Online Education Data Requirements

For Academic Program Review

As of Fall 2024, the academic program review includes an analysis of online education indicators including trends, successes, challenges and financial sustainability, given the goals of the College/School and the institution.

An analysis from the College/School is expected to align with the following topics. Unless otherwise noted,

(*) Indicates UNM Online shares the data with the College/School and the APR Office. UNMO supplies only data, without analyses.

(**) Indicates the College/School is responsible for the acquiring the data.

1. (**) A brief history of each degree/certificate program offered online. Include courses that are unaffiliated with a particular program. These are often general education courses.

2. (**) Each online program's launch semester and year, with an overview of noteworthy trends and pivots such as enrollment growth, target population served, course offering trends, related financial or other metrics that describe the strengths and weaknesses of the program's offering. Describe the program's strategy for maintaining on-the-ground offerings while entering or expanding online learning.

   Data supplied by UNM Online: Launch semester and year; enrollment.

3. Per online program, the following data is requested for the relevant 5-year timeframe. In cases where the program's courses are also offered via other delivery modalities, (on-the-ground, hybrid, web-enhanced, online but not AOP, etc.), provide comparisons based on:
   a. (*) Section counts
   b. (*) Enrollments
   c. (*) Student credit hour generation
   d. (*) Graduation rates
   e. (**) Faculty level: professor, TPT, etc. Note extent faculty are teaching online in terms of the percentage of faculty teaching online or the average faculty workload attributed to teaching online
   f. (*) Trainings and Awards: status and numbers of faculty completing RASI, EBPTO, Golden Paw, other preparations for teaching online
   g. (*) UNM Online Course Information Form (CIF) completion rates for online sections

4. Student demographics: a description of the target market compared with its actual market. To include:
   a. (*) Prospective leads data funneled through to enrollment
   b. (*) Headcount
   c. (*) Student credit hour generation
   d. (*) Gender, race/ethnicity, average age, age range, location, resident/non-resident, etc.
   e. (**) Other considerations:
      i. Full time/part time student counts and summary of employment status for students in the program

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        ii.   Student demands outside of school such as multiple jobs, caring for self or others, active-duty service, etc.

       iii.   Student motivations for pursuing the program (career change, promotion, lifelong learning, etc.)

       iv.   Graduation rates, time-to-degree, job placements, testimonials

f.   (**) Strategies for attracting the target market, the associated costs, successes, resource constraints, etc.

    Data supplied by UNM Online: UNMO-funded advertising, leads management, outreach efforts.

g.   (**) Strategies for supporting and retaining active students, the associated costs, successes, resource constraints, etc.

    Data supplied by UNM Online: UNMO initiatives supporting registered students.

5.   Per online program, describe the progress of each course's development toward AOP certification.
    a.   (*) Course development and AOP certification expectations are outlined in the memorandum of understanding. A course development schedule is detailed in the MOU's Course Addendum.
    b.   (*) Provide insight into the status of AOP certifications as a count and percentage of the courses queued for certification.

6.   A professional licensure disclosure is an acknowledgement of whether or not a degree or certificate program leads to, or could lead to, a profession that requires a license to work legally in a given U.S. state or territory. UNM Online is responsible for reporting professional licensure disclosures to the New Mexico Higher Education Department and maintaining UNM's public disclosure presence. The College/School may request guidance from UNMO by emailing aop@unm.edu.
    a.   (**) Each UNM program, regardless of delivery modality, must publicly disclose every state and U.S. territory in which it meets the educational requirements for professional licensure eligibility.

7.   Learning placements often take the form of internships, service learning, clinical rotations, student teaching, and the like. For each student participating in an *out-of-state* learning placement, the associated program must disclose whether the placement fulfills or does not fulfill the state's rules for professional licensure eligibility. UNM Online is responsible for reporting out-of-state learning placements to the New Mexico Higher Education Department and the National Council for State Authorization Reciprocity Agreement. The College/School may request guidance from UNMO by emailing aop@unm.edu.

Each UNM program, regardless of delivery modality, must:
    a.   (**) Disclose whether a program requires, or allows for, learning placements outside New Mexico. If it does, the program must also,
    b.   (**) Acknowledge whether each student participating in a learning placement outside New Mexico has been appropriately notified of the program's professional licensure status in the state or territory where the student is conducting a learning placement.

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8. (**) Financial sustainability: the MOU requires annual reporting to Academic Affairs. For the APR's mid-cycle check-in and site visit stages, submit a financial analysis of the relevant 5-year timeframe addressing:
    a. Instructional costs that are being charged to online program indexes.
    b. Whether the revenue capture sufficiently covers online program costs.