Context and Nature of Review

Visit Date

11/13/2017

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

*There are no forms assigned.*

Institutional Context

New Mexico State University began in 1888 as Las Cruces College. In 1889, New Mexico College of Agriculture and Mechanic Arts was designated a land-grant institution by the State Legislator under the Morrill Act.

Today the university system, is classified by the Carnegie Foundation as an R2: Doctoral – Higher Research Activity university and is designated by NASA as a Space Grant College. NMSU (system) has five campuses, and three of the community colleges (Alamogordo, Carlsbad and Dona Ana) are separately accredited by HLC. The NMSU Grants Campus founded in 1968, is accredited along with the Las Cruces main campus and is a part of the 2017 re-affirmation review. NMSU Grants has the distinction of being designated as both a Hispanic Serving Institution and a Native American serving Non-Tribal Institution (NASNTI); one of a few public institutions in the nation to carry both designations.

NMSU Las Cruces and Grants campus serve more than 14,500 students, has seven colleges (Agricultural, Consumer and Environmental Sciences, Arts and Science, Business, Education, Engineering, Health Sciences, and Honors—the first in the State.) The university system offers a wide range of certificate, associate, baccalaureate and graduate degrees with the most recent addition being the Doctorate of Philosophy in Kinesiology approved in 2015.

NMSU was first accredited by the Higher Learning Commission 1926. The last comprehensive visit was 2007-2008 resulting in a recommendation of a ten-year review to be conducted in 2017-2018. Since the last visit, NMSU has
received approval of the Santé Fe Community College location (2014) and two successful multi campus location visits, Alamogordo and Albuquerque (2015). As was mentioned earlier, NMSU received approval to offer an additional Doctoral Program In 2015.

Finally, NMSU continues to demonstrate the fulfillment of its mission and vision as was evidenced by the receipt of the Carnegie Community Engagement classification in 2015. The current visit is an Open pathway 10-year institutional reaffirmation review for the NMSU- Las Cruces and Grants.

**Interactions with Constituencies**

**Executive – Chancellor, Provost and VP’s**

Chancellor / President

Executive Vice President & Provost

General Counsel

Sr. Assistant Finance

Vice President Advancement

Vice President, Student Affairs & Enrollment Management

Interim VP Research

Chief Information Officer

Exec Director Office Institutional Equity

Vice President Economic Development

Special Assistant to the Chancellor/President

Interim Chief of Staff for Chancellor

President Grants

Vice President Grants

Chief Audit Officer

Chief of Staff, Provost Office

Special Assistant to the President, CEO Aggie Development

University Controller

Vice President for Economic Development
**Assistant Vice President**

Assistant VP Research

Interim Assistant VP, Human Relation Services

Assistant VP for Government Relations

Assistant Vice President Facilities

Deputy Provost

Associate Vice President Admin & Finance

Assistant Vice President Student Affairs

Associate Provost, International and Border Programs

Assistant Vice President for Enrollment Management

Police Chief/NMSU Police Dept

Assistant Vice President, Institutional Analysis

Assistant Vice President, Academic Budget & Planning

Assistant Vice President for Research Integrity

Assistant Vice President for Facilities

Registrar

**Deans**

Dean, College of Business

Dean, Arts & Sciences

Dean College of Engineering

Dean, College of Agricultural, Consumer, and Environmental Sciences

Dean Honors College
Dean, College Health and Social Services
Dean, Graduate School
Dean, Library
Dean, Education College
Dean of Students

**Associate Deans**

Assoc. Dean Business College
Assoc. Dean, Honors College
Assoc. Dean, Academic Affairs
Deputy Athletics Director
Associate Athletics Director
Associate Dean, Engineering
Associate Dean, Arts & Sciences
Associate Dean, Health & Social Sciences
Associate Dean, Library
Associate Dean, Agricultural, Consumer & Environmental Sciences
Associate Dean, Education

**Faculty**

Chair Faculty Senate
Professors (21)
Associate Professors (22)
Assistant Professor (6)

**Instructional Consultant (8)**

**Directors**
Exec Dir of Accved Staff
Director of Athletics
Associate Director, Agriculture
Director, TRIO Student Success Services
Director, Teaching Academy
Director, Military Vet Programs
Director, LGBT plus
Director, Student Accessibility
Director Distance Education
Interim Director, Center for Academic Advising
Director Financial Aid
Assistant Dir, Financial Aid
Exec Dir of Accreditation
Director Black Programs
Director of Assessment
Associate Director, Agricultural Experiment Station
Assistant Director, Housing & Residential Life
Director, Employment & Compensation
Associate Director, Career Services
Academic Advisor and Director of Osteopathic Medicine Pathway Program
Associate Director, Transfer Center
Director, Teaching Center
Director of International Student Scholar Services
Associate Director Teaching Academy
Assistant Director, College of Education
Associate Director, Center for Academic Advising and Student Support

Professor Head of Library

Academic Department Head, Astronomy

Academic Department Head, Geology

Academic Department Head, Anthropology

Academic Department Head, Public Health Sciences

Academic Department Head, Plant and Envir Sciences

Academic Department Head, Engineering Technology and Surveying Engineering

Academic Department Head, Criminal Justice

**Interim Department Head of Management**

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**Staff**

Program Specialist Accreditation

Sr. Training Specialist

American Indian Programs Officer

Communication Specialist

Data Entry Operator

Proj Dept

Interim Senior Woman Administrator

**Acquisitions Librarian**

Media-Specialist
Web Developer

Project Support, Office of Accreditation

Instructional Consultant

Enterprise Application, Admin/Manager

Advisor, Lead

Academic Department Head, Creative Media

Business Team Lead

Data Analyst

Financial Aid Outreach Advisor

Comm Specialist, Student Affairs & Enrollment Management

Instructional Consult

Program Mng, Assessment

Mgr Biosafety Expert Control

Instructional Consultant

Auditor, Staff

Project Elevate Prog Mgr

Admin Assistant, Teaching Academy

Sr Admissions Advisor

Sr Administrative Assistant, Graduate School

Program Coordinator, Financial Aid

Admin Assistant, Inter, Career Services

Career Services Operation Tech

Admin Assistant Sr.

Catalog Editor, Registrar’s Office

University Scheduling Coord, Registrar’s Office
Students - 8
Additional Documents

There are no additional documents reviewed.
1 - Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

1.A - Core Component 1.A

The institution’s mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

- New Mexico State University (NMSU), established as a land grant institution in 1889, continues to view its mission as one of providing both a liberal and practical education to its diverse constituents. The formal mission and vision statements appear at the beginning of NMSU’s Vision 2020 plan. Also present is the less formal mission statement “A caring community transforming lives through discovery,” accompanied by a practical assessment from the chancellor of the challenges and opportunities for NMSU.

- As evidenced by interactions with students, faculty, staff, and administrators at NMSC-Las Cruces (NMSU-LC) and Grants Community College (NMSU-Grants), a caring community is one of its core strengths. As a minority-majority serving institution with high percentages of low-income and first-generation students, staff and programs are geared to helping students make the transition to college, find community, and identify resources. Departmental faculty and staff wish to maintain existing advising and mentoring relationships with students after the rapid implementation of a central advising center. The Diversity Council is in frequent contact with prospective and current students and seeks to provide community as well as serving as advocates.

- Goals consistent with the university’s mission are identified as foci for Vision 2020, the university's strategic plan, together with a set of Key Performance Indicators (KPIs) to track progress toward achieving goals. Vision 2020 is a living document with periodic updates. Vision 2020 has been widely vetted as indicated by the extensive open forum schedule (April to June 2015) involving academic units and administrative divisions.
The strategic plan was approved by the NMSU Board of Regents at its meeting of December 9, 2016. The chair of NMSU’s Faculty Senate serves as an ex officio member of the Board of Regents.

The jointly accredited NMSU-Grants Campus operates under a distinct mission that is consonant with the NMSU system. The Grants Campus objectives are part of the system’s Vision 2020 document.

At NMSU-LC approximately 100 undergraduate majors, 56 Masters programs, 27 doctoral program and 11 certificates are spread over six colleges as indicated in Admissions documents as well as the University’s catalog. Offerings are both in the liberal arts (e.g. Dance, English, Foreign Languages, History, Physics) and in pre-professional/technical fields (e.g. Engineering, Hotel and Restaurant Management, Range Science, Turfgrass Science). See also 3.D.

NMSU-Grants offers eight associate degree programs, one associate of applied business program, six associate of applied science programs, and 12 certificate programs. In addition, it offers dual credit enrollment and adult education/GED and provides a remote site for the bachelor’s completion program in nursing. Educational opportunities are appropriate to a diverse community of learners, including a large percentage of first-generation and Pell-eligible students.

Attention is paid to major exploration in the university’s meta major program in the first year. This program allows for major exploration through a coherent set of course options in related subject areas for those undecided as to their major.

Student support services are appropriate to the university’s diverse student body. Examples of note include a strong TRIO program, multicultural programs, an athletic study center, and an Undergraduate Honors College.

The university recognizes the need to increase persistence and graduation rates and has established programs to achieve these goals, including a recent shift to centralized advising, renewed emphasis on first-year programs, and a now mandatory early alert grade report.

Vision 2020 clearly aligns mission, related objectives, and budgeting priorities. KPIs provide specific information on funds allocated to improve student retention, recruitment, career preparation, and program delivery. Both the documented process and the outcomes of budgeting provide evidence that the planning and budgeting activities of the institution align with and support the mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

- NMSU’s mission is articulated widely on its website, catalog, and Vision 2020 website. The Grants Campus mission is articulated on its website, catalog, and faculty handbook. The university has a proud history that is made available through its website and catalog. The Grants Campus associates its institution-wide learning outcomes to its mission statement on its website.

- The university's vision statement: "New Mexico State University will be a premier university as evidenced by demonstrated and quantifiable excellence in teaching, research, extension, outreach, service, economic development, and community engagement relative to its peer institutions," embodies the range of activities expected of a land-grant institution.

- Vision 2020 is aligned with these various activities. Goals and strategies are clearly stated; results are tracked by KPIs that show institutional statistics benchmarked against comparator institutions as evidenced by annual evaluations transparently indicated on institutional websites.

- The mission statement explicitly references “serving the educational needs of New Mexico’s diverse population.” Supporting documents reference high percentages of first-generation (at least 40 percent) and low-income (almost 50 percent) students. NMSU is identified as a Hispanic-serving institution. Academic programs and support services (e.g. TRIO, Student Success, Advising, American Indian Programs, Veteran Services) are appropriate to the diversity of NMSU’s students. External validation is provided by the Brookings Institution’s recognition of NMSU as a leader among universities that “simultaneously produce important research while extending social opportunity to students from underprivileged backgrounds.”
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

- The diversity of NMSU-LC’s student body is testimony to its commitment to access and multiculturalism. “Diversity and inclusion” appear as the first value in the university’s mission and vision statement. In 2016, 59 percent of the student body came from underrepresented groups, an increase from 52 percent in 2010. International enrollment has increased substantially to a high of 7.9 percent of total NMSU-LC enrollment from 4.1 percent in 2010.

- NMSU-Grants, located in the rural city of Grants, NM with a population of 9,300, primarily serves Cibola County where the majority of the population is 33 percent Hispanic and 40 percent Native American (i.e., Navajo, Acoma, Laguna, and Zuni peoples). It enrolls approximately 963 students whose racial and ethnic demographics roughly mirrors the local population. Based on the population it serves, NMSU-Grants has been designated as a Hispanic-serving and Native-American-serving non-tribal institution and is eligible for Title III and V funding. NMSU-Grants is also a remote site for bachelor's completion programs offered by NMSU-LC, including nursing, criminal justice, elementary education, information and communication technology, and sociology. While most of these programs are mainly online-based, some face-to-face courses take place on the Grants campus, with an instructor from NMSU-LC on site or on ITV.

- Services geared to increasing opportunities for the diverse student body are appropriate. These include: Maximizing Access to Research Careers (MARC); New Mexico Alliance for Minority Participation (NM AMP); College Assistance Migrant Program (CAMP); Research Initiative for Scientific Enhancement (RISE); Southern New Mexico ENLACE collaborative; and Bridges to the Baccalaureate.

- The curriculum reflects attention to diversity through the focus of many humanities and social science courses in the statewide General Education program and 6 hours of “Viewing a Wider World” courses taken at the junior/senior levels. These are courses designed to expand students' perspective beyond their experiences in General Education and in their majors.

- Some Viewing a Wider World courses such as “Native Peoples of the American Southwest,” “Introduction to World Cultures,” “Multicultural Education,” and “Cross-cultural Aspects of Health” demonstrate by title and description attention to multicultural issues. However, the
requirement is more broadly defined as one course out of the student's college and one course outside of the student's major. At a university as diverse as NMSU, it may be worthwhile to consider tightening this requirement (without adding additional credit hours to students' plans of study) to include more courses more specifically designed to address issues related to equity, privilege, and related economic and social structures in the junior/senior experience.

- The Baccalaureate Experience (BE) contains as core values both Diversity and Citizenship. While a rubric associated with these and other values exists, assessment strategies should be further developed. (See 4.B.1.)

- In addition to the student and curriculum focus, 28 percent of regular NMSU faculty are from underrepresented groups as reported in the 2016 Factbook. 33 percent of exempt staff and 48 percent of non-exempt staff are from underrepresented groups as reported in the 2015 KPIs as part of Objective 6, Diversity, of the institution’s strategic plan. While the aggregate percentages represent impressive diversity overall, some groups are identified as underrepresented through HR and Institutional Equity studies.

- Faculty development includes the Teaching Academy, which facilitates discussion on effective teaching to diverse students. Workshop sessions included “Native American Students Share Their Stories: Being Native American at NMSU”; “Diversity, Equity, and Inclusion: Emerging Issues in U.S. Higher Education”; and Cultural Competency in Mentoring: Strategies for Connecting Across Differences.” Participation is voluntary with average attendance per session from twenty to thirty. Response has been greater to student panel presentations. The university may wish to consider ways to increase faculty participation in these programs.

- The standing Diversity Council provides advice to the president. At the Council’s request, a survey was created in reaction to a 2014 “Insight into Diversity” article critical of diversity initiatives at NMSU. A response based on the survey completed by 1300 faculty and staff was disseminated by the President’s Office. The Diversity Council is composed of mid-level staff members who lead minority-serving programs but who are also engaged in implementing those programs; that implementation represents a considerable amount of their time. The university should consider creating a new leadership position such as a Chief Diversity Officer to coordinate activities and provide a stronger voice for members of the Diversity Council.

- The university’s Affirmative Action statement is consistent with national norms and federal requirements. The Office of Institutional Equity offers opportunities for tailored training upon request. The diversity survey reports strong agreement with the statement: “NMSU has a clear policy and a process for reporting discrimination.”

- As expected on a diverse campus, multicultural programming is extensive. Evidence provided includes American Indian Week events, Latino Week, LGBTQ events, as well as examples of films, and presentations by invited lecturers.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
1.D - Core Component 1.D

The institution’s mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

- Research is clearly associated with practical, positive public outcomes for the region and beyond. These include Animal and Range Science, Plant and Soil Sciences, and research into water. On the latter: "NMSU possesses comprehensive capabilities in water-related research, education, outreach, and economic development. More than 80 faculty, researchers, and staff from 15 departments within six colleges, as well as the agricultural science centers and the Cooperative Extension Service, offer extensive expertise and experience in water."

- As a land-grant institution, NMSU has as part of its mission to serve the public good. The Carnegie Foundation awarded NMSU its Community Engagement Classification in recognition of its outreach programming and civic engagement. The Association of Public and Land-grant Universities designated NMSU as an Innovation and Economic Prosperity University in recognition of its outreach contributing to community and economic development.

- Appropriate and expected outreach programs are present and active, including the Cooperative Extension and 4-H Youth Development programming. Targeted recruiting to underrepresented students, particularly in STEM, is well documented. Training geared to professional development of state and municipal employees is provided by the New Mexico Edge program.

- NMSU-Grants campus provides evidence of outreach through dual-degree programs and Adult Basic Education Outreach Centers and a Small Business Development Center. Programming specific to the surrounding Native American community is funded by the NASNTI grant from the U.S. Department of Education.

- NMSU is a non-profit public institution. While Vision 2020 is a very pragmatic document, indicating the need for increasing enrollment and individual and corporate giving to meet the fiscal needs of the university, such activities are aligned with the university’s academic and social mission.

- The mission statement references “comprehensive programs of education, research, extension
education and public service,” and it is through these programs that the institution primarily engages with its various constituents. (See, for example, water research 1.D.1)

- The Assurance Document points to several advisory boards at the department and college level. These boards assist as expected with fund-raising and promotion but may also provide advice on curriculum from the practitioners’ point of view (e.g., Accounting and Engineering), workforce development (e.g. College of Health and Social Services); and increasing quality of clinical placements (e.g. Clinical Mental Health). How advisory boards are used vary as expected by departmental and industry cultures.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
1.S - Criterion 1 - Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Evidence

- The University’s mission and vision statements are articulated both in formal and informal ways in multiple locations. NMSU’s strategic plan, Vision 2020, is aligned with the University’s mission. As a land-grant institution, the university serves the public good in numerous ways:
  1. the university provides extension services throughout the state, including rural areas.
  2. the level and types of research are appropriate to the mission;
  3. the Grants campus offers a range of technical certificates as well as baccalaureate-oriented programs;
  4. program levels range from technical certificates and associate degrees offered through the NMSU system to baccalaureate and graduate degrees through the doctorate at the Las Cruces campus;
  5. the curriculum reflects a balance of applied and career-oriented programs and those in the liberal arts;
  6. the university serves economically-challenged and first-generation students;
  7. the diversity of its students reflects the state’s minority-majority population;
  8. the overall diversity of faculty and staff diversity is also notable;

- Vision 2020 is regularly updated and progress toward meeting goals is tracked annually through a series of KPIs. Allocations indicate that the Vision document drives resource decisions related to meeting goals associated with the university’s mission.

- The diversity of the NMSU system is a notable strength. The reviewers endorse funding the creation of a new position of Chief Diversity Officer to coordinate activities, lead efforts associated with student retention and graduation, maintain and enhance the diversity of faculty and staff, and provide a stronger voice for the university's diverse constituents at the level of senior leadership.

- NMSU may consider tightening the Viewing a Wider World requirement (without adding additional credit hours to students' plans of study) to include more courses more specifically designed to address issues related to equity, privilege, and related economic, political, and social structures in the junior/senior experience. Assessment of the Baccalaureate Education learning outcomes, particularly diversity and citizenship, should be strengthened.
2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

- NMSU is a relatively large institution with more than 14,500 undergraduate and graduate students and 1300 faculty and staff necessitating clear management policies. The university provides access to these policies through its website. Financially the university publishes its annual budget as an on-line resource along with the results of external and internal audits. The budgets and audits are available for at least the last 3 years. The audits which have been recently conducted by KPMG currently indicate no significant issues.

- The expected conduct for administration, faculty and staff is outlined in the Administrative Rules and Procedures (ARP) manual and additional documents that are available as on-line resources. The ARP, in effect, serves as a faculty handbook. Procedures for performance reviews appear to be ethical and are indicated in the ARP along with an outline for an appeals process for contested reviews. Appeals occur with the possibility of not having the same individual review the appeal that also made the initial review. There are several auxiliary services at NMSU and these include dining services as well as the bookstore. Auxiliary services personnel are expected to adhere to policies in the ARM as well as policies in the Business Procedures Manual which is available online through a link on the Office of Administration and Finance's website. Athletic personnel are governed by policies in the ARM as well NCAA rules and specific policies related to athletic staff. The athletic department employs 3 staff members to assure compliance with policies.

- The 5 members of the Board of Regents (BOR) are nominated by the Governor of the State and approved by the New Mexico State Senate. A BOR member stated to the team that BOR nominees were selected for their interest in higher education, relative standing in the community, and dedication to NMSU. One of the BOR members is from the current student body and is selected from nominees proposed by the Chancellor of the university to the Governor for final approval by the Senate. The student member serves a term of 2 years while the non-student members serve for 6 years. Members may serve multiple terms. At the pleasure of the BOR other ex-officio members may also be appointed and historically have been part of
the BOR. The ex-officio members are the faculty senate chair, employee council chair and the president of the Associated Students of New Mexico State University. All members must adhere to conflict of interest policies, as outlined in the Regents Policy Manual (RPM) and state law. Conflict of interest statements are signed and submitted on an annual basis. Board meetings follow the New Mexico Open Meetings Act and records including minutes and agendas are open for inspection online.

- The NMSU Foundation is a private 501 (c)(3) organization whose primary function is to raise funds for support of NMSU activities. The 45 member Foundation Board (the Chancellor serves as an ex-officio member) are drawn from 8 states and are mainly alumni. The Foundation's investment activities are reviewed annually by an external auditor and their reports are available online. Currently the Foundation is conducting a capital campaign with a goal of $125 million. Monies from the campaign are for a variety of purposes including scholarships for students.

**Interim Monitoring (if applicable)**
2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

- NMSU is currently accredited by the Higher Learning Commission which is indicated on several of the university's web pages including its home page. There are 39 program and departmental specific accreditations. The departments and programs with specialized accreditation are listed on the university's Specialized Accreditation web page and this information is included in the Academic Catalog. Program specific accreditations by other agencies can be viewed by accessing specific websites. For example the Business program is accredited by the Association to Advance Collegiate Schools of Business (AACSB) which is indicated on the Business programs web pages. NMSU-Grants has no specialized accreditations.

- During the open forum for criterion one and two, and in meetings with FCR contributors, the team learned that under the leadership of the Chancellor NMSU continues to leverage the system versus a single community college or branch campus in terms of leadership and resources. An example includes the newly formed distance education task force. This task force was developed to increase access to courses for students with the aim of increasing retention and graduation rates, one of the strategic plan's major goals. It also represents a coordinated effort between between NM universities, colleges and community colleges. Another example includes financial aid and student records which are maintained centrally. This oversight and direction serves to benefit the branch campus in terms of quality and efficiency. However, for greater transparency and distinction, NMSU might consider recognizing system offices that have oversight responsibility for all campuses so that individual campuses can operate at their maximum capacity.

- NMSU has an extensive number of web pages devoted to information that is valuable to faculty, staff, administrators, and students. Policies for administration, staff, and faculty are outlined in the ARP while policies primarily relating to students are in the Student Handbook. Both of these documents are available online. The ARP, including specific sections for faculty, serves as a faculty handbook. The academic catalog lists all programs as well as the requirements for specific programs. The Accounts Receivable website has information on how tuition and fee dollars are spent and the university provides a cost calculator that allows students to estimate the costs of attending NMSU. How student fees are spent is partially controlled by the Student Fee Review Board. The Student Fee Review Board is composed of the following members: the Associated Students of New Mexico State University (ASNMSU) President, Vice-President and Senate appointee, a Graduate Student Council representative, an at-large student representative, a Faculty Senate representative, a representative from the Vice-
President of Student Affairs and Enrollment Management’s office, an appointee from the Provost's office, and as an ex-officio, non-voting member, an appointee from the office of the Senior Vice-President for Administration and Finance's office. On an annual basis the board reviews requests by different entities desiring funds generated by the student fees. The board then recommends a budget to the Chancellor who then recommends the budget to the BOR for final approval. Throughout the year, some organization's expenditures are overseen by specific student advisory boards. The Student Fee Review Board primarily controls spending of discretionary funds which account for approximately 25% of the total student fee budget and has more limited decision making power over the fixed fees budget which accounts for 75% of fees. A partial list of organizations that receive funds from student fees is available online through the Accounts Receivable website. This list does not include how much each organization receives. The complete detailed budget is not available online but is available upon request.

- The university has a handbook that is specific for student athletes that details expectations for conduct and includes information on insurance for student athletes should they become injured playing as an NMSU athlete. It also details the process of adjudicating violations of the code of conduct and a process for appeals. The Faculty Athletic Representative (FAR) is available for student concerns about athletics. In meeting with the team the FAR indicated that there had been no issues from students concerning athletics.

- The BOR holds a minimum of 5 annual meetings open to the public as well as other open and closed sessions as appropriate. Open meetings are webcast and past recordings are available through the BOR's web page. The agendas and minutes are posted on the BOR’s website for public viewing.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

- NMSU has a five member Board of Regents that oversees the Chancellor and functioning of the university. Non-student BOR members serve six year terms while the student member serves a two year term. Members may serve more than one term. As indicated above board members are nominated by the Governor and approved by the New Mexico State Senate. In addition this board historically has had ex-officio members that are appointed at the discretion and serve at the pleasure of the BOR. These include the Faculty Senate Chair, ASNMSU President and Employee Council Chair. Reading of some of the recent minutes from a BOR meeting indicated that the BOR meets its obligation to preserve and enhance the institution. There was no particular evidence that the BOR is involved in practices that would be considered more of an administrative or faculty senate level priority which is prohibited by the RPM although allowed by state law. To the team, BOR members indicated that their main emphasis on making decisions affecting the university were based on what is best for the university and students.

- The BOR schedules 5 annual meetings and holds other sessions as needed. For example the BOR minutes indicate that special sessions held on July 31 and August 1, 2017 primarily dealt with the 6 pillars outlined in the strategic plan (Vision 2020) which are enrollment, retention, graduation, placement, research, and giving. Reports at this meeting concerned progress made in these different areas. Meeting agendas and minutes of open sessions are posted online for public viewing. The meetings themselves are open to the media and public and are webcast. There is time allotted for public comment at the beginning of the meetings to present community concerns. Other input to the whole board occurs through sub-committee reports which are scheduled for each meeting. Sub-committees frequently solicit input from the most relevant constituency groups.

- Policies that the BOR of NMSU are expected to adhere to are listed in the BOR’s bylaws (RPM) and state laws. These documents are clear as to the expectations of the board and that
they are to, in essence, always keep the universities best interest in their deliberations and actions. BOR members, in addition to administrators, faculty, and staff are required to annually submit a signed conflict of interest statement. BOR members also indicated to the team that new board members undergo extensive training on New Mexico State Acts and board policies.

- The BOR policy statement and meeting minutes indicate the BOR is involved in general financial and administrative governance at NMSU. To this end, the board has 4 standing subcommittees composed of various board members and several voting and non-voting ex-officio members of the university community. These committees are the Regents Audit and Risk Committee, Regents Real Estate Committee, Regents Student Success Committee, Regents Financial Strategies, Performance and Budget Committee. The committees report to the board on a regular basis. They also represent a mechanism for input into the BOR's decision making process for the goals of the university as a whole. An example of this is the Regents Student Success Committee which is concerned with the retention and graduation of students. These are two of the recently updated strategic plan's, (Vision 2020) priorities. There are other opportunities for the general public and university community to have input into board deliberations. For example during the past year the BOR held listening sessions inviting stakeholders around the state to discuss the upcoming search for a new Chancellor.

- A BOR member indicated to the team that the BOR strongly felt that the academic aspects of the university should be left in the hands of the faculty. To help further clarify the BOR's responsibility and how it is different from the rest of the university, the university recently has separated its policy documents into two separate resources: the Regents Policy Manual (RPM) and the Administrative Rules and Procedures (ARP). According to these manuals the faculty have control over curricular issues. Faculty indicated in an open forum to the team that the BOR does not interfere in curricular issues.

**Interim Monitoring (if applicable)**

No Interim Monitoring Recommended.
The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

- The university has developed a set of policies in the RPM (renumbered in 2017) on academic freedom that appears to be reasonable in its scope allowing a pursuit of truth in teaching and learning. As learning occurs both inside and outside of the classroom and through a variety of mechanisms the university has developed open forums and town hall meetings to encourage the participation of individuals with different views to express themselves and engage others on campus. A policy regarding free speech on campus was developed in 2014 by a Free Speech Task Force. This task force was comprised of representatives of ASNMSU, the faculty-at-large, the faculty senate, NMSU Police Department, NMSU office of General Counsel, members of the Las Cruces community and student and attorney representatives for the exercise of First Amendment rights on campus. This committee held regular open meetings and developed a policy that is now part of the official NMSU policies structure.

- As evidence of the university's continued commitment to the pursuit of learning, the Provost and Vice-President for Research indicated to the team that they have recently established a research fund to award grants on a competitive basis to NMSU faculty for cross-disciplinary research. They anticipate that 10-11 grants will be made to groups formed by at least one junior and one senior faculty member in amounts ranging from $25,000 to $40,000.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.E - Core Component 2.E

The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

- As a land-grant institution, NMSU activities include both academically oriented research and creative activities and an extensive extension service component. The commitment the university has to research is demonstrated by its over $120 million in annual research spending. The university maintains several support services to ensure the integrity of research and scholarly activity as well as the university as a whole. The Office of Research Compliance offers training to faculty, non-faculty, and students in the responsible conduct of research. This training covers areas that include animal and human subjects in research, mentor/mentee responsibilities, using hazardous materials, and research misconduct policies. In addition there is training offered that is aimed more towards faculty and staff which includes such areas as data management, conflicts of interest and budgets. This is an ongoing process developed over many years that requires updating on a frequent basis. The information regarding these programs was last updated in 2017.

- The university maintains appropriate federally mandated oversight committees (e.g. Institutional Animal Care and Use Committee, Radiation Safety Committee, Institutional Review Board) for research. There is a website devoted to Title IX with links to sites such as discrimination complaints, a staff directory for individuals to contact for questions and concerns, and links to relevant university policies.

- Information on the ethical use of informational resources is primarily covered by the library's "Help and Guides" web page. Students are informed of the existence of this website through faculty syllabi. Faculty are required to have a statement in their syllabi guiding students to this website where further information can be gained. The "Help and Guides" page is clearly laid out and contains concise, clear language. Librarians are available if students have further questions.

- Expected student conduct is outlined in several documents. For all students, the Student Handbook is available online and this details the policies for both social and academic issues. The extension service has developed a “best practices” web page for various social media such as pintrest, and twitter. The Student Handbook states that the handbook does not generally
cover personal use of social media programs but also outlines exceptions which include bullying, use of NMSU electronic media for prohibited purposes, threats to others, and defamatory material. In addition for student athletes there is a handbook that outlines other policies that are unique to that group. All policies outline not only what is expected of students but also what are the consequences for violations and an appeal process. Currently there is a move by the university to centralize the process of hearing cases and not to leave this to individual academic units. Part of the rationale for this was stated to the team to be that it would remove potential conflicts of interest on the part of the individuals that are adjudicating issues and provide a greater consistency in terms of decisions. Faculty input during the focus session indicated that, departments were generally satisfied with the change and thought centralization would ease a burden on them.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

- The NMSU System includes the university campus in Las Cruces and four community colleges. One of these community colleges, Grants, is accredited by the HLC in conjunction with the Las Cruces campus. The two combined campuses are referred to as NMSU. NMSU has met the requirements for Criteria 2.

- NMSU acts with integrity in its financial, academic, personnel and auxiliary services. There was ample evidence that the university has established several policy documents that define the roles and expected conduct for the Board of Regents, administrators, faculty, staff, and students. Specific policies have also been developed for several groups that have specific issues that need to be covered. The BOR and all NMSU employees are expected to act in the interest of the university and are required to annually sign a conflict of interest statement.

- NMSU presents itself clearly. The university allows for access to information primarily through online access to documentation. It also maintains a mechanism for the reporting of violations, outlines specific punishments and an appeals process. However, to increase transparency, it is recommended that a complete list of how student fees, both discretionary and fixed, are spent be readily made available through the Accounts Receivable’s web page.

- The Board of Regents is sufficiently autonomous. There was no indication that the BOR has acted in a non-autonomous manner. There is ample evidence that the BOR does act in the best interest of the university.

- NMSU is committed to freedom of expression. The university has established reasonable policies that outline the ability of the administration, faculty and staff as well members of the public to express ideas and concerns in open forums.

- The university provides appropriate research oversight in research areas and supports research activities. The university has established relevant and required research oversight committees and has policies governing research. The university also provides training to administrators, faculty and staff concerning proper fiscal and research conduct. Recently NMSU has developed internal research grants to foster cross-disciplinary research on campus.
3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

- There are 53 specialized accredited programs in the NMSU-system and 39 at NMSU-LC. These programs and the remaining programs of the 200+ at NMSU-LC are reviewed regularly through accreditation processes or the Academic Program Review every five years and all programs are required to complete the Annual Academic Departmental Assessment of Student Learning Outcomes by the NMSU Office of Assessment. At NMSU-Grants, eight associate degree programs, one associate of applied business program, six associate of applied science programs, and 12 certificate programs are reviewed on the four-year cycle by the campus-specific assessment committee.

- New programs and degrees are approved at multiple levels by specified faculty and administrative committees with overview at the appropriate level as outlined in Administrative Rules and Procedures 4.81, Appendix 6-A.

- As stated in the assurance argument and documented in the evidence file, the NM department of Higher Education (NMHED) requires direct articulation of all lower-division general education courses across the institutions in New Mexico. This direct articulation includes several lower-division, foundation science classes.

- NMSU-LC has common learning objectives for undergraduate bachelor degrees (Baccalaureate Experience (BE) learning objectives) and general education learning objectives that align with the New Mexico General Education Common Core. The BE learning objective includes: academically prepared, life-long learning, effective communication, self awareness,
technological literacy, information literacy, citizenship, diversity, critical thinking, creativity, and sense of identity with NMSU. The major objectives within the general education learning objectives are: communication, critical thinking, culture, and math competency. In 2014, NMSU-Grants also developed a set of campus learning goals that align with those of NMSU-LC. The Director of Assessment during the site visit indicated that there was some confusion between learning outcomes in academic programs and those that were part of the Writing to Learn Quality Initiative NMSU selected. He is working with the academic units to help them understand that they need a few more learning outcomes for their programs than just writing.

- Some of the programs have learning outcomes that are very narrowly focused and include only written communication. For example, the Chemistry and Biochemistry undergraduate learning outcomes only outline assessment approaches for written laboratory reports from specific courses. Critical and analytical thinking, quantitative reasoning, oral communication, and other outcomes desired by employers are not included (e.g., ethical reasoning and ability to work in teams).

- Some of the faculty during the meeting for Criteria 3 and 4 indicated that they were concerned about co-convened 400-500 level courses with regard to offering an appropriate graduate education, others thought this worked fine and they had appropriate learning outcomes for the two levels of students.

- The team found two examples of syllabi for co-convened, undergraduate/graduate courses. While Enterprise Resource Planning (BCIS 485/585) differentiated the work for graduate students and undergraduate students, the team questioned one course, Linguistics 303/503, this seemed to be a stretch to go from a junior level course to a graduate level course. This course is presented both face-to-face and online and syllabi were included to demonstrate the two presentation formats had the same learning outcomes. However, the graduate level work was not differentiated appropriately in both syllabi. From the document Online and Face-to-Face Course Syllabi, only the online syllabus states a difference between undergraduate and graduate student expected work as: "Exercises are one point a piece for undergraduate students (303) while they are worth half a point a piece for graduate students (503)". No clear differentiation could be identified for work from the undergraduates and graduate students in the face-to-face syllabus. A faculty member during the site visit indicated that the appropriate learning outcomes were used for the different levels of the course and that the graduate students taking this course were from non-linguistics backgrounds and could use the information from this course. HLC requires co-convened (400/500) undergraduate and graduate student courses clearly define differences in the undergraduate and graduate student workload and grading expectations. This course does not appear to meet the requirements.

- Evidence was provided from six courses and eleven syllabi to demonstrate that courses that are taught online and face-to-face have the same requirements and course goals as demonstrated by CJ 300 M71: Introduction to Criminal Justice Research Methods and HRTM 331: Hotel Operations I. Both courses are taught face-to-face and online.

- As indicated in a document provided through the Assurance Argument, the NMSU Instructional Innovation and Quality provides numerous workshops on specific aspects related to online teaching. This includes workshops on details of the learning management system used at NMSU (Canvas), Facilitating Learning with Canvas, Let’s Talk Online Teaching, and Applying the QM Rubric (Quality Matters for online courses). Furthermore, Instructional Media Services supports teaching and meetings with video conferencing technology, Panopto recordings and Adobe Connect. In addition, a 5-month program “Online Course Improvement Program” is
offered by Instructional Innovation and Quality for faculty, staff, and graduate students to provide professional development in all aspects of online teaching. NMSU has a membership with Quality Matters and has developed peer reviewers that have reviewed 156 courses between 2013-2016. Online courses are reviewed by NMSU-LC staff from Academic Technology at three weeks and again at six weeks into the semester to determine whether best practices are followed in the online course. The number of courses needing corrective action has fallen from 78% in the first year to 19% this year, and the corrections needed to meet the expectations have been relatively simple to make. This includes level of interaction taking place in the course. Courses that have been reviewed by QM in the last five years and faculty who have taken the Online Course Improvement Program are exempt from this review. The goal is to assure that the quality of the online courses meets the institutional expectations and federal requirements. NMSU-Grants started this review process this academic year, and at least two faculty members on this campus have been certified as QM reviewers and informally mentor other online instructors.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Rating

Met

Evidence

- NMSU’s general education is divided into lower division and upper division courses. All lower division general education courses must undergo an internal review process and also be approved by the NM Department of Higher Education (NMHED) for offerings and articulation across all the NM higher education institutions. New courses are approved by statewide, discipline-area committees in the Articulation Task Force. NMSU has 118 lower division general education courses in the five areas of communication, mathematics, laboratory sciences, social and behavioral sciences, and humanities and fine arts. Assessment procedures of student learning outcomes in the lower division general education are outlined by NMHED.

- NMSU also requires 6 hours of upper division general education courses under the theme of Viewing the Wider World and has 113 active courses. These courses only require internal NMSU review.

- The outcomes from lower division general education courses that are part of the New Mexico’s General Education Common Core (NM GECC) are assessed by a university committee of faculty each year for the general education outcomes in each of the five areas of competency. As clarified during the site visit, this review of the lower division general education learning outcomes takes place within the upper division (300 level) general education. The full discussion of general education assessment is reviewed in 4B. The committee submits an annual report to the Provost on their findings.
Learning outcomes from the upper division general education courses are required in the approval process and appear on course syllabi. The goals of the learning outcomes from this set of six credits includes fostering inquiry, abstract thinking, critical analysis, integration and synthesis of knowledge, and awareness of international character and multicultural influences in the fields of study. From the assurance argument, it seems that the Baccalaureate Experience is responsible for synthesizing the lower and upper division general education courses together with the baccalaureate program outcomes, and the BE is suggested to provide the assessment for the upper division general education program. The team learned that a BE survey has been given to undergraduates to collect self-assessment data directly from the students. BE also includes surveys from alumni and faculty.

NMSU undergraduates have numerous opportunities to engage in activities that enable them to develop skills in real-life activities. Seventy percent of undergraduates are required by their major to participate in internships, practicums, and service projects, while others work on a research project with a faculty member, and clubs that provide real-world experiences such as Model UN, Archaeology Field Schools, Tax Help NM, and various global activities (study abroad or National Student Exchange).

The 2013-2017 NMSU Quality Initiative Project was focused on improving undergraduate writing. Knowing that to get better at writing students need to do more writing, the team working on this initiative tried to increase the amount of writing assigned in classes. As demonstrated by the final report of the Quality Initiative and provided in the evidence, the NMSU team published the outcomes of a survey to determine whether faculty would be willing to increase the writing students do in their classes, offered workshops by local and national leaders on the importance of and approaches to increase writing, supported TA education in assessing writing, and teams of faculty were provided support to increase assessment of student writing. Over the time of the Project, NMSU learned about and then focused on improving faculty development for improved student writing. The final report of the QI indicates that increasing faculty value for student writing in class and providing professional development directed toward improved grading techniques is critical to improve student writing. The report indicates that they found it difficult to gather quantitative data on the success of changing faculty attitudes and abilities for grading writing. In spite of the absence of quantitative analysis, the report indicates the importance NMSU places on continuous quality improvement and self-reflection.

NMSU-LC and NMSU-Grants are in culturally rich environments of minority-majority populations. Both institutions have the Hispanic-serving designation and NMSU-Grants is a Native American-serving institution. NMSU has several diversity offices designated for unique populations of students including Programs for: Black, LGBT+, American Indians, Military, and Chicanos. The upper division general education program includes courses designed to broaden students’ cultural experiences and the International and Border Programs’ Office of Education Abroad offers Faculty-Led International Programs. Numerous events are also sponsored by various departments and offices across campus. In addition, the institution values cultural diversity as evidenced by including Diversity and Inclusion as one of the five institutional Values in the mission statement, and Diversity and Internationalization is in the Vision 2020 Goals. Furthermore, as reported in the NMSU Factbook, 28% of the "regular" faculty are minorities.

NMSU-LC receives significant federal funding (>\$120 million) from a variety of agencies with the lions-share going to departments in science, engineering, and agriculture (evidence file on
NMSU Research Facts). The team reviewed a list of scholarly, creative, and research discovery activities in all the departments at NMSU-LC and NMSU-Grants, definitions of what is included in the category “intellectual contributions” would have been helpful. It appears that all areas of the university participate in scholarship. There are a number of state and nationally funded programs and grants that support undergraduate students who are engaged in research including the Howard Hughes Medical Institute, Maximizing Access to Research Careers (MARC) Program, Research Initiative for Scientific Enhancement (RISE), and the New Mexico Alliance for Minority Participation (NM AMP) Undergraduate Student Research Conference.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

- Online instruction is appropriately reviewed and the faculty are provided training through workshops on online teaching and on best practices to teach a course online (for additional discussion of this topic, see 3A). Furthermore, Quality Matters reviews are used to assure that the courses developed meet a high level of quality. Finally, the courses are reviewed to check that they contain an appropriate level of engagement for an online course and that the course is not functioning as a correspondence course. During the site visit, these practices were confirmed by the professional staff and faculty associated with Distance Education.

- According to the NMSU-LC Factbook, NMSU-LC has 663 tenured/tenure-track faculty plus 163 college-ranked faculty (826) and 238 temporary faculty, which is sufficient to oversee the curriculum, teach, assess student learning outcomes, and provide oversight of instructional staff of an 11,373 full time and 3,479 part time students.

- The Assurance Argument indicates that NMSU-Grants has 10 tenure/tenure-track faculty, 3 college-ranked faculty, and 55 temporary faculty for approximately 1,000 students (80 percent part-time). Regular faculty members' comments during the open forum at the NMSU-Grants campus provided sufficient evidence that regular faculty work above and beyond and exercise oversight to the program curriculum, instruction, mentoring, and even some of the co-curricular programming. Faculty's commitment and devotion to student success are highly commendable.
Human Resource Services provides guidance for faculty hiring, but the process begins at the department level. Search committees are composed primarily of departmental faculty and one outside representative. The file includes a set of hiring guidelines; the process follows these Search Committee Advisory Guidelines, and these guidelines include a strong emphasis on diversity and inclusion. The recommended faculty hires must also be approved by the college and the Provost. During the site visit, the Provost indicated that all faculty will be qualified and appropriately credentialed to teach their courses; they are completing this review process now. NMSU developed a report through Banner that enables department heads, deans, and the Provost to review the credentials of all faculty members.

NMSU provided a partial list through their Banner reporting system of credentials of faculty teaching in Spring 2017 courses. The review of faculty quality is an ongoing process and the Provost assured the reviewers during the site visit that all faculty would be credentialed appropriately according to HLC requirements. He indicated that primarily the faculty would meet the degree and program type credentials.

Dual credit courses at NMSU-LC are accomplished with the campus instruction and faculty are all qualified. NMSU-Grants dual credit courses are mostly taught on-campus, via online delivery by qualified faculty, or through the dual credit Summer Academy Program. While a few dual credit courses are taught in local high schools, the faculty are all appropriately credentialed to teach the NMSU courses according to the report from the Provost during the site visit.

As included in Rule 5.86, NMSU policy states that faculty must be reviewed annually by their department head. Following submission of a self-study by the faculty member, the department meets with the faculty member to discuss the performance and set a plan for activities to be pursued the following year. From Rule 5.86, it was not clear what protocol is used in cases where improvement in performance is required. When department heads were questioned during the Criteria 3 and 4 open forum, the team learned that the faculty senate is currently reviewing a new policy to address post-tenure review. This new Rule, 5.87 includes processes for discussing and for recommending corrective action in post-tenure faculty reviews. Following the annual review of faculty, a report is submitted to the appropriate dean. This includes corrective action for improvements in teaching and in scholarship. By policy, the remedial action must be permitted over a two year period. If improvement does not take place, steps can be taken to remove the faculty member from the tenured position.

Also Rule 5.90.4.1.1 is a new policy effective fall 2017 that requires all instructors of record (part-time and temporary faculty, graduate TAs) be evaluated for the quality of their teaching with regard to evidence provided by the instructor and from other professionals, the students, and student learning. The team reviewed the Annual Teaching Performance Review (ATPR). This is a rubric for the evaluation and the checklist for discussion with the supervisor on the teaching. The evaluation includes suggestions for professional development and the criteria for reappointment. In addition, the Carl Wieman Teaching Practices Inventory is a suggested survey for the instructor to use to measure the use of evidence-based teaching practices. The team confirmed that while the survey is not used by the supervisor during the evaluation; it is a professional development tool for the instructor.

As was stated earlier, Rule 5.86 does not discuss actions that could be taken when faculty do not meet the performance standards of the department, but a separate document covers this. The proposed Rule 5.87 for post-tenure review outlines the process for discussion and decisions by the supervisor. The Annual Teaching Performance Review (ATPR) is a procedure that includes
a rubric used for faculty evaluation and includes a checklist for discussion with the supervisor. Improvements for teaching might include suggestions for professional development as the criteria for reappointment. In addition, the Carl Wieman Teaching Practices Inventory is a suggested survey for the instructor to measure the use of evidence-based teaching practices over time. This survey is not used by the supervisor during the evaluation; it is a professional development tool for the instructor.

- NMSU-LC has broadened its definition of scholarship to include the areas defined by Boyer (1990): the scholarship of discovery, teaching, integration, and engagement as defined in Rule 5.90.4.2.1.

- Some resources for professional development in scholarship are available through departments and colleges. The university also provides sabbaticals every seven years to tenured/tenure-track faculty who may take a leave with full pay for one semester or two semesters for half-salary.

- Professional development in teaching is provided through the Teaching Academy. The reviewers learned during the site visit that this support by other faculty in the Teaching Academy is greatly appreciated by faculty seeking teaching improvement approaches.

- Rule 5.84 in the manual indicates that faculty are required to be present “during the entire official dates of every semester” and required to hold regular office hours, answer inquiries from students sent by email, the learning management system, or telephone.

- NMSU-Grants faculty and students shared during the open forum on the branch campus that regular faculty at NMSU-Grants are typically on campus a minimum of four days a week and are very accessible to students.

- Following Rule 4.30.05, employees must undergo a background check that includes: credential verification (academic degrees certification, professional licenses, etc.), criminal history and identity (Federal, State and Local), employment references, consumer credit reports, drug testing, Social Security Number traces, and motor vehicle driving history. Employees must be qualified for the position at the time of hiring.

- NMSU supports professional development and membership in professional organizations, as appropriate, for its employees. Funds are available for faculty and many staff members to attend appropriate professional conferences. Tuition remission is available for employees for up to six credits of tuition assistance. Staff awards are also available to employees at the university and college levels.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating
Met

Evidence

• There are programs and locations on campus to create a welcoming home for students that live off-campus. For example, the Chicano Program offers special events and has a gathering space in Garcia Annex room 142 that includes a computer lab with free printing and a lounge with a microwave, refrigerator, and couch. Another example is the American Indian Student Center (AISC) that functions to provide a welcoming and supportive environment where students feel that they have a community away from home. The 7,451 sq. ft. space is a place for studying, programming, student organization meetings, social engagement, and student community building. The AISC has Wi-Fi and computers, houses the American Indian Program, and has a kitchen, commons, study area, meditation room, and a multipurpose room for programming.

• NMSU-LC understands the demographics of their student population and provides support to meet the needs of the students. Some of the demographics are similar to the national average and to state universities, with the average age of undergraduates at 22 years of age, an average ACT composite score of 20.9 (comparable to the national average of 21 as shown in the NMSU-LC Factbook), and 77 percent of the students are NM residents. On the other hand, as defined in Statistics on First-Time Freshmen Fall 2017: 48 percent of the students are low income as defined as having an estimated family contribution of $5,000 on the FAFSA, about 50 percent of the Freshmen report being first-generation college students, 54 percent identify as Hispanic and 20 percent as from other minority groups, and 85 percent live off-campus. The characteristics of these students are such that they need additional support to be successful in college.

• NMSU-LC has included descriptions in the manual of numerous programs that support academic and social student success. One excellent example, the TRIO Student Support
Services (graduation rate of 52 percent), provides support for 350 first-generation and low-income students with programs that are aligned with graduation completion and retention goal. TRIO provides peer tutoring and peer mentoring. Peer mentors are academically successful students who (1) model effective study skills, (2) demonstrate successful navigation of university systems, (3) use campus resources to address their own needs, and (4) have gained intimate knowledge of academic course planning and registration. Interviews indicated that the institution plans to use this experience as a model for other initiatives across the university. The Academic Success of the students is also supported with academic, personal, financial, and career goal monitoring for participants. Surveys of the students and peer tutors and mentors suggest that the services provided support the participants. As noted under 4.B, one thing missing in the report is any inclusion of student learning outcomes assessment. NMSU has a plan to begin collecting this data.

- NMSU-LC offers an array of student services that one would expect at a public university as outlined in the Assurance Argument and described in the manual. This includes financial aid office and FAFSA workshops, on-campus housing and dining, living-learning communities, health and wellness center, the Aggie Cupboard supplies food to students in need, spiritual center, career services, student legal aid, and about 250 student organizations.

- As documented in NMSU Grants by the Numbers, the student demographics at NMSU-Grants are not the same as NMSU-LC and the demographics include an older student with an average age of 25. 90 percent of the students require developmental math and/or English, have a high school GPA of 2.47, are 95 percent NM residents, and are 41 percent Hispanic and 35 percent Native American.

- The branch campus visit confirmed that NMSU-Grants supports students' registration and financial aid through a one-stop enrollment service location.

- Regular admission to NMSU-LC includes GPA of 2.75 or above, ACT 21 or above, ranked in top 20% of high school class, and the required courses English, math, science, and language in high school. The Aggie Pathway to the Baccalaureate is a program for students who do not meet the normal admission standards. This program directs students to one of the NMSU community colleges with additional mentoring support to help the students be successful. The requirements for transferring to NMSU-LC are outlined in the Academic Catalog. Graduate student admission for international students requires official TOEFL/IELTS scores.

- 45 percent of the freshmen attend one of the Freshmen Year Experience Courses (UNIV 150) that have the course objectives that include: 1) Appreciate the goals, methods, and values of higher education 2) Encourage intellectual development and self-direction 3) Foster and encourage a mentor relationship with a faculty member on campus 4) Enhance knowledge and practice of collaborative learning principles 5) Establish a familiarity with campus resources and student services 6) Develop public speaking, critical thinking, library research, and study strategies 7) Evaluate talents and interests in relation to selecting a major and career planning 8) Examine and clarify values, and 9) Acknowledge and enhance sensitivity and respect for diversity. This example was taken from the evidence file syllabus, but other course syllabi are the same. No data was provided on the retention or graduation success of students who participate in this first year program. The team recommends ongoing assessment of the effectiveness of the Freshmen Year Experience.

- NMSU-LC offers a writing center, math success center, student success center, and campus tutoring center. In addition, three colleges have college-specific tutoring centers. The team
recommends that NMSU collect data and assess student success for students who make use of these facilities.

- At NMSU-Grants a writing center, math center, and student success center provides support to students with professional and peer tutors. These learning centers are active partners of intrusive advising on this campus, letting instructors know if any concerns arise during the tutoring sessions. With a recently adopted video conference tool ("Zoom"), these centers became able to extend tutoring services to students who cannot be on campus during the hours of operation. Students, staff, and faculty all expressed high praise for this tool during open meetings.

- In Fall 2017, NMSU-LC moved to using centralized, professional advisors. For this reason, the team made advising an area of focus of the site visit. The decision to focus or examine the centralized advising process was also confirmed by the results of the Student Survey and responses made on site by both students and faculty.

- The rationale stated to the team by the Provost during the site visit is that the centralized academic advising structure enables faculty across campus to focus on mentoring and provides consistent high quality advising in a centralized location. During the site visit, the Provost also indicated that in the graduating senior surveys for several years, students rated advising lower than any other issue. It was also noted that the advising structure varied across campus. In some cases advising was done by faculty and in others by professional advisors. The quality of advising was uneven across NMSU-LC. The team heard similar messages from a few of the students who attended the open forum on Criteria 3 and 4. During interviews, the Provost also mentioned that the university plans to implement predictive analytics to improve retention. It was his opinion that faculty would be less likely to use this software, but professional advisors who are more focused on the student information system and on analytical tools for student success, would be more likely to make use of this tool. In summary, the main goal of the switch was to improve advising and increase student retention.

- The Provost made the decision to switch to centralized professional advisors for reasons stated above, but only after discussion with faculty across campus. Faculty in some departments are happy with the switch because they no longer have enough faculty to serve as advisors and still accomplish their teaching obligations. Other faculty, particularly in the College of Agricultural, Consumer, and Environmental Sciences, liked their original approach to advising and did not want this change. It was clear from the site visit discussions with some of the faculty that this is still the case. Still other faculty are willing to take a wait and see approach.

- The new plan was implemented with the currently admitted class of freshmen, and the current students were informed in spring 2017 of this change. The current students were surveyed about the plan. No additional evaluations have been done or were discussed when the team met in the area of focus on Advising. During an interview with the Provost, he indicated that additional surveys are planned. The campus will monitor retention, and see if graduating seniors are well served by the centralized advising structure. Students will be assigned an advisor in such a way that they may be able to have the same advisor even if they change their major.

- NMSU-LC has instituted meta majors for the College of Arts and Sciences for two semesters for students who have not selected a major at the time of admission. The categories of meta majors are: applied and clinical health sciences; applied social and behavioral sciences; business; communication, media study and creative arts; humanities and social sciences; life
sciences; physical sciences and engineering; and teacher education. The advisors will be assigned to meta majors.

- In some cases, the majors are quite diverse, as we heard during the site visit from an advisor in the Advising session. This type of assignment would seem to make it more challenging for advisors to have deep knowledge about the details of the requirements and future career choices offered by a given major. Also the advisors would be less able to contribute their knowledge about student success in a major to the faculty when the advisors are no longer assigned to a specific department.

- During the site visit, the team learned from advisors that some programs are incorrect in the Banner student information system degree audit. NMSU should review all academic programs in the degree audit system and revise those that are not accurate.

- Meetings with administration, staff, faculty and students confirmed that NMSU-Grants' official advising is centralized, but in its unique institutional context that regular faculty members made themselves available for informal advising on an ongoing basis. While the website indicates that one professional advisor and the Vice President for Student Services are to provide academic advising to all students, it is a common practice and expectation that regular faculty members are available to advise students as needed. Transfer focused advising is provided also at the transfer fair in the fall term with recruiters from NMSU-LC colleges. Students expressed no concern with advising at this branch campus.

- The team learned from an interview with the Director of Advising that distance education students are advised by professional advisors through on-campus appointment or by phone conference appointment. At NMSU-Grants, the team heard from students enrolled in the NMSU-LC bachelor's completion program in computer science that they experienced difficulty in getting hold of their advisor via email. Given that expansion of distance education is one of the strategic pillars, strengthening advising for distance education students is recommended.

- Assistance for advisor training has been provided through the Academic Advising Council as stated on the website for this council. However, going forward the professional training for advisors will likely be done through the new Center for Academic Advising and Student Support (CAASS) as suggested by the director of advising in a meeting with advisors during the site visit. The review team recommends that NMSU develop a strong program for advisor training and cross training across disciplines. This should then be communicated to the campus community and the training activities should be listed on a website designed for advisors.

- The team learned that under the previous advising structure, there was a high turnover among the professional advisors. The team asked the Provost about the pay scale for professional advisors and learned that salaries are significantly below the national average of $45,670 (from glassdoor website on national salaries). The team recommends that NMSU consider raising the salaries of professional advisors to increase the success of the new centralized advising structure that makes use of professional advisors.

- Information and Communication Technologies (ITC) at NMSU-LC provides technology in classrooms, computer labs, and wireless access in some residence halls, but not yet across all buildings of the campus. Of the 449 classrooms at NMSU-LC and 31 at NMSU-Grants, 200 are smart classrooms. Low-cost, rental computers are available through ITC.

- Instructional Innovation and Quality at NMSU-LC supports Academic Technology, Distance
Education, Instructional Media Services, and the Online Course Improvement Program. During the site visit the team learned that NMSU-LC offers 40 distance education degree programs in bachelor completion, master’s and doctoral degrees and several certificate and other types of credentials. As additional support for the quality in this area and as mentioned in this review under 3.A.3., NMSU-LC has an excellent approach based on the Quality Matters standards to training faculty in the best approaches for online instruction and assuring quality online courses are taught. As mentioned in 3.A.3, NMSU-Grants faculty acknowledged that this program also helped improve the quality of their online courses.

- NMSU-LC has five performance halls of various size and five museums with different collections that are open to the public. Furthermore, there are 50 research facilities, institutes, core facilities, and observatories for scholarly work at NMSU-LC.

- Information literacy is an institutional learning outcome at NMSU-Grants and at NMSU-LC and is part of the students’ Baccalaureate Experience as well as part of English composition.

- NMSU-LC offers numerous mechanisms to support student library research. For example, librarians teach 200-300 sessions to over 5000 students on how to access and search for information.

- The library at NMSU-Grants offers general introduction to library use. In addition, it collaborates with the Student Success Center and have peer mentors/tutors promote and support students use of "BrainFuse," an online reference service system developed by New Mexico State Library.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

- NMSU-LC offers over 250 chartered student organizations with a faculty or staff advisor. A helpful website organizes the clubs into the following categories; cultural, departmental, fraternity, governing, graduate, honorary, political, professional, publication/media, religious, social, sorority, special interest, and sports. Leadership development is particularly strong among the peer mentors in the Freshmen First Year Experience, Student Leadership Programs, Associated Students of NMSU, Aggies Activities Council, and college-appointed Student Ambassadors. In addition, there are 16 competitive Division I collegiate athletic teams.

- A flier to promote student engagement at NMSU-Grants indicates that seven student organizations including the Associated Student Government (ASG) are active in Fall 2017. The faculty and library staff also organize co-curricular programs for students; a sample includes on-campus lectures, "Poetry and Spoken Word Open Mic," and field trips to a theater in Albuquerque or a museum in Santa Fe. These activities are in alignment with the campus mission.

- The NMSU mission is the state’s land-grant university serving the educational needs of NM’s diverse population through comprehensive programs of education, research, extension education, and public service. The educational programs provide support for student academic success and the co-curricular programs enhance the social and cultural student engagement with the university. The institution collects feedback from its students through graduation and alumni surveys to assure that NMSU meets the needs of its students. Research funding is strong, in fact, in 2015 NSF ranked NMSU-LC as the number one for funding in science and engineering among minority serving institutions (from NSF.gov tables). This research funding and several special programs provide opportunities for undergraduates to be involved in authentic research.

- As observed in the site visit, NMSU-Grants (in collaboration with the Cibola Communities Economic Development Foundation) provides experiential learning to students and supports the local community with its nonprofit Solowork center.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

NMSU provides high-quality education wherever and however its offerings are delivered.

- In one case that the team reviewed, 400/500 co-convened courses had differentiated requirements for the graduate students. In another case, Linguistics 303/503 did not differentiate graduate level work in the face-to-face course. In addition, it does not seem appropriate to co-convene a junior level course with a graduate course. The team recommends a comprehensive review by the institution to assure appropriate level of instruction is given for the level of the student(s).

- NMSU’s general education is divided into lower division and upper division courses. All lower division, general education courses must undergo an internal review process and also be approved by the NM Department of Higher Education (NMHED) and articulated across all the NM higher education institutions. New courses are approved by statewide, discipline-area committees in the Articulation Task Force. The review of lower division general education learning outcomes is done by the general education assessment committee and takes place during the junior year. The committee submits an annual report to the Provost on their findings.

- NMSU also requires 6 hours of upper-division general education under the theme of Viewing the Wider World. These courses only require internal NMSU review. The assessment of these courses is embedded in the Baccalaureate Experience survey. The institution is working to improve direct assessment of the upper division general education learning outcomes which include fostering inquiry, abstract thinking, critical analysis, integration and synthesis of knowledge, and awareness of international character and multicultural influences in the fields of study.

- The 2013-2017 NMSU Quality Initiative Project was focused on improving undergraduate writing. The team learned from faculty during the site visit that this was very successful at helping faculty appreciate the value of student writing in their classes and to focus on assessment of writing as part of the student learning outcomes assessment.

- NMSU-LC and NMSU-Grants are in culturally rich environments of minority-majority populations. Both institutions have the Hispanic-serving designation and NMSU-Grants is also a Native American-serving institution. NMSU has several diversity offices designated for unique populations of students including Programs for: Black, LGBT+, American Indians, Military, and Chicanos that provide support for the minority students at NMSU.

- NMSU has a number of state and nationally funded programs and grants that support undergraduate students who are engaged in research including the Howard Hughes Medical Institute, Maximizing Access to Research Careers (MARC) Program, Research Initiative for Scientific Enhancement (RISE), and the New Mexico Alliance for Minority Participation (NM AMP) Undergraduate Student Research Conference.
NMSU has an appropriate number and highly qualified faculty and staff to carry out the mission of the university. In addition, the faculty and staff receive annual evaluations. The team learned during the site visit that the supervisors work with the faculty member/staff member to develop plans for improvement, where needed, for the next year.

NMSU-LC has a Teaching Academy with 3.5 professional staff/administrators, but the bulk of the work is accomplished by NMSU-LC faculty who donate their time to assist other faculty with pedagogy, review of curricula, and assessment of student learning outcomes. The review team heard high praise for the Teaching Academy from the faculty and administrators during the site visit.

NMSU provides appropriate staff to support student success and for engagement in co-curricular activities.

Academic Advising was reorganized at NMSU-LC effective fall 2017. While some colleges had centralized advising offices with professional advisors, other colleges used faculty advisors. Advising has been the primary complaint of seniors on the exit survey at graduation. Also, one department head during the visit reported that there are a number of advising errors that have been made in the past. For this reason, following discussions with faculty and administrators across campus, it was decided to centralize advising into one office reporting to the Provost. Faculty in departments continue to serve as faculty mentors for students, but policy decisions and the primary advising functions will reside within the centralized advising office. The advisors in this office are organized into meta majors with single advisors responsible for advising in several to many academic programs. During the site visit, the review team learned that not all faculty and students are happy with this change. Several faculty mentioned that they felt the implementation took place too quickly. The review team recommends that NMSU-LC survey students and faculty to learn how the new system is accepted and is working. For example, an evaluation should be done to collect information about the number of students getting advising advice from the new advising office or from other sources. In addition, the team recommends that NMSU-LC evaluate student metrics such as improvement in retention rates (one of the primary stated goals during the visit for the change) and various advising outcomes for success and mistakes to determine whether the new structure is working as intended.

The team further recommends that NMSU develop a strong program for training academic advisors, ensure that the training includes cross training in academic disciplines that fall in the same or related meta majors, consider aligning the salaries of advisors near or closer to the national average to enhance success of the centralized advising model, and to review the degree audit system and correct any inaccuracies.
4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

- At NMSU-LC Academic Program Reviews occur at the departmental level every five years. As stated in the Academic Program Review Handbook, departments should specifically address HLC criteria 3.B.3 “Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments” in the self-study report under the area of Teaching and Learning.

- The process for the Academic Program Review includes a self study written by the academic program/department, and a site visit by three external reviewers and one internal reviewer from
another department, as outlined in the Academic Program Review Manual. Standard data sets are provided by the Office of Institutional Analysis (sample for hotel management) to the unit that includes student demographics, faculty demographics, and student retention and graduation rates. A report is produced by the site visit reviewers that is delivered to the department for program improvement. The department responds with a short term and five-year action plan that must be approved by the relevant dean and the Provost.

- Improvements have been made in response to the review in three example programs (Geological Sciences, Anthropology, and Applied Statistics) as stated in the Assurance Argument and verified by the team. A search of the NMSU website indicates that one of the improvements listed, development of the Center for Quantitative Excellence under Applied Statistics, does not yet have a web presence at NMSU making it difficult to understand how faculty participate in this Center. A few units that are not academic departments have also recently submitted a self-study and have undergone a review: the Library, distance education, and the Teaching Academy.

- NMSU-Grants piloted a revised four-year cycle academic program review process in 2015-2016. This new process added action and budgetary requests and tied the program review to planning. Three programs (computer technology, criminal justice, and mathematics) participated in the pilot. Review materials found in the assurance system addendum demonstrated that the process consistently resulted in thorough and thoughtful self-study of these programs with reasonable and achievable action plans, focusing on program quality improvement and student success outcomes. To close the loop, these reviews still need to be followed through with the President's response and achieving the proposed actions.

- The centralized student record system tracks credit earned on all NMSU campuses, it is considered NMSU system credit and not required to go through any transfer process. The NMSU transcript does indicate the campus that offered the degree program. Transfer credit from other regionally accredited institutions is reviewed and accepted as outlined in the Academic Catalog. The decision to accept transfer credit from another institution rests with the faculty according to Administrative Rule 4.61, the team confirmed that transfer credit from non-regionally accredited institutions is not evaluated by the faculty until the student has successfully completed two semesters of full enrollment at NMSU.

- State-wide articulation agreements for general education allows for automatic acceptance of courses in the NM GECC. Other courses approved by faculty for equivalency are recorded in the Course Transfer Matrix for automatic acceptance of transfer credit by the registrar; the courses in the Course Transfer Matrix may be reviewed by departmental faculty for four years, according to Administrative Rules 4.61.

- NMSU accepts Advanced Placement credit with the department responsible for setting the required score for credit. NMSU also accepts College Level Examination Program (CLEP) and Defense Activity for Non-Traditional Education Support (DANTES), which the Assurance Argument states are periodically reviewed. US military credit is awarded for courses and Military Occupational Specialities (MOS) following recommendations of the American Council of Education (ACE) guide.

- The Assurance Argument states: “Currently enrolled NMSU students must obtain prior approval to enroll in and receive credit for courses completed at another institution. This aspect is regulated by departments and/or colleges. For example, the Engineering College does not approve current students to take courses at another institution unless NMSU is not offering
a comparable course, although exceptions may be granted under extenuating circumstances.”
The policy states that this policy does not extend to articulated courses with the community colleges.

- The transfer credit policy states: “Currently enrolled students who do not receive a passing grade for a class taken at NMSU can receive transfer credit for the course taken at an outside institution. However, the student may not receive the credit for the equivalent NMSU course.” Transfer credit for required courses for the major are approved by departmental faculty. Transfer credit from international institutions must have an English translation from a third party such as the National Association of Credential Evaluation Services. NMSU has an internal foreign credential evaluator to verify the educational credentials.

- As stated in the NMSU Faculty Senate Constitution and Bylaws, the faculty have purview over academic matters. Thus, the rigor, prerequisites, and expectations for learning fall under the oversight of program and departmental faculty and policy review falls under the faculty senate.

- As stated on the Syllabi Development website, a Six-Week Early Performance Grade must be posted for courses numbered 100-299. The following statement will be sent to the student with these grades “If you are doing well, congratulations on your success – but be mindful that there is still a significant portion of the graded work yet to be completed. If you are doing poorly, or not as well as you would like, please meet with me to discuss how you can improve. If you have concerns about your progress in multiple courses and need to consider a schedule change, meet with your academic advisor.” This policy should provide support for students early in their college education and help to inform students of the learning expectations in each lower division course. The team was informed that similar messages are also sent to the respective advisors for follow-up when needed.

- The Provost is leading a state-wide discussion to re-envision NM GECC.

- Numerous centers provide support for student learning at NMSU including the library, Student Success Center, Math Success Center, and the Writing Center. Similar support offices are also present at NMSU-Grants.

- As stated by the Provost during the site visit and in the Assurance Argument, dual credit courses are regular university courses and have the same requirements for rigor, quality, and faculty credentials as on-campus courses. Instructors of dual credit courses must be properly credentialed, as stated by the Provost to the team.

- NMSU Administrative Requirements and Policies (ARP) 5.14 states that all faculty of record must be appropriately credentialed and follow HLC Assumed Practice B.2. In particular, Part 3 Section B.8 in ARP 5.14. specifies detailed steps of requesting, approving, and documenting equivalent qualifications by a combination of education, training and tested experience. A review of the faculty roster confirmed that this process appears to be generally followed with exception of six adjunct faculty whose credentials would require further documentation of the evidence of equivalent tested experience. The Office of Accreditation provided an explanation for this situation in an additional document "NMSU's Process for Ensuring Appropriate Equivalent Tested Experience," stating that the university is in the process of establishing a process to document approved equivalent in the Banner HR system. This document also indicates that review and approval of adjunct faculty's qualification has been added to the hiring and evaluation process. With more consistent implementation of this new process across all campuses in the system these documentation gaps should be resolved.
• NMSU will maintain 53 programs with specialized accreditation; 39 housed at NMSU-LC and the rest at one or more of the community colleges. The website of accredited programs at NMSU contains information about each of the accredited programs including the most recent review date and report and the date of the next review. For example, the website indicates that the undergraduate business degrees were last reviewed and accredited in September 2012 and were scheduled to be reviewed by AACSB Accreditation in September 2017.

• NMSU has been collecting survey data through the First Destination Survey from alumni since 2012. This is a collaborative effort with career services and institutional research at NMSU. The team reviewed data from this survey and confirmed that it is comprehensive and includes information about jobs and continuing education, location, job sector, salaries, and number students who had an internship or co-op experience as a NMSU student. A number (40-50%) of the comments on the Student Survey revealed that NMSU graduates were successful in a wide range of fields-- and both former and current students contributed their success to the quality of the education they received from NMSU.

• NMSU contracted with Equifax to gather employment and salaries of graduates (undergraduates, masters, and doctoral students) up to 15 years after graduation. This is a creative approach to collect this information.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
**4.B - Core Component 4.B**

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

**Rating**

Met

**Evidence**

- This section of the Assurance Argument was difficult to follow because it was filled with evidence that might provide context for what NMSU has done with assessment, but a more streamlined approach to presenting the evidence would have facilitated the review process. It is clear that NMSU has made a conscious decision to improve assessment and has come a long way toward assessing student learning outcomes and closing the loop on assessment since the last site visit ten years ago. While assessment activities could be increased, as identified by the Director of Assessment, NMSU is making significant progress and participates in continuous improvement.

- NMSU has established learning outcomes for the Baccalaureate Experience (BE). The assessment of student learning under BE is primarily based on indirect methods that include the BE rubric for student self-assessment of learning, an Alumni survey (established 2017), a BE faculty survey (used in 2016), and the BE student survey from 2015. As discussed in the evidence, there was a Pilot Assessment of the BE on critical thinking using student work and faculty evaluators. As reported, there seemed to be difficulty with the rubric used by the evaluators in spite of the cross-training and discussion. It does not appear that direct assessments of student learning outcomes related to BE have been reported, but other assessment procedures are used to assess baccalaureate level academic programs as discussed below.

- In addition to indirect assessment of student learning outcomes through surveys, NMSU has several approaches to gather direct assessment of student learning. General Education learning outcomes are measured in upper division "V" courses. For GE learning outcomes from 2015-2016, direct measures have been used to measure student learning outcomes with rubrics for Communication and for Humanities and Arts competencies as discussed in the evidence file under Committee for the Assessment of Student Learning in General Education final report. Written samples of students work (participation is not mandatory but very few students choose
not to participate) for the assessment task were used (the team notes that non mandatory participation of students work is not the ideal sampling technique). In the most recent report, two-thirds of the students were scored competent or higher in each of the categories on the written assessment. There was no discussion in the document about an improvement plan to reduce the number of students scoring below competent. The team noted that, for this internal educational assessment process, NMSU went through the IRB approval process which made it necessary for the students to participate in the study. This should not be necessary since these data are not meant to represent students broadly across the US, and an IRB should not be required. It also meant that there was selection bias in who participated. Since students participation is not mandatory samples are unlikely to be representative of the NMSU student population overall.

- Academic programs have stated student learning goals as documented in Undergraduate and Graduate Learning Objectives. Annual assessment reports from departments are submitted and reviewed by the Director of Assessment and, now also by a faculty committee, as stated by the Director of Assessment during the site visit. Several examples of exemplar assessment reports (Annual Academic Departmental Assessment (AADA) Exemplary Reports) (evidence under 4.B.3) were identified by NMSU. For the Annual Academic Departmental Assessment of Student Learning (AADA), NMSU-LC made use of a program called WEAVE to facilitate annual reporting of assessment outcomes and provide suggested deadlines for different aspects of the work. In a discussion with the Director of Assessment, this software package is difficult to use and the NMSU is looking for a replacement.

- Annual summaries of the departmental assessment reports are assembled by the Director of Assessment and submitted to the dean and to the Provost as a college report as shown in the College Annual Academic Departmental Assessment (AADA) Feedback Reports. The reports seem honest and indicate that several colleges are having a difficult time closing the loop on assessment. For example, 47 percent of the units in the College of Agricultural, Consumer, and Environmental Sciences and 40 percent in the College of Education were rated as poor, which reflects the degree to which assessment leads to curricular changes and improvement in student learning. The Director of Assessment stated that the faculty are slowly beginning to understand how to do assessment and that it is their responsibility to do so.

- On the positive side, in a College of Business report, the Department of Economics, Applied Statistics & International Business were commended for closing the loop on assessment. The College of Arts and Science also improved from 63% closing the loop last year to 84 percent as noted in the College Annual Academic Departmental Assessment (AADA) Feedback Reports.

- As outlined in 4.B.1., the academic programs are making progress on improving student learning outcomes assessment. All departments and programs submitted reports on assessment activities, as indicated in the 2015-2016 Annual Academic Departmental Assessment.

- The Outcomes Assessment Committee for Curriculum, Administration, and Operations (OAC-CAO) supports co-curricular, administrative and operational areas in engaging in a continuous assessment that enhances students’ life-learning experiences. However, the co-curricular assessment still needs significant work. The outcomes from the co-curricular assessment in Student Affairs and Enrollment Management was quite active in 2013-2014, but was stalled in 2014-2015 and 2015-2016 as shown in the evidence (Outcomes Assessment Committee for Co-curriculum, Administration, and Operations (OAC-CAO) Assessment Reports) due to change in leadership; this according to the Assurance Argument and as stated during the site visit. A proposal and timeline for improvement of co-curricular assessment was submitted, as
documented (Developing a Formalized Process for Co-Curricular Assessment: Recreating a Culture of Assessment). The TRIO program is mentioned in the proposal as one of the activities that will undergo assessment of student learning outcomes.

- The team reviewed several examples of exemplar assessment reports (Annual Academic Departmental Assessment (AADA) Exemplary Reports) including Accounting, Anthropology, Curriculum and Instruction, and Plant and Environmental Sciences that have closed the loop on assessment to improve student learning. The team learned about assessment activities in the College of Business that lead to the discovery that students needed more information in their courses on critical thinking. As a result of the assessment, about ten undergraduate courses were modified to offer increased emphasis on critical thinking. In addition, since critical thinking learning outcomes were enhanced in both lower-division major courses and in upper-division courses of the major; transfer students could be expected to also have improved critical thinking skills when assessed in the capstone course.

- The team learned about valuable contributions to graduate student learning. For example, faculty members from the MA in Education Leadership assessed student performance on their comprehensive examinations and as a result made changes in a few courses in the program. In addition, the MA in English gave examples of making changes to courses to inform masters students about student learning outcomes from their program that will enhance their ability to discuss their education in job interviews and decided to offer workshops on professionalism as a result of assessment.

- The Quality Initiative selected by NMSU was focused on improving student writing. Based on the information in the Assurance Argument, and from several individuals during the site visit, the team learned that the initiative was embraced by the academic units and faculty across campus. An assistant professor in the open forum on Criteria 3 and 4 spoke in favor of the workshops and support that was offered to faculty to make the initiative successful. A professor from Geology indicated that her department has added a writing component that includes revisions (feedback) of draft papers to every upper-division course in the major. Furthermore, they use a rubric to score the written samples and assess the writing in a term paper submitted in the capstone course. An Anthropology professor mentioned that they collect samples from lower-division courses in the major and (using a rubric), compare the quality to that of the writing in the capstone course.

- NMSU follows best practices to assess student learning including significant participation by faculty in five separate assessment committees. During the site visit, the team heard from several engaged faculty members who participate in one of these committees and who are also responsible for assessment of student learning outcomes in their department. The committees are: University Outcomes Assessment Council (UOAC), Committee for the Assessment of Student Learning Outcomes in General Education (CASL-GE), Committee for the Assessment of Student Learning across the Baccalaureate Education (CASL-BE), Advocates for Scholarly Teaching (AST), and Outcomes Assessment Committee for Co-Curriculum Administration and Operations (OAC-CAO).

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

- The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

- The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

- NMSU’s goals for student retention, persistence and completion are identified in the NMSU strategic plan, Vision 2020. NMSU-LC’s goal for first-time undergraduate retention (fall to fall) is 80 percent, with four-year and six-year completion rates at 30 percent and 55 percent respectively, by 2020. These figures represent an 8 percent increase in current first-year retention, and 11 percent and 10 percent increases in four- and six-year graduation rates, respectively. Results from the past seven years have not been encouraging and if the current trend continues, the graduation goals will not be attained by 2020. However, NMSU is implementing additional initiatives to try to accomplish these goals.

- NMSU-Grants indicated in the assurance argument that its goal is to improve its first-to-second-year retention rate of first-time students by 1 percent. This goal setting was presented with a caveat: a small population size along with the student demographic characteristics (low-income and minority) make it challenging to generate a meaningful quantitative measure of retention. Conversations with faculty and staff at NMSU-Grants suggested that course-level completion is regarded as an actionable metrics. The team notes that in order to generate an
achievable and meaningful goal, it is worth considering benchmarking and analyzing the course success rate while monitoring the conventional retention statistic.

- NMSU collects retention, persistence, and graduation rates for first-time, full-time freshmen cohorts and analyzes it by gender, race/ethnic group and socioeconomic status from one to 10 years after entering as shown in the OIA report. NMSU is increasingly focused on retention and completion of transfer students. The institution also compares retention and graduation rates to its peers using the IPEDS Graduation Rates Survey.

- Based on information received during interviews, the three-year master level degree completion rate is 62 percent while the Doctoral Program completion rate is 50 percent (compared to the national rate of 47 percent which is commendable).

- Admission requirements were raised in Fall 2016. NMSU-LC increased the required high school GPA for admission from 2.5 to 2.75 given that finding showed that students with a GPA of less than 2.75 had a six-year graduation rate of only 13-18 percent. To support students with the lower GPA, NMSU developed the Aggie Pathway to the Baccalaureate (in its second year and holds great promise) that invites students with GPAs below 2.75 to begin their four-year degree program at one of NMSU’s community colleges with guaranteed admission to NMSU-LC if they complete 24 credit hours with a GPA of 2.5 or more.

- As discussed in 3.D, advising was centralized starting with Freshmen entering Summer 2017. Advising teams were created based on meta-majors. All advisors are now housed under the same roof and managed by a single unit. Advising could be done face-to-face or on the phone but no online options are yet available. A task-force that included faculty and staff was created to recommend how to implement the centralization. The justification for centralization was based on practices at other schools (i.e. Georgia State). The team was informed that NMSU plans to use retention rates to assess the effect of advisor centralization. The team felt that there may be several factors involved in retention and this metric alone may not be a direct reflection of the change in advising. The team heard from faculty and department heads that the plan for advising had been planned and implemented too quickly. While this change in advising may prove to be effective, the team recommends that careful monitoring and review of this change is essential.

- The undergraduate tuition structure was changed in Fall 2014 providing a reduced rate per student credit hour when students take at least 15 hours. No measure of the financial impact to NMSU of this change was provided.

- In 2012, an early alert system (QuickConnect) was implemented to communicate and intervene with students who are identified by their instructors as struggling academically. In 2012, 439 referrals were received and 147 student contacts were made. By Fall 2016, 470 unique student referrals were received and 248 student contacts were made.

- In Fall 2015, NMSU began requiring faculty to submit Early Performance Grades reports through the student information system (Banner) for all lower-division courses. Systematic contact is made with at-risk students by advisors. Additional support is dispatched through residence hall assistants when students do not respond to emails or phone messages.

- A campaign (Calling All Aggies) was initiated in 2012 to reach out to students in good academic standing who were not registered for classes in the upcoming semester. Students receive a call from a volunteer to remind them of registration and to help if the student is facing
obstacles that prevent them from enrolling. From November 2016 to mid-January 2017, volunteers made 2,369 contacts (phone/email) to students who had not yet enrolled for Spring 2017. Of these, 1,631 students completed enrollment for Spring 2017.

- NMSU is developing plans to change the current structure of master-level programs to give greater emphasis on a career ladder. Other strategies include a retention scholarship, orientation at the department level, and interventions that impact family engagement. In addition, an intervention is being discussed on how to better handle the ABD students.

- NMSU has made several valid attempts at collecting and analyzing this data in an appropriate manner. NMSU participates in the APLU's Student Achievement Measure (SAM).

- NMSU has used a methodology put forth by the Council of Graduate Schools that focused on time-to-degree but since the methodology did not provide sufficient information for program directors it switched to another one suggested by the Western Association of Schools and Colleges.

- The team recommends that a more formalized and standardized process is created to measure and monitor retention and completion consistently across the system while simultaneously taking into consideration the differences among campuses as well as the complexity and diversity of student pathways, particularly from two-year programs to bachelor's programs.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

- NMSU demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement. Curricular issues are managed by faculty (with major changes requiring appropriate approvals from the Provost and external accrediting agencies). NMSU has policies and procedures for evaluating and awarding transfer credit. Commitment to quality educational programs is shown in its program review processes and in conversation with faculty, staff, administrators, and regents.

- NMSU further demonstrates responsibility for the quality of their program by following standard evaluation procedure for the programs with specialized accreditation or with self-studies and external reviews for the ones that do not hold specialized accreditation.

- Learning outcomes are articulated and measured at all levels. Many departments and programs have systematic assessment processes that regularly measure student achievement of the learning outcomes. Lower and upper-level General Education (GenED) is assessed throughout the institution. Examples of closing the loop for the upper-level assessment were provided. Several attempts at closing the loop for the lower-level GenEd learning outcomes have been done but the institution recognizes that they need to develop more wide-encompassing methods to close the loop on these complex assessment processes.

- NMSU has many committees, institutes, and initiatives to do assessment and improve the quality of programs, courses, and teaching (i.e. Quality Initiative project, Teaching Academy, Online Course Improvement Project, Committee for the Assessment of Student Learning across the Baccalaureate Experience, Peer Review Network).

- Retention, persistence, and completion goals are identified in the NMSU-LC and NMSU-Grants strategic plans with various retention initiatives implemented (e.g. Aggie Pathway to the Baccalaureate, QuickConnect, Early alert and intervention program, Calling All Aggies campaign, centralized advising). Data suggests that these efforts are having a positive impact but some goals are unlikely to be met by 2020.
5 - Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.
4. The institution’s staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

- NMSU has experienced a number of financial challenges in recent years, with state economic setbacks impacting support of higher education. Additionally, the widely-used lottery scholarship program has reduced aid for students to 60 percent of the cost of tuition (from the previous level of 90 percent). Furthermore, the university has had limited ability to raise tuition rates in recent years.

- To address these challenges, NMSU has taken steps to contain costs through measures such as hiring freezes and the implementation of energy saving measures.

- Steps to raise revenue include Board of Regents approval of a 6 percent increase to 2018-2019 tuition. Private donations have been sought for capital improvements and new construction. Increased attention to fundraising has resulted in efforts such as the two-year-old "Giving Tuesday" event, where major gifts, an increase in individual donations, and approximately $2 million in gifts were realized last year. In addition, a new requirement for first-year student residency has increased freshman housing occupancy from 85% last fiscal year to 95% this fiscal year.
Even with budget reductions, funding of faculty salaries at 90 percent (of selected-peer-institutions) was implemented between 2013 and 2016, as displayed in a chart excerpted from a June 2017 Board of Regents presentation. However, exempt staff (as confirmed by a representative from Human Resources in the open forum) have not had raises since 2014. Salary compression was mentioned by a number of forum participants as a challenge for current employee morale.

NMSU has emphasized various efficiencies to retain a healthy financial profile. Actions such as a stricture on building new facilities, as well as a process for review of all positions before refilling, has assisted NMSU in meeting HLC's Composite Financial Index (1.77, which is an improvement from prior year), as reported in the 2016-2017 Institutional Update document.

Even though NMSU continues to experience budget decreases (5 percent in FY 2018), it still strives to preserve the percentage allocated to educational purposes in its overall budget. There was a 5 percent decrease in the overall budget from FY 2017 to FY 2018, but Instruction and General (I&G) costs still represent 44.5 percent of the budget, up from 43.8 percent of the overall budget, as represented in the FY 2018 Operating Budget document found in the argument evidence.

Board of Regents members reported following financial guidelines. Guidelines include the yearly signing of a Conflict of Interest form. One Regent mentioned divesting herself of a business to demonstrate integrity in her association with NMSU.

The Vision 2020 plan was amended to emphasize Six Pillars that the Board of Regents and Chancellor deemed to be of urgent importance, after receiving ample input from campus and community stakeholders. These include a focus on enrollment, retention, graduation, job placement, research, and giving. Considering the financial limitations of the state, these priorities combine the land-grant mission of student access and community engagement, with those outcomes that support the financial strengthening of the university and its graduates.

As recently as 2013, NMSU Human Resources (HR) reviewed and re-categorized the prodigious number of campus job classifications, to coincide with an upgrade to PeopleAdmin software, according to a Human Resources present at the Criterion 5 Open Forum. Using this information, HR is responsible for evaluating and classifying job duties and levels prior to posting positions.

Hiring processes, faculty credential requirements, and designation for responsibility of faculty credentialing oversight are outlined in the Administrative Rules and Procedures of NMSU (ARP). This is supplemented by search committee guidelines offered on the Human Resources website.

Staff members take part in a new employee orientation, as well as annual compliance training; professional development resources for faculty include the Center for Learning and Professional Development, and the Teaching Academy (all according to argument evidence). Staff participating in the Drop-in Session for staff related that staff in some departments receive $2,500 a year to attend national conferences (if presenting at the conference). Staff in many departments are encouraged to attend various state conferences. Due to budget cuts, non-exempt staff no longer automatically receive professional development funds but may request them from supervisors. NMSU employees may have six credit-hours of free tuition per semester.
• The Vice President for Administration and Finance confirmed elements of the NMSU budget process. As stated in the argument evidence narrative, the University Budget Committee meets in November to look at mid-fiscal year revenue and expenses. Sources of revenue for the coming year, including enrollment projections, state appropriations tuition and fee increases (if any), are considered.

• The University Budget Committee, composed of representatives from the Chancellor's cabinet, student government representation from the Associated Students of NMSU (ASNMSU), Deans Council, and Faculty Senate, hold annual budget hearings, and then make recommendations to the Chancellor.

• Meetings with the ASNMSU President affirmed that students lead the process for the discretionary fees portion ($4,127,262 in FY 2018) of the budget process. Presentations from faculty and staff for use of the Student Activity, Technology, Transit and other discretionary fees are heard by a committee that has majority student membership. This Student Fee Review Board deliberates and recommends funding decisions to the Chancellor.

• The VP for Administration and Finance related that setting and allocating student fees for the NMSU-Grants are under the purview of the student government of that campus.

• Managers may monitor their budget expenses through the Banner system. At the institutional level, personnel in the NMSU Budget Office produce a quarterly Fiscal Watch report, certifying that debt service and other financial obligations have been met.

• Meetings with Athletic Department and Administration and Finance staff conveyed a plan for repayment of considerable past financial obligations. A repayment schedule is being adhered to, and the Athletic Director described the status of an annual development fund that is producing record levels of new revenue.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
5.B - Core Component 5.B

The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

- New Mexico law stipulates that NMSU should have a five-member Board of Regents. Each of these is appointed by the Governor. Other non-voting, ex-officio members include the institution's Faculty Senate chair, Employee Council chair, and student government president (Associated Students of NMSU).

- In a meeting with four of the five Regents, an onboarding process that includes orientation from the New Mexico Higher Education Department as well as from the General Counsel was described. Orientation topics include open meetings policies and an overview of university operations. A binder of information is provided to each Regent. Responsibility for oversight of the institution's financial and academic endeavors are outlined in the Regents Policy Manual (RPM), as presented in argument material. Four committees, including Financial Strategies/Performance/Budget, Audit and Risk, Real Estate, and Student Success, have financial and academic oversight as stipulated in the manual.

- The Board of Regents is involved in the life of the campus through regularly scheduled meetings as published on their website. Representatives from other governing councils that include the Faculty Senate, Employee Council, and Associated Students of NMSU participate in Regents' meetings.

- Students have further campus governance representation through college councils.

- NMSU offers numerous ways for students, faculty, staff and students to take part in institutional governance. A list of 64 campus committees was displayed in argument documents, and included committees such as the Labor Management Committee, Associate Deans Council, Research Committee, and Athletics Council.

- NMSU guidelines for involving faculty, staff, students and administration in the formulation of
new policy are found in Section 2 of Policy 1.10 in the Administrative Rules and Procedures of NMSU (ARP). These guidelines stipulate that any individual or entity of NMSU has the authority to propose policies.

- Article II of the NMSU Faculty Senate constitution specifies that Faculty Senate has legislative jurisdiction over policies affecting the institution's academic mission to include teaching and research.

- The composition of many campus committees includes students, faculty, and staff, as well as administrators. Examples include the Student Fee Review Board, Athletics advisory boards, Chancellor's search committee, and technology fee committee. This structure invites broader input and perspectives in the decision-making process.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

- The Vision 2020 Plan was amended by the NMSU Board of Regents in December of 2016, to emphasize priorities known as the Six Pillars. The three emphases of the new plan are Graduation, Employment, and Giving. In turn, these priorities have subcategories for enrollment, retention, and graduation (Graduation); experiential learning, job placement and research (Employment); and Giving (Alumni Donations). These priorities have been considered in resource allocation, as exemplified in the FY 2018 Tuition and Fees Budget Guidelines (an argument document). Examples of investment in initiatives tied to the strategic plan include marketing costs, predictive analytics software, additional student employment and service learning opportunities, centralized advising, and significant ($1,650,000) major scholarship funding.

- NMSU has developed a team approach to evaluating operations and has realized cost savings as part of the budgeting and planning processes. Six distinct teams examine specific areas for increasing efficiency. These teams have met over the past year and a half to develop cost savings policies and efficiencies. In the open forum for Criterion 5, when asked about linking planning and budgeting many staff and administrators pointed to "Team Six" and the Transformative Exercises. Achievements from the Teams and Exercises include: establishing staff to manager ratios; standardizing staff to support staff ratios; institution IT and vendor service level agreements; and centralizing purchasing. These actions have resulted in a cost savings of $2.7 million to-date, as cited in the argument documentation.

- Another action taken in response to evaluation of student performance was the reduction of bachelor's degree credit hour requirements to 120 for the bachelor's degree. This was confirmed by a representative from Institutional Research.
Other evidence statements indicate that the implementation of Living Learning Communities, centralized advising, and requiring participation in new student orientation are all result of reviewing institutional retention and graduation data.

The current Vision 2020 strategic plan was developed through garnering input from each of the system's branch campuses on a Chancellor's listening tour. NMSU-LC was the final destination (where faculty and staff could hear ideas collected at each campus) and provide input. While formulating the Vision 2020 plan, community input was gathered from the 17 members of the NMSU "Town and Gown" commission, which consists of leaders from civic, cultural, business and education backgrounds. The resulting strategic plan is inclusive of community colleges, with a common set of objectives and key performance indicators. These dashboard metrics of success are reviewed by various external groups such as community advisory boards, as well as internal entities including the University Administrative Council.

An annual NMSU system-wide summit explores progress on various aspects of the strategic plan. As an example, the most recent summit focused on the 10-year campus master plan.

Conversations with various campus constituencies revealed a consistent understanding of NMSU’s current capacity. Due to the declining support of the Lottery Scholarship (from 90% to 60%) NMSU has launched a number of strategic initiatives. These include more focused scholarship investments, expansion of distance education programs, fresh marketing strategies, use of predictive analytics software, and additional campus housing.

Given the Legislature's decision on stop providing funding for new construction, the assurance argument cited an emphasis on private and federal investment for new facilities (e.g. Domenici Hall and improvements to athletic facilities).

Besides the budget, enrollment, and campus master plans, NMSU offers a comprehensive technology plan that anticipates short- and long-term goals pertaining to academic computing and students' requests for technology. In addition to business continuity planning, a review of the 2013-2017 Information and Communication Technologies plan disclosed support of academic technology, information security, research support, and innovative partnerships.

Through its Arrowhead Center, NMSU supports its missional aims of supporting economic development and student experiential learning, by offering resources and infrastructure to students and aspiring entrepreneurs with programs such as Activado Emprendedores, an entrepreneur training conducted in Spanish.

As observed in the site visit, NMSU-Grants furthers its missional aims of supporting economic development and student experiential learning with its nonprofit Solowork center that is affiliated to Digital Works and co-funded with its local partner the Cibola Communities Economic Development Foundation.

Anticipating a declining number of state high school graduates, the institution has focused on recruitment in nearby El Paso, Texas and the bordering Mexican states of Chihuahua and Sonora. Reduced tuition rates and institutional agreements are designed to increase out-of-state enrollment, supplementing a more aggressive in-state recruitment strategy. A key part of enrollment growth involves building infrastructure to support distance education capability.
Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*
5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

- The Vision 2020 plan produced Key Performance Indicators (KPIs) that correspond to each of the goals set forth in the plan. Specific and measurable outcomes that include student FTE growth, low-income student access, retention and graduation rates, and alumni giving levels are all tangible markers of the progress of the elements of the strategic plan. Performance on each KPI is gathered by Institutional Research from areas that hold oversight over the various functions each year and reported to the Board of Regents.

- Other examples of performance in operations cited in the argument documentation and verified by the team include academic program review, specialized accreditation, job performance evaluations, and financial audits.

- NMSU has learned from its operational experience and used that information to improve institutional effectiveness by listening to internal and external stakeholders. For example, the NMSU land use assessment and strategic plan established criteria by which to make decisions related to real estate holdings. As a result, a strategic plan was developed which will be used to create efficiencies and optimize financial returns. Additionally, the argument cited the example of lessons learned in a previous attempt to mentor students with a peer mentoring system. Furthermore, after reviewing student retention impact data, the administration looked for a more effective advisement system and decided to switch advisement to a centralized model.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
5.S - Criterion 5 - Summary

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

- NMSU has calibrated its daily operations to correspond to the challenges of the current financial climate. An understanding of the fiscal challenges to the university is articulated across all levels of the institution. A commitment to finding solutions to prioritize current resources while seeking creative solutions to grow resources in upcoming years is a consistent priority for Regents, administrators, student leadership, faculty, and staff.

- The Vision 2020 plan formulated in 2015 provided a pragmatic roadmap to address budget constriction. The plan was reconstituted in 2016 to provide a yet more focused and utilitarian plan to see NMSU through a shift in funding to find its own solutions for producing revenue and efficiencies. The new strategic plan, a budget plan tied to the strategic plan, a campus master plan, and a technology plan built on serving the needs of students, faculty, and staff are all in place to provide a realistic look of the future and guide the university to a self-reliant position.
## Review Dashboard

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<td>Mission</td>
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New Mexico State University is a land-grant institution that provides a liberal and practical education and is the oldest university in the State of New Mexico. Both the location and population that NMSU serves contributes to the distinguished designations of being a NASA Space Grant College and the Grants campus being designated as a Native American Serving Non-Tribal Institution. The composition of its students reflects the demographics of the state’s minority-majority population. 54 percent are Hispanic, 28.7 percent are White, 2.8 percent are African American, 1.9 percent are Native American, 2 percent are Mixed Race, 1.4 percent are Asian, 0.2 percent are Native Hawaiian or Pacific Islander, and 1.3 percent are unknown.

The campus is well maintained and throughout the facilitates there were many artifacts, drawings and student centers including five performance halls of various sizes, five museums with different collections that are open to the public, 50 research facilities, institutes, core facilities, and observatories for scholarly work. Also, on the NMSU campus is a Native American Center. NMSU has many points of pride and student activities that illustrated that the university is rich in culture, history and tradition.

The team was impressed with the ability of faculty, staff and students to “live” the institutions collective mission, vision and values “NMSU is a caring community, transforming lives through discovery.” This expression was memorialized in the institution’s strategic plan; Vision 2020, the quality of the academic programs, the nature of its research and the passion shown when touching the lives of students. “Transforming lives through discovery” is evidenced throughout the University. A strong example is NMSU’s commitment to research with over 120 million dollars in research spending and was in fact ranked #1 for science and engineering funding among minority serving institutions by National Science Foundation. In 2015, NMSU received the Carnegie Community Engagement classification in 2015, and NMSU outreach efforts are represented in all 33 counties in New Mexico.

NMSU has a keen focus on self-reflection and continuous improvement as demonstrated by the program review process. This culture of assessment was supported by numerous examples of closing the loop on assessment. There was a significant change to the advising process (from faculty advising to a centralized system) and that presented a number of challenges as any new process would. Most faculty were willing to take a wait and see attitude with the intention that over time the process will smooth out. This “thinking is supported” by NMSUs culture of true self-reflection and of continuous improvement. NMSU illustrated a number of best practices in distance education. Specifically, in the areas of consistency in course structure, training and evaluation.

In many ways, its commitment to diversity serves as a model for the country; NMSU takes pride in not clustering diverse populations with different needs into one designation of “multi-cultural.” Instead each area of diversity is represented on the Diversity Council. However, the Council largely comprised of mid-level managers does not seem to feel empowered as a group suggesting the need for representation at a higher level in the institution. One that will represent their collective voice and move their common agenda on recruitment.
and retention forward more strategically.

- Over the last few years, NMSU has experienced significant cuts in state funding while at the same time experiencing a decline in enrollment. However, as highlighted the institution has continued to sustain its place in the region and deliver high quality programs while controlling cost and identifying innovative strategies to enhance recruitment and retention.
- The team concurs that NMSU is Eligible to Choose to remain as an Open Pathway system.

### Overall Recommendations

#### Criteria For Accreditation
Met

#### Sanctions Recommendation
No Sanction

#### Pathways Recommendation
Eligible to choose

*No Interim Monitoring Recommended.*
Federal Compliance Worksheet for Evaluation Teams

**Evaluation of Federal Compliance Components**

The team reviews each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution’s ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: New Mexico State University

Please indicate who completed this worksheet:

- [ ] Evaluation team
- [x] Federal Compliance reviewer

**To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:**

Name: Patricia Dolly

- [x] I confirm that the Evaluation Team reviewed the findings provided in this worksheet.
Assignment of Credits, Program Length and Tuition
(See FCFI Questions 1–3 and Appendix A)

1. Complete the Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours. Submit the completed worksheet with this form.
   - Identify the institution’s principal degree levels and the number of credit hours for degrees at each level (see the institution’s Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
     - Associate’s degrees = 60 hours
     - Bachelor’s degrees = 120 hours
     - Master’s or other degrees beyond the bachelor’s = At least 30 hours beyond the bachelor’s degree
   - Note that 1 quarter hour = 0.67 semester hour.
   - Any exceptions to this requirement must be explained and justified.
   - Review any differences in tuition reported for different programs and the rationale provided for such differences.

2. Check the response that reflects the evaluation team or Federal Compliance reviewer’s conclusions after reviewing this component of Federal Compliance:
   - [ ] The institution meets HLC’s requirements.
   - [ ] The institution meets HLC’s requirements, but additional monitoring is recommended.
   - [ ] The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - [ ] The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

New Mexico State University (NMSU) offers certificates, associate degrees, baccalaureate degrees, master degrees, and doctoral degrees. All credits offered toward granting degrees and coursework are within normal of higher educational practice. Associate degree offerings are a minimum of 60 semester credit hours, baccalaureate degrees are a minimum of 120 semester credit hours, and graduate degrees are a minimum of 30 credit hours. Undergraduate tuition is reasonable and instate tuition charge are approximately $7,122 while out of state tuition is in the range of $22,701 per year. The graduate rates are slightly higher than undergraduate rates. Both rates can vary based on the programs. Tuition and fees are all within standard higher educational practice.

Additional monitoring, if any:
None recommended.

Institutional Records of Student Complaints
(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.

   - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
   - Determine whether the institution has a process to review and resolve complaints in a timely manner.
   - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
   - Advise the institution of any improvements that might be appropriate.
   - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The academic catalog delineates the information for students who wish to file an appeal, whether grade related or a grievance. An Academic Appeals Board is established within each College by the Associate Dean and comprised of three faculty members and two students to hear all academic appeals. There is a clearly outlined six step procedure in the catalog for students who file a non-academic grievance. Both processes are standard appeal procedures and within traditional guidelines.

Additional monitoring, if any:

None recommended.
Publication of Transfer Policies
(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.

   • Review the institution’s transfer policies.
   • Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
   • Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
   • Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
   • Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   ☑ The institution meets HLC’s requirements.
   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
   ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

All information on the stipulations around the transfer process or transfer of specific coursework is listed within the catalog and on the website. Transfer policies are within normal higher educational guidelines. NMSU also has a Transfer Center where new transfer students
can be assigned to a mentor to better understand and navigate the system. NMSU highly encourages all transfer students to work with the Transfer Center to streamline the ease of working within the university system.

Additional monitoring, if any:

None recommended.

**Practices for Verification of Student Identity**
(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students’ privacy.
   - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution’s approach respects student privacy.
   - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   ☑ The institution meets HLC’s requirements.
   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
   ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

NMSU does offer distance education via online or interactive television or offsite classes with faculty.

All students using distance education must use a secure login and have their own password. For face-to-face proctored exams, students must have two forms of ID and one must be an officially issued photo ID such as a driver’s license or passport.

Additional monitoring, if any:

None recommended
Title IV Program Responsibilities
(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
   - The team should verify that the following requirements are met:
     - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities.
     - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
     - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
     - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.
     - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
     - **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by
state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC’s website for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC’s website for more information.)

- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

- Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor has raised any issues in the A-133 about the institution’s compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.

- If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.

- If issues have been raised concerning the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (Core Components 2.A and 2.B).

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- ☑ The institution meets HLC’s requirements.
- ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
- ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate
Rationale:

Information regarding crime is found in the public annual safety report which is posted on the University’s website under public consumer information.

NMSU reports zero crime incidents on campus over the last few years. In prior years only one or two assault-related incidents were reported. The crime occurrence is minimal.

Financial disclosures from Moody, S&P, and Fitch were all reported and listed. Stable reports were given by S&P and Fitch, while Moody provided a negative downgrade report due to primarily declining enrollment and low graduation rates. Policies regarding satisfactory academic progress and attendance policies are all listed clearly in the academic catalog for students to read and appear standard within higher educational guidelines.

NMSU was billed $604,330 in corrective payments, fines and penalties in 2015 as a result of the DOE’s review of the University’s Program Participation Agreement. The findings in the review indicated that students enrolled in the community college campuses were receiving Title IV funding while enrolled in ineligible certificate programs. There were a total of 10 ineligible programs that had been identified. Payment was made to DOE for settlement and NMSU implemented more formal processes for all new and revised certificate programs.

NMSU was also cited for not having adequate controls in place over the FISAP. When NMSU reported student count numbers during the time period of July 1, 2015 to June 30, 2016, the University inaccurately reported student count when compared to financial audited reports. Students attending courses on more than one campus were counted and recorded for each campus. In essence, 4400 students or 15% of students were counted at multiple campuses. In turn, this error carried through on reported total tuition and fees recorded. NMSU committed that by March 2017, the VP of Student Affairs and Enrollment Management will ensure the procedural changes and training of employees will be completed.

During NMSU own compliance testing over student eligibility, a sample of 25 students were pulled to ensure all received letters regarding Financial Aid Award Package but in reality none had received the mandated written notification (this is a DOE mandate). Since this time, NMSU ensures students receive electronic communication as well as a hard copy letter.

In audits it was also noted that 48 students who received Perkins Loans were not reported to the National Student Loan Data System as required, making it appear that these students had no loan history.

A meeting with staff who were involved in Federal Compliance clarified that NMSU identified the root cause of these financial aid related issues as the turnover of the financial aid staff and the insufficient training on an improvement made to the financial aid data process. To address these issues, a six-week long financial aid training program was developed and mandated to all new financial aid staff at the NMSU system financial aid office where financial aid is awarded and disbursed. Financial aid staff at community colleges also received online training. In addition, a routine internal audit on the financial aid verification has been instituted. Since these measures are taken, no additional irregular practice has been reported. The institution has taken corrective actions that appear effective.

Student default rates slightly declined from 20.2% in FY2012 to 18.5% in FY2014. The calculation of this rate assumes the NMSU system as an entity, and combines data of
graduates from both NMSU-Las Cruces and its branch campuses that offer two-year degrees. In effort to lower this rate, NMSU mandated a loan counseling to community college students after they complete loan applications. NMSU-LC students also receive an email message with the educational information on student loans and optional opportunity to attend the Red&Green money management program offered through its Student Success Center. Also, graduating seniors are offered information on loan management.

Additional monitoring, if any:

None recommended.

Required Information for Students and the Public
(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- ☐ The institution meets HLC’s requirements.
- ☑ The institution meets HLC’s requirements, but additional monitoring is recommended.
- ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

All fees and associated policies are listed in the course catalog and on the website. The information around tuition and fees is very transparent and within one click of entry to home page. The University has also set up a financial online calculator so that students can have more accurate information about their potential costs relative to the specific program.

Additional monitoring, if any:

Non recommended.

Advertising and Recruitment Materials and Other Public Information
(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
• Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.

• Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

• Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution's advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.

• Verify that the institution correctly displays the Mark of Affiliation on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC’s requirements.
☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

All informational disclosures about NMSU relationship with other accrediting agencies is listed within the program information section of the catalog and on the website with links provided to the respective agency. Website recruiting materials as well as hardcopy materials are appropriate and appear accurate as well as current for prospective students.

Additional monitoring, if any:

None recommended.

None recommended

Review of Student Outcome Data
(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
• Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.

• Review the institution’s explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC’s requirements.

☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Student outcome data on enrollment has been somewhat declining as evident in financial reports and downgraded rating by Moody’s Investment. Additionally, the graduation outcome data is extremely low with six-year graduation rates during the last three years between 42% and 46% and the ten-year graduation rates at approximately 50%. The demographic of students NMSU serve could play into the lower outcome data. There are several strategies and plans in place to improve these lower outcomes scores. Plans include extending the timeline of a semester for struggling students so scholarships can be saved along with a host of services offered by the student success center. These strategies are appropriate to address the relatively low student outcome data.

Additional monitoring, if any:

None recommended.

Publication of Student Outcome Data
(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

• Verify that student outcome data are made available to the public on the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.

• Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- ☐ The institution meets HLC’s requirements.
- ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
- ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

NMSU appears to be very transparent in the information on their public website. All links related to student disclosures including fees, pricing, Title IV information, safety, and crime statistics were active and working.

Additional monitoring, if any:

None recommended.

Standing With State and Other Accrediting Agencies
(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
- Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.
- Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk
of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☑ The institution meets HLC’s requirements.

☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

There are 53 programs at NMSU with specialized accreditation and all are listed in good standing with no sanctions.

Additional monitoring, if any:

None recommended.

Public Notification of Opportunity to Comment
(FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

**Note:** If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
- Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☑ The institution meets HLC’s requirements.

☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The information on the HLC evaluation team visit is posted on the NMSU Accreditation website. The public comment invitation was posted on the NMSU News Center Hotline on August 23, 2017. The total of 60 comments were submitted by mail, by email, and on the HLC public comment website. The institution made a reasonable effort to notify the public on the evaluation schedule and seek comments.

None recommended.

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)
   - Review the list of direct assessment or competency-based programs offered by the institution.
   - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
   - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students’ mastery of tasks to assure competency.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - [x] The institution meets HLC’s requirements.
   - [ ] The institution meets HLC’s requirements, but additional monitoring is recommended.
   - [ ] The institution does not meet HLC’s requirements and additional monitoring is recommended.
The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

No direct assessment or competency-based programs are offered at this institution.

Additional monitoring, if any:

None recommended

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Assurance Argument
Federal Compliance Review filled out by University
Mission Statement
Academic Program Offerings
Annual Crime and Safety report
University Catalog
University Website
Tuition Fee structure
Moody’s Investment report
S & P Rating report
Fitch Rating
Rankings and Recognitions
Outcome data related to graduation rates over 10-year period
Regents Policy Manual
Policies and procedures related to appeals/grievances
Faculty Handbook
Invitation for Public Comment
Public Consumer Information
Student Outcomes Webpage
Composite Financial Index
New Mexico State University Third-Party Comments

Course Syllabi:

The majority of all courses at NMSU fall into either 1-3-4 credit hour semester offerings. The few that offer over 4 credit hours such as 6-12 credit hours are either practicum type classes or archeology digs that require full day participation of students’ multiple days within a week. All distance learning syllabi sampled fall within normal guidelines as well as traditional classroom offerings, as well as the course offerings over 3 credit hours.

ANTH 125 G Intro to World Cultures-3 credit
ART 110 Visual Concepts 3 credit
COMM 265 G-M33 Principles of Human Communication for STEM Majors 3 credit
CS 171 G Intro to Computer Science 4 credits
202-G History Intro to Recent American History 3 credits
121 College Algebra—part online and part in classroom 3 credits
190-G Trig and Pre-Calculus 4 credits
101-G Music Online Course in addition to 4 CDs 3 credits
SOC 101 –Intro to Sociology 3 credits
211 G Cellular and Organismal Biology 3 credits
112G General Chemistry 4 credits
105-G Astronomy 4 credits
110-G Chemistry-Principles and Applications 4 credits
100 G AGRO Intro Plant Science 4 credits
HON 214 Successful Fellowship Writing 1 credit
HON 235 Window on Humanity 3 credits
CEP 676-3 credits
MPH 530 Epidemiological Approaches to Disease Control and Prevention 3 credits
MUS 511 Survey of Traditional Harmony 3 credits
HIST 598 Craft of History 3 credits

Compressed Summer courses audited:

ELA 655 Higher Ed Finance and Funding 3 credits
ELA689 Evaluation Design in Education 3 credits
SPAN 583 Advanced Spanish American Women Writers 3 credits
ANTH 388/488 Archaeological Mapping 3-6 credits
CEP 580 Counseling Internship 6-12 credit hours
AXED Agricultural and Extension Education 12 credit hours—Student Teaching Practicum
SPED 482/582 12 credit practicum teaching experience
NMSU Summer Archeology Field School-6 credits/6 weeks (M-Th all day digs)
Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours

Institution Under Review: New Mexico State University

Review the Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions
Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses
A. Answer the Following Question

1. Are the institution’s calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

☐ Yes ☐ No

Comments:
Course terms follow traditional semesters and credit hour ranges within limits of traditional higher education.

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution’s calendar and term length practices?

☐ Yes ☒ No

Rationale:
Identify the type of HLC monitoring required and the due date:

**Part 2. Policy and Practices on Assignment of Credit Hours**

**Instructions**
Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team’s review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.

2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).

   - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

   - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

   - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.

   - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a
short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

- For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.

- At a minimum, teams should anticipate sampling at least a few programs at each degree level.

- For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

- Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.

6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:

- Does the institution’s policy for awarding credit address all the delivery formats employed by the institution?

- Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

- For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?

- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
• If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?

• Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

• If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.

• If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

• If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours
A. Identify the Sample Courses and Programs Reviewed by the Team

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

   a. Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

   ☒ Yes  ☐ No

   Comments:
delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

☐ Yes  ☐ No

Comments:

c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

☐ Yes  ☐ No

Comments:

NMSU courses fall into the traditional offerings of higher educational standards whether delivered face to face or online or in the field as a practicum experience. Homework and time commitment is according to definition set by University.

d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☐ Yes  ☐ No

Comments:

2. Application of Policies

a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☐ Yes  ☐ No

Comments:

Majority of all coursework falls within 3 credit semester hours and those courses greater than 4 credits are few in number, and typically field experiences or practicum experiences where students are working daily throughout the week.
b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

☐ Yes  ☐ No

Comments:
Learning outcomes appropriate for level being offered as well as University policy in the awarding of credit hours.

c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution’s policy on the award of academic credit?

☐ Yes  ☐ No

Comments:
The compressed courses are offered in the summer sessions and uphold the University’s policy for awarding credit hours.

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

☐ Yes  ☐ No

Comments:

C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded “no” to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.
Is any HLC follow-up required related to the institution’s credit hour policies and practices?

☐ Yes  ☒ No

Rationale:

Identify the type of HLC monitoring required and the due date:

D.  **Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour**

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

☐ Yes  ☒ No

Identify the findings:

Rationale:

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**Part 3. Clock Hours**

**Instructions**

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

☐ Yes  ☒ No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

**Note:** This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or
quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

1. Does the institution’s credit-to-clock-hour formula match the federal formula?
   - Yes
   - No

   Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)
   - Yes
   - No

   Comments:
4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution’s policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes  ☐ No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution’s credit-to-clock-hour conversion?

☐ Yes  ☐ No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution’s clock hour policies and practices?

☐ Yes  ☐ No

Rationale:

Identify the type of HLC monitoring required and the due date:

No additional HLC monitoring is being recommended.
Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the Multi-Campus Evaluation, the assigned peer reviewer completes a Multi-Campus Reviewer Form. Peer reviewers should complete a separate template for each campus reviewed as part of a Multi-Campus Evaluation. The reviewer then e-mails completed forms to the rest of the evaluation team, who then discuss and integrate the findings into the final comprehensive evaluation report in the Assurance System.

After the visit, the team chair should ensure that HLC receives a copy of all Multi-Campus Reviewer Forms, as they cannot yet be uploaded into the Assurance System. The completed forms should be sent to finalreports@hlcommission.org. The Multi-Campus Report from the institution and the Multi-Campus Reviewer Forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-Campus Reviewer Form should be no more than five pages. The Form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2-3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer(s). Instead, the full evaluation team is expected to include a discussion of the evidence related to the Multi-Campus Evaluations in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.
Name of Institution: New Mexico State University
Name and Address of Branch Campus: NMSU Grants Community College
Date and Duration of Visit: 11/12/2017-11/13/2017
Reviewer(s): Eri Fujieda

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

New Mexico State University - Grants (NMSU-Grants) is one of the four community colleges that are part of the New Mexico State University System and a branch campus of New Mexico State University - Las Cruces (NMSU-LC). Located in a small rural city of Grants, New Mexico, about 78 miles west of Albuquerque and 280 miles from Las Cruces, its primary service area is the northwest region of New Mexico that includes Cibola, Catron, and McKinley counties. These counties with a combined population of 106,000 (2016 population estimate by the US Census Bureau) include tribal communities (the Laguna and Acoma Pueblos and the Navajo Nation). Based on the characteristics of the population it serves, NMSU-Grants has been designated as both a Hispanic Serving Institution (HSI) and as a Native-American Serving Non-Tribal Institution (NASNTI) and is eligible for the federal Title III and V fundings.

NMSU-Grants is an open admission campus, offering eight associate degree programs, one associate of applied business program, six associate of applied science programs, and 12 certificate programs. This campus also provides access to dual credit enrollment to local high school students as well as adult education/GED courses to working adults. Furthermore, it serves as a remote site for bachelor’s completion programs offered by NMSU-LC, in such disciplines as nursing, criminal justice, elementary education, information and communication technology, and sociology. Courses for these programs are taught by the NMSU-LC faculty either by online delivery or by on-site face-to-face delivery at this branch campus. To teach in the classroom, NMSU-LC faculty either travel to this site or use ITV available in four classrooms.

As indicated in the multicampus report and verified by the institutional research data in the evidence file, the typical enrollment for this campus is in the neighborhood of 1,000. About 80% of them are part-time, 40% are at age 25 or above, and 89% receive Pell Grants. 75% are Hispanic or Native American, and 90% are from the service counties. It is worth noting that, although these students are regarded as NMSU-Grants enrolled students, when broken down by the type of programs they enroll, approximately one-third of them (or 347 out of 1,029) enroll in NMSU-Grants programs, another one-third (337) were dual-credit enrollment students, and 345 were "swirlers" or students enrolled in programs at various levels offered by other NMSU campuses and taking online courses from NMSU-Grants (including 199 in bachelor's degree completion programs among others). The campus provides support to all these types of students in coordination with other campuses, particularly NMSU-LC.

NMSU-Grants has no consortial or contractual agreements.

2. History, Planning, and Oversight
Provide 2-3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting, and resource allocation at the institution.

Evidentiary Statements:

NMSU-Grants was founded in 1968 under the authority of the NMSU Board of Regents (BOR) as a NMSU-LC’s branch campus. BOR governs the campus through the Chancellor to whom the campus president reports. NMSU-Grants is engaged and participating in the system-level governance. As confirmed during the meeting with the NMSU-Grants President’s cabinet, this campus president regularly attends the system-level President’s Academic Council. The Academic Vice President also participates in the Associate Deans for Academic Council and other system-level meetings and discusses critical policy issues. Other administrators as well as staff mentioned their engagement with the system-wide issues through teleconferences. The faculty at NMSU-Grants participate in the system-wide Faculty Senate and serve on the standing and ad hoc committees at the system-level. Students provide input and feedback to the campus administration through the campus-wide Associated Student Government (ASG). NMSU-Grants had also a voice in the development of the current NMSU’s strategic plan "Vision 2020" through a public forum over webcast. As mentioned below, NMSU-Grants has developed excellent telecommunication capacity, which contributes to the effective communication with the main campus.

NMSU-Grants plans in alignment with the strategic priorities established for the NMSU system and operates in compliance with NMSU policies and procedures. The campus strategic plan "Foresight 2020" follows the focus and structure of the NMSU's “Vision 2020” and provides campus-appropriate objectives with KPIs in each of the five goal areas. At the operational level, such areas as course registration, transcripting, financial aid, finance, and information technology, are centrally managed and appropriate offices at NMSU-LC provide the oversight as well as resources and training to NMSU-Grants. Curricular changes are initiated by the faculty at NMSU-Grants, but need to go through the approval process that involves the system-level Faculty Senate. The campus administration develops its budget for approval by the NMSU BOR. NMSU-Grants’ administration and staff confirmed that this organizational structure provides quality resources and appropriate autonomy, which are critical for the campus to achieve its mission and effectively serve its population.

The mission of NMSU-Grants as stated in its website emphasizes “an accessible quality education through innovative teaching and learning that promotes respect and service for our diverse students and community.” While well aligned with the system-level mission, this campus-specific mission clearly puts focus on access and success of its students and values its relationship with local communities and follows through its mission through its planning process. for enrollment, academic programs, faculty and staff hiring, and facility and other resource management. The senior administrators as well as staff members confirmed that NMSU-Grants keeps the local county school board informed through regular meetings while seeking input and feedback from this advisory board as well as other community stakeholders on opportunities as it plans and budgets for enrollment, programming, and facilities. Excellent examples for community-informed programmatic efforts as observed during the campus visit include the development of dual-credit enrollment in collaboration with the local school districts, establishment of outreach centers for online students, and the partnership with the Cibola Communities Economic Development Foundation in bringing a Soloworks Job Creation Center to the Grants community.

This branch campus’ operational budget in 2016-2017 was approximately $7.8 million (NMSU Budget Office report). Its revenue appears to depend primarily on state appropriation (48.8%) and governmental grants and contracts (34.7%). In alignment with the campus mission, the majority of the fund is allocated to instruction and general uses (74.2%) and student aid (18.1%). Conversations with senior leaders underscored the significance of the Title V grant it received to enrich its educational environment.
Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.
☐ The evidence indicates that there are concerns related to the expectations of the category.

3. Facilities and Technology

Provide 2-3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.).

Evidentiary Statements:

NMSU-Grants has a compact campus with four buildings. All the buildings are generally well maintained, ADA accessible with ramps and elevators, and have facilities and equipment appropriate to the mission and academic offerings. Martinez Hall has classrooms, lab and workshop spaces, a library, faculty offices, academic support services (i.e., writing center, math center, student success center), student support services, IT, and administration. A wing of faculty offices was recently remodeled. Food service is available and students can meet and study in the lobby as well as in the library. Learning centers also provide welcoming space for students who would need a space to study. McClure Hall has classrooms and lab spaces for professional programs, including nursing, education, computer graphic design, and fine arts. Fidel Activities Center has a gymnasium/auditorium with sufficient capacity to hold commencement, in addition to an exercise room for physical education courses and community access. The locker room facilities are in need of repair; restrooms in the second floor are currently used as the temporary alternative. This repair is identified as one of the projects in the NMSU 2017-2027 Master Plan. The second floor of this building has been refurbished to accommodate the Soloworks Job Creation Center. The child care center is housed in a small building. As indicated in the NMSU Master Plan, this building is planned to be demolished when the phase one of the new building construction project is completed. This new building when completed is expected to provide additional spaces for education and health care programs in addition to child care facilities.

Instructional facilities are all in excellent shape with appropriate furniture, equipment and technologies. Multipurpose classrooms have capacity of 10-27 seats and are equipped with movable chairs and tables, one or more whiteboard, a computer, a projector, a screen, a smartboard, and multiple microphones. Four of them are ITV capable, serving the needs of students enrolled in NMSU-LC’s bachelor's degree completion programs. Computer technology, nursing, teacher education, biology/chemistry, and art programs have designated lab or studio spaces. Workshops are available for automechanic repairs, welding, woodwork, and steinglass making. The facilities appear adequate to current programmatic offerings. The equipment in the welding workshop is becoming outdated. A Plasma Cutter that was recently purchased with a grant is waiting to be installed.

NMSU-Grants has excellent information technology infrastructure. Wireless is available across the campus, including in the parking lot. Computer stations were present in the library, at a computer lab in the testing center, and in the math center. A communication application “Zoom” is mentioned by students, faculty, and staff as a most productive tool to provide online tutoring as well as instruction.

All rooms are locked after hours and during the weekends. The local police patrols the campus on a daily basis.

Judgment of reviewer(s) (check one):
The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

4. Human Resources

Provide 2-3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training, and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Evidentiary Statements:

NMSU-Grants has 13 regular full-time and 55 adjunct faculty members for eight associate degrees, one associate of applied business, six associate of applied science, 12 certificates, dual-credit enrollment, and adult education/GED. While overall student-to-faculty ratio is relatively low (14:1), conversations with the faculty during the visit clearly indicated that regular faculty members are critical in managing an array of tasks associated with these program offerings. They manage one or more programs, develop and teach courses, maintain the program quality via assessment, recruit and train adjuncts, informally advise and mentor students, organize co-curricular activities, and serve on campus-level and/or system-level committees. These faculty members are also expected to be available on campus at least four days a week. Students provided high praise to these faculty members who serve with commitment and passion and build close relationships with students.

All faculty hires and evaluations follow the NMSU Administrative Requirements and Policies (ARP) 5.14. Human Resource Services provides guidance for faculty hiring, but the process begins at the department level. Search committees are composed primarily of departmental faculty and one outside representative. The file includes a set of hiring guidelines; the process follows these Search Committee Advisory Guidelines, and these guidelines include a strong emphasis on diversity and inclusion. The recommended faculty hires must also be approved by the college and the Provost. NMSU-Grants adopted the practice of hiring regular faculty as "college-track" (eligible for promotion but not tenure) rather than as tenure-track, reflecting the need to be more strategic in academic planning. Based on the information shared on the state of the current search for a regular faculty position, this change does not appear to have affected the ability to recruit quality candidates.

A review of the faculty roster provides sufficient evidence that the faculty at NMSU-Grants are appropriately qualified to teach their courses. The Provost indicated during the NMSU-LC site visit that the NMSU system is currently strengthening the process to review faculty qualifications. NMSU has already developed a report through Banner that enables department heads, deans, and the Provost to review the credentials and equivalent experiences of all faculty members. Full implementation of this process is expected in Spring 2018.

All faculty are annually evaluated primarily for their teaching effectiveness. Faculty at NMSU-Grants have opportunities to participate in professional development workshops and activities offered by the NMSU-LC Teaching Academy. A meeting with NMSU-Grants faculty affirmed the benefit from attending workshops on general education assessment workshops; in particular, at least two NMSU-Grants faculty members have been certified as Quality Matters reviewers and taking a leadership role in improving the quality of distance learning offered from NMSU-Grants. The Teaching Excellence Committee at the NMSU-Grants campus provides collegial opportunities to improve teaching and learning. Faculty as well as staff are also eligible for six-credit tuition assistance to take NMSU courses and earn an advanced degree for a salary increase.

According to IPEDS and the staffing trend analysis provided by NNSU Institutional Research, NMSU-Grants has on average 40 staff members to support the daily operation on the full-time or part-time basis.
It appears that such key areas as student support services, learning centers, library, information technology, and facilities are sufficiently staffed with qualified individuals. The staff members who attended the open meeting spoke knowledgably about the areas of their responsibility and student needs while showing strong commitment to the success of the institution.

Judgment of reviewer(s) (check one):

☑ The evidence indicates that the institution fulfills the expectations of the category.
☐ The evidence indicates that there are concerns related to the expectations of the category.

5. Student and Faculty Resources and Support

Provide 2-3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve, and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Evidentiary Statements:

NMSU-Grants supports students' registration and financial aid through a one-stop enrollment service located in the most accessible and visible location in Martinez Hall. A new communication application "QuickConnect" improved online student support. Financial aid staff provides workshops on student loans and FAFSA application (for high school students) and scholarship information is not only shared through the financial aid office but also promoted at student learning centers.

Student learning centers, including a writing center, math center, student success center, and testing center, have professional staff as well as peer tutors and assist students in a very welcoming environment from 8 a.m. to 6 p.m. on Monday through Thursday. These learning centers actively partner with instructors in monitoring and better promoting students' progress. With a recently adopted video conference tool ("Zoom"), these centers became able to extend tutoring services to students who cannot be on campus during the hours of operation, including those who are utilizing the Outreach Centers. Students, staff, and faculty unilaterally expressed high praise for this tool during open meetings.

Meetings with administration, staff, faculty and students confirmed that NMSU-Grants' official advising is centralized, but in its unique institutional context that regular faculty members made themselves available for informal advising on an ongoing basis. While the website indicates that one professional advisor and the Vice President for Student Services are to provide academic advising to all students, it is a common practice and expectation that regular faculty members are available to advise students as needed. Transfer focused advising is provided also at the transfer fair in the fall term with recruiters from NMSU-LC colleges. Students expressed no concern with advising at this branch campus. At the same time, a few students enrolled in the NMSU-LC bachelor's completion program in computer science expressed frustration with the difficulty in getting hold of their advisor in NMSU-LC via email and suggested a local advisor for more seamless transition.

The library has a collection of materials appropriate to program offerings, along with a group study room with digital media capability, a special collection, and a depository of selected government documents, and is open to students as well as to the public from 9 a.m. to 6 p.m. (5 p.m. on Fridays). The director of the NMSU-Grants library plays an active role in determining the use of its funding based on course syllabi review, research to update multicultural materials, and discussion with faculty and students on emerging curricular and co-curricular programming needs. Over 30 digital databases are available, many...
through the state-level consortium, and include BrainFuse, an online homework help service available to students. Subscription of digital databases is not shared with the main campus library.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

6. Educational Programs and Instructional Oversight

Provide 2-3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Evidentiary Statements:

NMSU-Grants offer eight associate degrees, one associate of applied business, six associate of applied science, and 12 certificates in such areas of study as business, automotive, communications, computer science and technology, criminal justice, drafting/welding, education, health sciences, humanities, mathematics, nursing, social sciences, and social services. In addition, courses to fulfill NMSU’s General Education program, dual-credit enrollment for high school students, and adult education/GED courses to working adults are available. These programs and courses were developed in response to the local needs and approved through the process defined in NMSU ARP 6.35. Graduation requirements at NMSU-Grants that are appropriate to the degree levels offered at this branch campus are easily found in its course catalog as well as on the respective program website. NMSU-Grants is responsible for verifying the completion of graduation requirements in accordance with the defined program of study; degrees are however awarded by the NMSU system registrar.

As mentioned earlier, 13 regular and 55 adjunct faculty members serve to teach the array of programs and courses and the campus Vice President for Academic Affairs exercises oversight on the instructional quality and annual evaluation of the faculty. 11 of the regular faculty members are listed on the "programs of study" webpage as program managers. Conversations with the faculty confirmed that the regular faculty ensure the coherence, consistency, and currency of the curriculum by using the same syllabus across sections regardless of the delivery modes (including the dual-credit courses) and providing instructional guidance and resources to adjunct faculty members. Quality Matters standards have been adopted to improve the quality of online courses. Faculty at NMSU-Grants have representation on the NMSU system’s General Education Course Certification Committee and ensure that General Education courses at NMSU-Grants are consistent with the State of New Mexico General Education Common Core (NM GECC) and meet associate degree requirements. Regular faculty members are available on campus at least four days a week, and their office hours are visibly posted at their offices in compliance with the system policy. Students’ comments received during the campus visit affirmed that NMSU-Grants provides excellent faculty and staff access to students. Students praised faculty as well as staff as knowledgeable and helpful to their educational and career advancement.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

7. Evaluation and Assessment
Provide 2-3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus.

Evidentiary Statements:

NMSU-Grants established 12 institutional learning goals that align with the learning goals for the NMSU-LC’s Baccalaureate Experience and posted them around the campus. These goals are addressed at the program level; each program clearly articulated student learning goals and made them easily accessible on the program website.

The program-level learning goals are assessed in a recently revised four-year cycle academic program review process. The campus Assessment Committee led the implementation process, providing clear instructions and mentorship and coordinating with the campus institutional researcher on data collection. This new process includes annual summary reports and action and budgetary requests and renders clear linkage between program review and strategic planning. Three programs (computer technology, criminal justice, and mathematics) participated in the pilot in 2015-2016. Review materials found in the assurance system addendum demonstrated that the process consistently resulted in thorough and thoughtful self-study of these programs with reasonable and achievable action plans, focusing on program quality improvement and students success outcomes. An excellent example is the improvement made in the mathematics curriculum and pedagogy based on the course-level assessment findings. To close the loop, these reviews still need to be followed through with the President's response and achieving the proposed actions.

The institution has built excellent practices and expertise in the area of assessment. It also has capable institutional research staff who can provide needed data. It appears to have sufficient capacity to extend this program-level review process to non-academic units starting in 2017-2018 with the Testing Center. In particular, non-academic program review may benefit the campus in assessing the impact of its programmatic efforts to improve student retention, persistence, and completion. Conversations during the visit clearly indicated that student retention, persistence, and degree completion is well recognized as a challenge to this campus and that the campus is investing in such interventions as the early alert based on the mid-term grades and a professional STEM tutor and peer mentors made available at the Student Success Center. At the same time, as indicated in the assurance argument, the conventional calculation of student retention or completion rates based on relatively small first-time full-time student cohorts has not contributed a meaningful analysis for this branch campus. As the campus moves forward with the non-academic program review, analyzing student success outcomes based on common metrics that are meaningful in the context of this campus is a possible pathway to understand and improve the effectiveness of various interventions.

Judgment of reviewer(s) (check one):

☑ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

8. Continuous Improvement

Provide 2-3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole.
Evidentiary Statements:

NMSU-Grants is engaged with regular review of key performance measures as well as continuous improvement efforts, in order to meet its own and system-level strategic goals. As mentioned elsewhere in this report, to improve student success outcomes measures, intensive academic and student support services have been made available on campus with online communication tools. Also, to lower the student loan default rate, it strengthened the financial aid assistance program to new entering and exiting students. One contributing factor to these efforts is the availability of federal and state grants; particularly the Title V grant funded a number of programmatic efforts stated above. Future review of the effectiveness of these improvement projects will be critical for future grant opportunities.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.
## Internal Procedure

### Institutional Status and Requirements Worksheet

<table>
<thead>
<tr>
<th>INSTITUTION and STATE:</th>
<th>New Mexico State University, NM</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE OF REVIEW:</td>
<td>Open Pathway Comprehensive Evaluation</td>
</tr>
<tr>
<td>DESCRIPTION OF REVIEW:</td>
<td>A multi-campus visit will occur in conjunction with the comprehensive evaluation to NMSU -- Grants Community College, 1500 N. Third St, Grants, NM 87020. Comprehensive Evaluation includes a Federal Compliance Reviewer.</td>
</tr>
<tr>
<td>DATES OF REVIEW:</td>
<td>11/13/2017 - 11/14/2017</td>
</tr>
</tbody>
</table>

- No Change in Institutional Status and Requirements

### Accreditation Status

**Nature of Institution**
- Control: Public
- Recommended Change: no change

**Degrees Awarded**
- Associates, Bachelors, Masters, Specialist, Doctors
- Recommended Change: no change

**Reaffirmation of Accreditation**
- Year of Last Reaffirmation of Accreditation: 2007 - 2008
- Year of Next Reaffirmation of Accreditation: 2017 - 2018
- Recommended Change: 2027-2028

### Accreditation Stipulations

**General**
- Prior Commission approval is required for substantive change as stated in Commission policy.
- Recommended Change: no change
Institutional Status and Requirements Worksheet

Additional Location:
The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

**Recommended Change: no change**

Distance and Correspondence Courses and Programs:
Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Recommended Change: no change**

**Accreditation Events**
Accreditation Pathway
- Open Pathway

**Recommended Change: eligible to choose**

**Upcoming Events**

**Monitoring**
Upcoming Events
None

**Recommended Change: no change**

**Institutional Data**

<table>
<thead>
<tr>
<th>Educational Programs</th>
<th>Recommended Change: no change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
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</tr>
<tr>
<td>Certificate</td>
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<tr>
<td>Associate Degrees</td>
<td>19</td>
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<tr>
<td>Baccalaureate Degrees</td>
<td>96</td>
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<tr>
<td><strong>Graduate</strong></td>
<td></td>
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<tr>
<td>Master's Degrees</td>
<td>58</td>
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<tr>
<td>Specialist Degrees</td>
<td>2</td>
</tr>
<tr>
<td>Doctoral Degrees</td>
<td>28</td>
</tr>
</tbody>
</table>

**Extended Operations**

**Branch Campuses**
Recommended Change: no change

Additional Locations

Alamogordo, 2400 N Scenic Dr, Alamogordo, NM, 88310 - Active
Albuquerque, 4700 Morris Ave NE, Bldg K, Albuquerque, NM, 87111-3704 - Active
Carlsbad, 1500 University Drive, Carlsbad, NM, 88220 - Active
Los Alamos, Warehouse SM 30 Lani Bikini Atoll Rd, Los Alamos, NM, 87545 - Inactive
Santa Fe Community College, 6401 Richards Ave., Santa Fe, NM, 87508 - Active

Recommended Change: no change

Distance Delivery

11.0103 - Information Technology, Bachelor, Bachelor of Information and Communication Technology
11.0301 - Data Processing and Data Processing Technology/Technician, Associate, Associate of Applied Science - Computer Technology
11.0301 - Data Processing and Data Processing Technology/Technician, Associate, Education
13.0101 - Education, General, Associate, Education
13.0101 - Education, General, Certificate, Endorsement - Information Technology Coordinator
13.0101 - Education, General, Certificate, Graduate Certificate in Online Teaching and Learning
13.0101 - Education, General, Certificate, School Library Media Specialist Endorsement
13.0101 - Education, General, Master, Master of Arts in Education with a Graduate Certificate in Online Teaching and Learning
13.0101 - Education, General, Master, Master of Arts in Education, Emphasis in Curriculum and Instruction
13.0101 - Education, General, Master, Master of Arts, Education, Concentration in Educational Learning Technologies
13.0301 - Curriculum and Instruction, Bachelor, Bachelor of Science in Elementary Education
13.0301 - Curriculum and Instruction, Bachelor, Post Bachelor in Elementary Licensure
13.0301 - Curriculum and Instruction, Doctor, PhD in Curriculum and Instruction
13.0401 - Educational Leadership and Administration, General, Doctor, Doctor of Education or Doctor of Philosophy in Educational Leadership
13.0401 - Educational Leadership and Administration, General, Master, Master of Arts, Educational Administration, Emphasis in Community College, University Administration
13.0401 - Educational Leadership and Administration, General, Master, Master of Arts, Educational Administration, Emphasis in Pk-12 Educational Administration
13.1001 - Special Education and Teaching, General, Certificate, Special Education Alternative Licensure
13.1210 - Early Childhood Education and Teaching, Associate, Early Childhood Education
13.1210 - Early Childhood Education and Teaching, Master, Master of Arts in Education Curriculum and Instruction Early Childhood Education
13.1301 - Agricultural Teacher Education, Master, Master of Arts in Agricultural and Extension
## Internal Procedure

**Institutional Status and Requirements Worksheet**

### Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Program Name</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1312</td>
<td>Music Teacher Education, Master</td>
<td>Master, Master of Music</td>
<td>Music Education</td>
</tr>
<tr>
<td>13.1315</td>
<td>Reading Teacher Education, Certificate, Endorsement in Reading Education</td>
<td>Certificate, Reading Disabilities</td>
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<tr>
<td>14.1001</td>
<td>Electrical and Electronics Engineering, Master</td>
<td>Master, Master of Science in Electrical Engineering</td>
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<tr>
<td>14.3501</td>
<td>Industrial Engineering, Certificate, Graduate Certificate in Systems Engineering</td>
<td>Master, Master of Science in Industrial Engineering</td>
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<tr>
<td>16.0905</td>
<td>Spanish Language and Literature</td>
<td>Master, Master of Arts in Spanish</td>
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<tr>
<td>24.0102</td>
<td>General Studies, Associate</td>
<td>Associate of Arts</td>
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<tr>
<td>43.0104</td>
<td>Criminal Justice/Safety Studies</td>
<td>Associate, Criminal Justice</td>
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<tr>
<td>43.0104</td>
<td>Criminal Justice/Safety Studies, Bachelor</td>
<td>Bachelor of Criminal Justice</td>
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<tr>
<td>44.0000</td>
<td>Human Services, General</td>
<td>Associate, Social Services</td>
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<tr>
<td>44.0701</td>
<td>Social Work, Master</td>
<td>Master of Social Work</td>
<td></td>
</tr>
<tr>
<td>45.1101</td>
<td>Sociology, Bachelor</td>
<td>Bachelor of Arts in Sociology</td>
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<tr>
<td>45.1101</td>
<td>Sociology, Master</td>
<td>Master, Master of Arts in Sociology</td>
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<tr>
<td>51.</td>
<td>HEALTH PROFESSIONS AND RELATED PROGRAMS, Doctor</td>
<td>Doctor of Philosophy in Nursing</td>
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<tr>
<td>51.</td>
<td>HEALTH PROFESSIONS AND RELATED PROGRAMS, Master</td>
<td>Master, Master of Science in Nursing</td>
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<tr>
<td>51.0000</td>
<td>Health Services/Allied Health/Health Sciences</td>
<td>General, Bachelor of Science in Nursing</td>
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<tr>
<td>51.2201</td>
<td>Public Health, General</td>
<td>Certificate, Graduate Public Health Certificate</td>
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<tr>
<td>51.2207</td>
<td>Public Health Education and Promotion</td>
<td>Master, Master of Public Health</td>
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<tr>
<td>51.3801</td>
<td>Registered Nursing/Registered Nurse</td>
<td>Master, Master of Science in Nursing, Nursing Administration</td>
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<tr>
<td>52.0101</td>
<td>Business/Commerce, General</td>
<td>Associate, Pre-Business</td>
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</tr>
<tr>
<td>52.02</td>
<td>Business Administration, Management and Operations</td>
<td>Master, Master of Business Administration (MBA)</td>
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<tr>
<td>52.0201</td>
<td>Business Administration and Management</td>
<td>General, Bachelor in Business Administration (General Business)</td>
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<tr>
<td>52.1401</td>
<td>Marketing/Marketing Management</td>
<td>General, Bachelor of Business Administration in Marketing</td>
<td></td>
</tr>
</tbody>
</table>

### Correspondence Education

None

**Recommended Change: no change**

### Contractual Arrangements

None
Institutional Status and Requirements Worksheet

Recommended Change: no change

Consortial Arrangements
None
Recommended Change: no change