A.	●	●	
		Certificate			
GALLUP	Information Technology	Certificate			
GALLUP	Internet Technology	Certificate			
GALLUP	Medical Laboratory Technology	A.S.	●	●	
GALLUP	Nursing	A.A.S.			
		Certificate			
		B.S.			
		A.S.	●	●	
College Maturity Rubric				✓	

College	Degree Program	Degree Level	AY 19-20		
			Plan	Report	Other
HC	Interdisciplinary Liberal Arts	B.A.	●	●	
College Maturity Rubric				✓	

College	Degree Program	Degree Level	AY 19-20		
			Plan	Report	Other
SAP	Architecture	B.A.A.	●	●	
		M.Arch	●	●	
		M.S.	●	●	
SAP	Community and Regional Planning	M.CRP	●	●	
SAP	Environmental Planning and Design	B.A.E.P.D.	●	●	
SAP	Historic Preservation and Regionalism	Graduate Certificate	●	●	
SAP	Landscape Architecture	M.L.A.	●	●	
SAP	Urban and Regional Design	Graduate Certificate			
College Maturity Rubric				✓	

College	Degree Program	Degree Level	AY 19-20		
			Plan	Report	Other
SOE	Biomedical Engineering	M.S.	●	●	
		Ph.D.	●	●	
SOE	Chemical Engineering	B.S.Ch.E.	●	●	
		M.S.			
		Ph.D.			
SOE	Civil Engineering	B.S.C.E.		●	
		M.S.	●	●	
		M.Eng	●	●	
		Ph.D.	●	●	
SOE	Computer Engineering	B.S.Cp.E.		●	
		M.S.		●	
		Ph.D.	●	●	
SOE	Computer Science	B.S.C.S.	●	●	
		M.S.	●	●	
		Ph.D.	●	●	
SOE	Construction Engineering	B.S.Cn.E.		●	
SOE	Construction Management	B.S.C.M.		●	
		M.C.M.	●	●	
SOE	Electrical Engineering	B.S.E.E.		●	
		M.S.		●	
		Ph.D.		●	
SOE	Manufacturing Engineering	M.E.M.E.			
SOE	Mechanical Engineering	B.S.M.E.	●	●	
		M.S.		●	
		Ph.D.		●	
SOE	Nano-science and Microsystems Engineering	M.S.			
		Ph.D.			
SOE	Nuclear Engineering	B.S.N.E.	●	●	
		M.S.	●	●	
		Ph.D.	●	●	
SOE	Optical Science and Engineering	M.S.			
		Ph.D.			
SOE	Computational Science and Engineering	Graduate Certificate			
College Maturity Rubric				✓	

College	Degree Program	Degree Level	AY 19-20		
			Plan	Report	Other
SOM	Biomedical Sciences	M.S.	●	●	
		Ph.D.	●	●	
SOM	Biomedical Sciences; Clinical and Translational Science (CCTS) / MS Clinical	M.S.	●	●	
		Graduate Certificate	●	●	
SOM	Biomedical Sciences; University Science Teaching	Graduate Certificate	●	●	
SOM	Dental Hygiene	B.S.D.H.	●	●	
		M.S.	●	●	
		MOPS	●	●	
SOM	Emergency Medical Services	B.S.	●	●	
SOM	MD Program	B.A./M.D.	●	●	
SOM	Medical Laboratory Sciences	B.S.M.L.	●	●	
SOM	Medical Laboratory Sciences; Clinical Laboratory Sciences	M.S.	●	●	
SOM	Occupational Therapy	M.O.T.	●	●	
		M.S.			
SOM	Physical Therapy	D.P.T.	●	●	
SOM	Physician Assistant	M.S.	●	●	
SOM	Radiologic Sciences; Computed Tomography	Certificate	●	●	
SOM	Radiologic Sciences; Concentration Nuclear Medicine	Certificate			
		B.S.	●	●	
SOM	Radiologic Sciences; Magnetic Resonance Imaging	Certificate	●	●	
College Maturity Rubric				✓	

College	Degree Program	Degree Level	AY 19-20		
			Plan	Report	Other
TAOS	3D Printing	Certificate			
TAOS	Applied Arts and Crafts	Certificate			
TAOS	Business Computers	Certificate			
TAOS	Commercial Drivers License (CDL)	License/Certificat e			
TAOS	Community Health	Certificate			
TAOS	Construction Technology	Certificate			
TAOS	Culinary Arts	Certificate			
TAOS	Dental Assisting	Certificate			
TAOS	Digital Graphic Design	Certificate			

TAOS	Digital Media Arts	A.A.	●	●	
TAOS	Early Childhood Development	A.A.	●	●	
TAOS	Early Childhood Education	Certificate			
TAOS	EMS Education	A.A.	●	●	
TAOS	EMT Basic	Certificate			
TAOS	EMT Intermediate	Certificate			
TAOS	Entrepreneurship	Certificate			
TAOS	Fine Arts	A.A.	●	●	
TAOS	Fine Woodworking	Certificate			
TAOS	General Studies	A.A.S.			
TAOS	Holistic Health and Healing Arts	Certificate			
TAOS	Hospitality Management	Certificate			
TAOS	Human Services	Certificate			
TAOS	Information Technology Support	Certificate			
TAOS	Integrative Massage Therapy	Certificate			
TAOS	Liberal Arts	A.A.			
TAOS	Nursing	A.D.N.	●	●	
TAOS	Nursing Assistant	Certificate			
TAOS	Office Technology	Certificate			
TAOS	Pre-Business Administration	A.A.			
TAOS	Pre-Science	A.S.	●	●	
TAOS	Welding Technology	Certificate			
College Maturity Rubric					✓

			AY 19-20		
College	Degree Program	Degree Level	Plan	Report	Other
UC	Academic Communities	A/CC			
UC	Bachelor of Integrative Studies	B.I.S.			
UC	Liberal Arts	B.A.	●	●	
College Maturity Rubric					✓

			AY 19-20		
College	Degree Program	Degree Level	Plan	Report	Other
VALENCIA	3D Printing	Certificate	sunset		
VALENCIA	Art Studio	A.A.	●	●	
		Certificate	●	●	
VALENCIA	Automotive Technology	Certificate	●	●	
VALENCIA	Business Administration	A.A.	●	●	
		Certificate	●	●	

VALENCIA	Certified Nursing Assistant	Certificate	●	●	
VALENCIA	Computer Aided Design CAD	A.A.S.	sunset		
		Certificate	sunset		
VALENCIA	Crimal Justice	A.A.	●	●	
	Criminology	A.A.	●	●	
VALENCIA	Digital Media Arts	Certificate	●	●	
VALENCIA	Early Childhood Multicultural Education	A.A.	●	●	
		Certificate			
VALENCIA	Education	A.A.	sunset		
		Certificate	sunset		
VALENCIA	Elementary Education	A.A.	●	●	
		Certificate			
VALENCIA	Emergency Medical Services	A.S.	●	●	
		Certificate	●	●	
VALENCIA	Emergency Medical	Certificate			
VALENCIA	Emergency Medical	Certificate			
VALENCIA	Film and Digital Arts	A.A.S.	●	●	
		Certificate	●	●	
VALENCIA	Film Technology	Certificate	●	●	
VALENCIA	Game Design and Simulation	A.A.S.	●	●	
		Certificate	●	●	
VALENCIA	General Science	A.S.	●	●	
VALENCIA	Health Education	A.S.	●	●	
VALENCIA	Information Technologies	A.A.S.	●		
		Certificate	●		
VALENCIA	Integrative Studies	A.I.S.	●	●	
VALENCIA	IT - Networking and Linux	Certificate	●	●	
VALENCIA	IT - PC Operating Systems and Repair	Certificate	●	●	
VALENCIA	IT - VMware	Certificate	●	●	
VALENCIA	Liberal Arts	A.A.	●	●	
VALENCIA	Manufacturing and Industrial Technology	A.A.S.	●	●	
VALENCIA	Mathematics	A.S.	●	●	
VALENCIA	Medical Assistant	Certificate	●	●	
VALENCIA	Nursing	A.S.	●	●	
VALENCIA	Personal Care Attendant	Certificate	●	●	
VALENCIA	Phlebotomy Technician	Certificate	●	●	
VALENCIA	Pre-Engineering	A.S.	●	●	
VALENCIA	Secondary Education	A.A.			
VALENCIA	Welding	Certificate	●	●	
College Maturity Rubric			✓		