

## Multi-Location Visit Institutional Report

### *Instructions*

Send the completed report as a single electronic file (in PDF format) to HLC at [accreditation@hlcommission.org](mailto:accreditation@hlcommission.org), as well as to the peer reviewer assigned to conduct the visit. Brief evidentiary materials may be included if they are necessary to support information provided in the report. The report is due 30 days prior to the visit.

### **Overview Statement**

1. Provide a brief overview statement about current additional locations, and about the institution's general approach to off-campus instruction. List the current approved active additional locations. Be sure to include with each location the full address and all academic programs offered at the location.

Consistent with our land grant mission, off-campus locations of New Mexico State University (NMSU) contribute to our commitment to serve the educational needs of the state of New Mexico (NM). Currently, NMSU maintains six geographically dispersed and culturally diverse off-campus locations across our state. These sites offer programs identified as desired and/or necessary by the state and/or local communities. Current off-campus program offerings include a master's degree in social work and bachelor degrees in elementary education and nursing.

Oversight of off-campus programs is managed by the offering department and college. Colleges and departments ensure quality of curricula, staffing and facilities are sufficient to meet student needs and are equitable to their Las Cruces (LC) campus counterparts. NMSU-Grants community college offers associate degrees and certificates. All other off-campus locations offer programs that are also offered on the NMSU-LC campus. Off-campus location faculty are hired by their respective NMSU campus department/program. Advising staff are resourced by the home department/program, and where appropriate, work closely with associate degree program advisors.

Alamogordo: Scheduling for appropriate classrooms and facilities at off-campus locations is managed by distance program coordinators in each department/program, in collaboration with cooperating location facilities scheduling personnel and video conferencing technicians (specifically ITV). Where ITV from the LC campus is used for off-campus instruction, scheduling and arrangements are made by either the distance program coordinator or the NMSU ITV specialist. Specific arrangements vary by location and program, and we are working on standardizing scheduling procedures and communication protocol. Facilities are provided by the cooperating institution, in this case NMSU-Alamogordo.

Albuquerque Center (ABQ Center): In addition to department-supported Master of Social Work (MSW) faculty and advisors, NMSU central administration provides facilities and facility staffing for the ABQ Center, with facility oversight by the NMSU deputy provost. The ABQ Center is a rented facility that provides various accommodations for NMSU educational and related activities (e.g. exam proctoring, meetings, office space, special training, occasional courses, alumni relations, agricultural extension events, etc.) and subsequently helps to establish NMSU's presence in the northern part of the state.

Current active locations and programs include:

NMSU-Alamogordo – 2400 N Scenic Dr., Alamogordo, NM: Bachelor of Science in Nursing; Bachelor of Elementary Education

NMSU Albuquerque Center (ABQ Ctr) – 4501 Indian School Road NE, Albuquerque, NM: Master of Social Work

NMSU-Carlsbad – 1500 University Drive, Carlsbad, NM: Bachelor of Elementary Education

NMSU-Grants – 1500 N Third Street, Grants, NM: Bachelor of Elementary Education; Bachelor of Science in Nursing

Associate Degrees: Arts; Criminal Justice; Criminal Justice/Corrections; Early Childhood Education; Education; Pre-Business; Science; Science in General Engineering; Social Services; Applied Business

Associate of Applied Science Degrees: Automotive Technology; Computer Technology; Creative Media Technology; Electronic Publishing; Region 1 Emergency Medical Services Intermediate; Welding Technology

Certificates: Automotive Technology; Building Trades – Woodworking; Computer Technology; Corrections Officer Training; Criminal Justice/Corrections; Drafting and Graphics Technology; Early Childhood Education; Health Careers; Nursing Assistant; Region 1 Emergency Medical Services Basic; Robotics and Automation Electronics; Southwest Heritage Studies; Web Fundamentals; Welding Technology

Los Alamos – Warehouse SM 30 Lani Bikini Atoll Rd, Los Alamos, NM: Currently no programs offered

Santa Fe Community College – 6401 Richards Ave., Santa Fe, NM: Bachelor of Science in Nursing

2. What future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations?

Growth plans are initiated at the program/departmental level, vetted at the college level, and approved through the office of the provost. Future growth of programs at off-campus locations are considered in light of statewide needs/initiatives, specific location needs and state economic conditions that affect funding. Ultimately, the convergence of these and other mitigating factors determine growth plans. Under current state and institution economic conditions we anticipate program size will remain stable in the immediate and short-term future (next 6 months and beyond) with two exceptions – the planned offering of a bachelor's degree in hotel restaurant and tourism management at the Santa Fe Community College (SFCC) location in the coming year,

and the possible addition of the Bachelor of Social Work (BSW) degree at the ABQ Center in the next three years.

Alamogordo: The elementary education (ELED) program at Alamogordo is a bachelor's completion program that includes integrated cohorts from the LC campus and three off-campus locations (Alamogordo, Grants, Carlsbad). Admission requirements include completion of 9 credit hours of upper-division Teacher Education Program [TEP] pre-requisite courses and formal application to and acceptance into the TEP. Enrollment of off-campus students varies annually and currently ranges from 2-8 students per location. Because off-campus offerings are extensions of on-campus offerings via ITV, small variances in enrollment have little impact on resources. It is not anticipated that enrollment will shift significantly (nor is it desired) in the immediate or longer-term (3-10 year) future.

Growth in Bachelor of Science in Nursing (BSN) programs is somewhat dependent on the economic recovery of the state. As at the LC campus, admission into the BSN at NMSU-Alamogordo and NMSU-Grants involves a robust application process. In these programs, students complete lower division courses at the cooperating community college before applying for admission into the BSN.

The addition of other off-campus BSN offerings is spurred by state funding through the NM Nursing Expansion program to address the shortage of nurses in rural NM. Continued growth of nursing programs in the state will be largely affected by the New Mexico Nursing Education Consortium (NMNEC) plan for community college/university partnerships. Every publically funded nursing school in the state has agreed to adopt NMNEC curriculum, but all partnership arrangements are not yet developed. The BSN at SFCC is part of the NMNEC partnership.

The current cap on enrollment in the BSN at Alamogordo is 16 students/year. There is an expressed desire by the local community to grow the program to 32 students/year. An increase beyond 16 students/year would require an increase in faculty. Should demand become clear and state support be increased such that appropriate faculty could be hired to meet program, nursing accreditation and New Mexico Board of Nursing (NM BON) standards, growth in the BSN program at this location may be pursued. Due to the relatively small population, we do not anticipate growth beyond 32 students/year in the next decade or beyond.

ABQ Center: The School of Social Work (SSW) offers the MSW degree (60 credit hours) for traditional full-time students (two-year completion) and part-time students (three-year completion), and a 36 credit hour advanced standing one-year program for recent BSW graduates. Most of the 60+ MSW students currently enrolled at the ABQ Center are pursuing the 60 credit hour option. Council on Social Work Education (CSWE) guidelines require programs to meet specific standards regarding faculty/student ratios, staffing, curriculum, field education and academic advising. The MSW is currently operating at or near capacity and a growth plan is not being considered at this time. Should market demand and resources increase, the program may consider growth options in the coming decade.

Alternatively, as employment opportunities for BSW's continue to increase in the region and the state, community colleges in the Albuquerque area have advocated for the NMSU SSW to offer a BSW at the ABQ Center. Because NMSU currently offers a BSW program on the LC campus, the SSW is considering steps to offer the BSW at the ABQ Center in the next two years. The SSW recently entered into an articulation agreement with Central New Mexico (CNM) community college, which allows us to accept CNM transfer students at the junior level in an Albuquerque program. The University of New Mexico does not offer a BSW or MSW degree; Highlands University has a branch campus in Albuquerque that offers the BSW and the MSW degree programs but they are unable to fully meet the need for professionally trained social workers in

the central and most populous region of the state. Additional considerations include offering an online BSW program from the ABQ Center. Addition of a BSW program will require at least two additional faculty at the ABQ Center location. The BSW will only be pursued if adequate resources are available.

## Institutional Planning

1. How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?

Several factors are taken into account when programs propose off-campus location offerings, including fiscal ability and commitment of the department and college to support the program, faculty commitment to the off-campus program, demonstrated need and market for the program and appropriateness and adequacy of the proposed location to provide adequate and cost effective facilities and support for student success. NMSU operates under the premise that the program/department and college are best situated to continually monitor off-campus location facilities and academic programs to meet the needs of the students and the curriculum and to ensure quality. In some cases faculty are permanently located at the off-campus location and continuously monitor facility conditions. In other cases program faculty and/or staff regularly travel to location sites and are in contact with location facilitators to monitor and ensure adequacy of facilities. All programs are offered in cooperation with HLC accredited institutions, and all have specialized accreditations that regularly review adequacy of facilities and curriculum. The NMSU School of Nursing (SON) is nationally accredited by the Commission on Collegiate Nursing Education (CCNE) and is approved by the NM BON to offer nursing education in the state; the NMSU College of Education is accredited by the National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP); the SSW is accredited by the CSWE.

Alamogordo: An example of ensuring facilities meet the needs of students and the curriculum is the collaboration between NMSU-Alamogordo and NMSU-LC to renovate existing supply rooms at the Alamogordo location to build a simulation lab. In this case, the NMSU-Alamogordo allied health coordinator oversees the lab and maintenance to ensure all equipment is functional and meets appropriate standards. An NMSU-LC faculty member at the location also monitors equipment and facilities. In addition, the SON department head maintains ongoing meetings with clinical site coordinators and CEO's of external facilities to ensure clinical facilities and sites meet standards for practice. The department head and distance coordinator continually evaluate the quality of clinical work sites and actively pursue opportunities for new clinical collaborations.

ABQ Center: The ABQ Center is a 40,447 square foot space with 13 classrooms, 3 computer labs, 3 conference rooms, 13 cubicle spaces, and office space for 39. The center accommodates a variety of organizations and events, including continuing education, training, meetings, and exam proctoring. Current center occupants include social work, public health, family-child welfare training, NM-EDGE, university communications, government relations, recruitment and operations staff. Support staff includes a full-time program operations director, a computer technician, and a 12-month academic advisor. Specifically, the SSW has three full-time faculty positions at the center.

2. What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations?

Processes for assessing and adjusting funding and staffing are situated in the respective departments and colleges. As such, these processes are subject to college-level approaches to

staffing and funding, and are consistent with those used to monitor and adjust on-campus program offerings. As appropriate, programs offered at off-campus locations are integrated with the corresponding program as offered on the LC campus. Consideration of these programs is part of the regular internal departmental and college review and resource allocation process.

Alamogordo: The college of education employs a campus facilitator to work with students in the ELED program during their junior and senior years, and to coordinate and observe student teaching. This person also serves as a local resource representing the LC campus in Alamogordo. The position is currently open due to a summer retirement and the ELED program is in the process of filling the position.

Specialized accreditation also provides guidance for appropriate funding and staffing. For example, the BSN program adheres to strict NM BON faculty to student ratios (1:8). This necessarily limits the size of the program and provides clear expectations for funding and staffing.

ABQ Center: Cost and use of rented classroom and office space is reviewed annually through institutional budgeting processes. As current programs exhibit consistent performance with current funding and staffing allocations, we do not anticipate significant changes in either in the near future. The current rental property is disproportionately costly compared to the local market, and in an effort to demonstrate good stewardship and be fiscally responsible, NMSU is actively working to renegotiate our rental agreement for the ABQ Center: It is our desire to negotiate a reduced cost for the remainder of our lease (expires 2018).

## Facilities

1. How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

Meeting student needs is the crux of all NMSU off-campus (and on-campus) locations. This priority is monitored through faculty and advisor experiences at off-campus locations and through interactions with off-campus students. Faculty/advisor perspectives of the adequacy of facilities and instruction at off- and on- campus locations are critical. Likewise, faculty and advisor consideration of the unique needs of various location populations is imperative. The integration of faculty and advisors across locations is a strength to these programs, particularly in ensuring the off-campus facilities are adequate and sufficient to meet the needs of the students and the successful delivery and receipt of the curriculum by location students.

Alamogordo: The NMSU-Alamogordo campus is easy to find, is accessible, and offers plenty of parking. Facilities at the Alamogordo location include an ITV classroom and a NM BON-approved simulation lab which houses a simulation mannequin and equipment to record students who participate in real time education based scenarios. Wireless technology is available throughout the campus. LC-campus faculty teach face-to-face or via ITV. There is a permanent full-time nursing faculty position in Alamogordo charged with oversight of student learning activities, including clinical experiences.

In the ELED program one cohort faculty member, along with the ELED director, travels to the Alamogordo location during the first semester of the students' enrollment in the Teacher Education Program (TEP). During these visits both meet with students, and the faculty member teaches from the Alamogordo location. This provides a reciprocal environment for off-campus students with their LC campus peers and provides opportunity for faculty to experience off-campus venues and interact with off-campus students face-to-face.

ABQ Center: Facilities at the ABQ Center include large, modern classrooms with current technology, computer labs for students and wireless technology. There is also a full-time information technology specialist to assist students, staff and faculty. Access to the LC campus for meetings and joint classes are arranged through distance technology. Faculty at the Albuquerque location include one full-time academic advisor who is a licensed master social worker, a tenured associate professor and a 12-month field coordinator. Students can access these individuals at any time. Adjunct professors have individual offices where they can meet with students. The campus is located in central Albuquerque with easy access from two major freeways and has free, accessible parking.

## Instructional Oversight

1. How does the institution ensure that promotion, marketing and enrollment for the additional location stay in balance with the institution's actual resources and technical capabilities?

By necessity, off-campus location programs that are embedded in programs offered on the LC campus balance enrollments with institutional (specifically departmental and college-level) resources and capabilities. Competitive admission requirements (that mirror on-campus requirements) with limited seats available for each location and in each program ensure proper balance with departmental and college resources and accommodate any restrictive technical capabilities. Specialized accreditation further ensures programs do not exceed maximum capacity for available resources.

Quality, program reputation and demand within the state have resulted in these programs marketing themselves – no extensive marketing is done beyond standard brochures and information available on program websites. Off-campus locations with bachelor completion programs provide clear communication to students that completion of the associate's degree does not guarantee enrollment in the bachelor's completion program.

Alamogordo: Strict limitations on BSN enrollment are monitored by the NM BON. The only way to increase enrollment is through new resources that would allow for increased faculty hires. Faculty qualifications are strictly enforced by the SON, with oversight by the CCNE and the NM BON. Likewise, students that matriculate into the ELED program from the associate degree program must meet program admission requirements. "Marketing" is primarily through word of mouth and through program advisors.

ABQ Center: Strict adherence to CSWE guidelines ensures the SSW does not exceed its capacity to offer quality social work education to students at the ABQ Center. Limited marketing includes an advertisement in the Albuquerque Journal in early spring announcing the application process and deadlines and helps ensure a strong pool of qualified applicants. Additional recruitment comes from academic advisor interaction with social and behavioral science undergraduate students at the University of New Mexico (UNM). Although applicant pools may be large, the admission process is highly selective – only admitting students who demonstrate the ability to fit well with the demands of professional social work and who are academically strong enough to handle the demands of graduate school. Incoming classes are capped at around 30, with typical admits of around 25 students per year. In fall 2015, 32 students were admitted and 29 are currently enrolled.

2. How does the institution effectively oversee instruction at an additional location?

Oversight of instruction at off-campus locations is consistent with and often embedded in oversight of LC-campus programs. Faculty at off-campus locations meet the same qualifications as LC campus faculty.

Alamogordo: In both the BSN and ELED programs, LC campus faculty teach ITV facilitated courses at the Alamogordo location. Students enrolled in ITV courses are enrolled in the same courses as students at the LC campus. Clinical courses for the BSN programs are offered face-to-face. The ELED program hires a university supervisor to observe student teachers. Both programs have distance coordinators that make regular visits to the Alamogordo location, and oversee clinical and practicum locations and supervisors. Specific to the BSN program, pass rates and NCLEX scores are closely monitored and compared to LC campus student performance. In the case of graduating students and licensing exams, there is currently no difference in these scores. Comprehensive program oversight is by the director of the SON.

ABQ Center: Oversight of instruction at the ABQ Center is provided by the director of the SSW, the MSW program coordinator and the graduate curriculum committee which is comprised of all graduate faculty, including faculty at the ABQ Center. The SSW director visits the ABQ Center at least once a month to discuss concerns and educational issues as well as faculty development needs and plans. The MSW curriculum committee ensures that course syllabi are consistent across locations, and changes must be approved by the MSW curriculum committee. CSWE accreditation requires these quality control measures and ensures that students in Albuquerque are receiving the same quality instruction as the students in LC.

## **Institutional Staffing and Faculty Support**

1. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

Through centralized processing of all hires through our office of human resources (HR), NMSU ensures all faculty and staff, regardless of location placement, are appropriately qualified. Appropriate degrees are required for all faculty and staff as determined by discipline and position. HR houses all personnel files, including (as appropriate) application, resume/CV and transcripts of education and degrees awarded. Programs determine sufficient staff and faculty are in place through multiple means. Fundamentally, programs comply with specialized accreditation requirements for faculty and staffing. In addition, programs and colleges consistently review processes and feedback from students, location faculty and staff and others to determine adequacy of staffing. NMSU policy requires that tenure track faculty at the LC campus hold a terminal degree in their field from an accredited institution. To earn tenure at the LC campus, faculty members must demonstrate a track record of successful teaching and research.

Alamogordo: Staffing in the nursing program is consistent with strict NM BON ratios (1:8), and undergoes continuous review through NM BON processes as well as CCNE accreditation. In addition, oversight by distance coordinators and program directors ensure programs are adequately staffed with qualified individuals.

ABQ Center: All faculty meet the CSWE requirements for the positions they hold. CSWE requires that faculty who teach practice courses must have practice experience and have graduated from a CSWE accredited program. An associate professor at the ABQ center earned tenure in 2012. Although not required, academic advisers on the LC campus and at the ABQ Center hold MSW degrees.

2. What evidence demonstrates the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training and orienting faculty at the location.

All hires are handled centrally through HR and practices of consistency in hiring and ensuring appropriate qualifications are first vetted through this central organization. Faculty are selected through search committee recommendations, approval of the department head and/or program director and then by the college dean with final approval by the provost. Once an offer is made and accepted, all new hires undergo online “onboarding” (a recent campus development). In addition, each employee must complete online compliance training as required by federal regulation. Faculty and staff at all off-campus locations undergo the same evaluation process as their counterparts on the LC campus, including annual performance review and/or promotion and tenure processes through their respective department and college.

ABQ Center: Specific to SSW faculty, annual evaluations are conducted using guidelines created by all social work faculty (including ABQ Center faculty) in conjunction with the director of the SSW. The ABQ Center academic advisor is evaluated according to university policies and procedures. Faculty at both locations receive the same level of professional development funding each year. At the start of each school year the SSW faculty and staff at the ABQ Center join LC campus faculty and staff for an annual retreat. Throughout the academic year brown bag luncheons are held via video conferencing so faculty at both locations have opportunity to exchange their scholarship and research interests. The director of the SSW is responsible for ensuring that ABQ Center tenure-earning faculty have the attention and resources they need to obtain tenure. Like their LC campus colleagues, tenure seeking ABQ faculty teach two courses per semester, allowing time for research and scholarship necessary for successful tenure application. The director travels at least once a month to meet with ABQ Center faculty to listen to their concerns and to assist them in negotiating any challenges that may arise. New ABQ Center faculty attend the same orientations that new faculty on the LC campus attend. Expenses are reimbursed for ABQ Center faculty when they travel to the LC campus.

## Student Support

1. What evidence demonstrates that the institution effectively delivers, supports and manages necessary academic and student services at off-campus locations?

The NMSU system, which includes all off-campus locations and our independently accredited system community colleges, operates under the Department of Education as one entity, so all financial aid is coordinated through the LC campus financial aid director. Students from any location can call or email the financial aid director during normal operating hours (8am – 5pm). Students in all locations may access the financial aid office and services by phone, email or online. All NMSU students have access to all NMSU online library resources.

Students at NMSU community colleges and off-campus locations do not have access to student health services. NMSU central administration is beginning dialogue about removing fees for off-campus students for whom related services are not available. This is part of a larger conversation to adjust student fees so that off-campus location and distant education students pay only those fees for which they receive services.

Alamogordo: Both BSN and ELED advisors in LC have good communication and strong working relationships with NMSU-Alamogordo advisors. Advisors at both locations work to ensure clear and consistent communication to students and help students understand opportunities and limitations for admission into the ELED and BSN programs. LC advisors from the ELED program

travel to Alamogordo at least 1 time each semester; LC BSN advisors travel to Alamogordo at least 2 times each semester. In both cases advisors help students apply to, enter and continue into the bachelor degree programs. The NMSU library has collaborated with the NMSU-Alamogordo library to expand holdings to meet student needs, including online library resources.

ABQ Center: There is a full-time academic advisor and a full-time field coordinator for MSW students at the ABQ Center, both of whom are licensed MSWs. Additionally, there is one Ph.D. professor permanently located at the ABQ Center. The full-time academic advisor is available for assistance with registration and accessing services from the LC campus. Two professors are experienced NMSU faculty, and are supported by a pool of highly qualified adjunct professors. Information and assistance is provided regarding access to the NMSU library, including e-books and interlibrary loan services. In May 2015, 27 ABQ Center students obtained MSW degrees.

2. What evidence demonstrates that the institution provides students with sufficient access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid and job placement services?

All NMSU student processes such as admissions, registration, access to student records, financial aid and job placement services are available to students online, face-to-face, and via phone. Not all student requests/transactions can be completed over the phone, but all can be completed either online or face-to-face in LC. Assistance for online transactions is available through each respective office during normal operating hours (generally 8am – 5pm). All admissions processes for the NMSU-LC campus are electronic.

Academic advisors are considered key initial contacts for guiding prospective students through the admissions process. Advisors (in some cases faculty or program directors) work closely with LC campus offices such as financial aid, registrar and veteran's services to ensure student access to appropriate assistance.

In the MSW program the field education coordinator collects and disseminates information on job opportunities in the Albuquerque community. An online listserv available to current and recently graduated students posts job opportunities in Albuquerque and throughout the state.

3. What evidence demonstrates that student concerns are addressed?

Processes for off-campus students to voice or report concerns are consistent with LC campus processes. Institution-wide, NMSU is developing an online form for students to submit concerns/complaints. The NMSU student handbook (printed and online) also has information about filing formal complaints and the formal appeals process. NMSU has a formal student appeals committee for academic related issues that all students, regardless of campus or location, have the right to use. This process can be completed entirely from a distance – i.e. does not require students to appear in person on the LC campus.

Alamogordo: Students in all programs including BSN, ELED and MSW are informed of their rights to file complaints and/or concerns through standard academic channels. Information is specifically available to BSN students on the SON website. However, the SON finds that more often students voice concerns through faculty and/or advisors either verbally or in the form of email to faculty members or the program director. Common practice is to respond to the student concern immediately or as quickly as is reasonably possible. Most situations are resolved at this stage and in such cases the department maintains records of the email correspondence (or other if written) and resolution/actions taken. Those that are not resolved at this level may be forwarded (at the student's determination) through the formal university appeals process.

ABQ Center: Students in the MSW program are given information from the time of admission regarding procedures to resolve differences with other students, faculty or staff. To help students establish one-to-one relationships with faculty and/or staff, students meet at least one time per term (more if requested or necessary) with their academic and faculty advisor. If student concerns are not met at the Albuquerque location, there is an option of bringing the concern to the director of the SSW at the LC campus office. Unresolved issues may be forwarded through the formal appeals process.

## Evaluation and Assessment

1. How does the institution measure, document and analyze student academic performance sufficiently to maintain academic quality at a location?

Bachelor degree completion programs offered at off-campus locations are extensions of the same programs offered on the LC campus. As such, student performance is measured, documented and analyzed in the same way – even with the same cohorts – as their peers enrolled in these programs and courses on the LC campus. Students meet the same requirements, take the same standardized exams, participate in the same courses via ITV and participate in the same assessments as their LC campus peers. Students at all locations (including LC campus) are required to participate in clinicals/practicums/observations/etc. Practicum and observation locations and partnering preceptors/ supervisors are monitored by faculty and distance education coordinators in all locations – students on the LC campus also participate in clinicals/etc. off-campus, often outside of the immediate LC community and these sites and supervisors are monitored similarly.

Alamogordo: As part of NCATE/CAEP requirements, student performance in the ELED program is monitored continuously from entrance into the program through practicums in the local community, coursework and through student teaching evaluations by cooperating teachers. Student data is aggregated by cohort and information about students at off-campus locations are monitored to ensure their performance is consistent with on-campus student performance.

Similarly, BSN students are held to the same standard for NM BON mandated NCLEX pass rates. Standardized exams are interspersed across the curriculum. Faculty continuously evaluate student performance and the program director regularly evaluates student grades compared to standardized scores and maintains a statistical database of all students (off- and on-campus) including weekly student evaluations by clinical instructors/supervisors on their clinical performance. This processes includes data from students at all locations.

ABQ Center: The CSWE requires data be collected from all MSW students regardless of the delivery location. Field instructors assess student mastery of required practice behaviors and competencies. Uniform instruments are used to collect data and are intended to reflect the students' performance in the classroom and their ability to practice professional social work in their field or clinical internships. Data is analyzed and the results are made available annually via the SSW website. Results are discussed at curriculum committee meetings and then in the larger faculty meetings. Faculty from both locations attend common faculty meetings through video conferencing. Faculty located in Albuquerque sit on the curriculum, promotion and tenure and various other departmental and college committees.

2. How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

Off-campus programs are integrated with LC campus programs and cohorts so all measures and techniques are applied consistently.

Alamogordo: As described above, assessment and evaluation at off-campus locations are consistent with LC campus practices.

ABQ Center: The SSW was reaccredited by the CSWE in 2013. In this process the LC campus and the ABQ Center were considered one program because they have the same curriculum, the same requirements for graduation, the same comprehensive exam, and the same programmatic and administrative structure. All data collection instruments are uniform and administered according to protocol established by the SSW Assessment Committee, which includes the MSW program coordinator, field coordinators and the academic advisors from both the LC campus and the ABQ Center. Collection procedures are closely followed for both sites with the academic advisors and field coordinators taking a lead role in the data collection process. All data is sent to the LC campus and a staff member with expertise in statistical analysis examines it and creates the annual report. Data collection instruments, collection procedures and reporting formats were approved by CSWE during the 2013 accreditation review. The two sites, under one umbrella, met the quality standards required for CSWE accreditation.

## Continuous Improvement

1. How does the institution encourage and ensure continuous improvement at a location?

Ultimately, college deans are accountable to ensure programs are engaging in ongoing assessment for the purposes of improved practices and improved outcomes. Each program establishes practices grounded in and approved by their respective accreditor that ensure continuous improvement. For example, the SON maintains a master evaluation plan for undergraduate and graduate students that is inclusive of all program delivery locations. NMSU-Grants community college has an internally developed assessment process, and all NMSU-LC based programs participate in the LC campus annual academic departmental assessment reporting. In this process departments report on annual assessment activities and actions for continuous improvement – all programs are expected to be equally engaged in this process regardless of location.

Through these processes faculty at all locations have opportunity to explore and continually strengthen curriculum and field experiences to maximize student learning. Because faculty who teach at off-campus locations are part of the departmental/program faculty, their input at faculty meetings, review of student performance, engagement in assessment practices, etc. necessarily includes off-campus location advocacy and perspective; off-campus impact is integrated in discussions/decisions.

Specifically, monthly SSW faculty meetings include topics dealing with differences in student populations and learning needs at the two locations. For example, the ABQ Center has more Native American students while the LC campus tends to have more first generation Mexican American students. Such discussions are useful in helping faculty tailor learning experiences to meet the needs of their unique student populations.

## Marketing and Recruiting Information

1. What controls are in place to ensure that the information presented to students in advertising, brochures and other communications is accurate?

Because off-campus programs are already competitive, we do very little marketing and recruiting. Any marketing and recruiting materials we do use are vetted through the same process as on-campus programs. Any materials, including student communications, are reviewed and approved at the department and/or college level. In the case of bachelor completion programs, advisors in cooperating community colleges inform students about application and admittance into the various programs. All parties are careful to remind students that completion of the associate degree does not guarantee admission into the BSN or ELED completion programs.

In addition, NMSU program advisors communicate with off-campus students via email or phone and travel periodically to off-campus locations. Academic advisors from both locations participate in committee and faculty meetings face-to-face or via video conferencing. The MSW academic advisor at the ABQ Center works closely with the academic advisor and SSW director in LC to ensure that the recruitment application information is the same for both off- and on-campus locations.