

New Mexico State University Alamogordo - NM

HLC ID 1505

STANDARD PATHWAY: Mid-Cycle Review

Visit Date: 2/13/2017

Dr. Kenneth Van Winkle
President

Linnea Stenson
HLC Liaison

Robert Haas
Review Team Chair

Jennifer McConville
Team Member

Carlos Penaloza
Team Member

Shashi Unnithan
Team Member

Context and Nature of Review

Visit Date

2/13/2017

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

- Mid-Cycle Review
- Federal Compliance
- On-site Visit

There are no forms assigned.

Institutional Context

New Mexico State University at Alamogordo (NMSU-A) is one of four community colleges in the New Mexico State University (NMSU) system. NMSU-A was founded in 1958, and offers technical programs that lead to employment and transfer programs which lead to a four-year degree. NMSU-A is governed by a local president and executive team that includes vice presidents for business, academics, and student services and NMSU-A makes hiring decisions for all local positions. Payroll, financial processing, financial aid processing, registration, the student information system, learning management system, and other similar systems are centralized at the NMSU system level. CFI scores are reported at the system level.

NMSU-A has experienced a substantial enrollment decline in the past few years but appears to be adapting well to the decline by carefully managing expenses and exploring opportunities for reaching out to new sources of potential students. NMSU-A has created reasonable enrollment projections, and as a result has developed a realistic budget based on the "new normal" enrollment.

NMSU-A's current President, Dr. Kenneth Van Winkle, has been in the position just over 15 months. He replaced a president who served for 8 years. Dr. Van Winkle is highly regarded by both internal and external constituencies of NMSU-A, and the substantive changes he has implemented in the NMSU-A organizational structure have broad support across the College.

Interactions with Constituencies

The site team met with the following individuals during a series of 21 meetings held from Monday, February 13 at 8:00 AM - Tuesday, February 14 at noon.

Executive: President, VP for Business and Finance, VP of Student Success, VP Academic Affairs

Directors: Online Quality Assurance, Institutional Effectiveness, Curriculum and Assessment, Financial Aid, Career and Technology Division, Assoc VP of Extended Programs, Fiscal Assistant, Marketing, Facilities, Information Technology, ALO/Institutional Research

Faculty: Arts & Sciences, English, Government, Philosophy, US History, Chair of Faculty Assembly, Business, Adjunct, C&T, Basic Skills Instructor, Digital and Fine Arts, Psychology, Education, Allied Health, Marketing

Staff: Financial Aid advisors, HR Admin Staff Assistant, Accessibility Services Coordinator, HR Coordinator, Administrative Assistants, Tutoring Coordinator, Lab Tech, Facilities Assistant, Library Assistant, Recruiter, Academic Advisors, VPAA Admin Assistant, Accounts Payable, Purchasing

Advisory Board: Alamogordo School Board members, Alamogordo School Superintendent

Community: Chamber of Commerce President, Holloman Air Force Base Mission Support Group Commander

The team met formally with a group of 16 students who represented a variety of majors. Four students were involved in student government and several were a part of NMSU-A's work study programs. The team also interacted informally with several students.

Additional Documents

The team reviewed the following additional documents:

- NMSU proposed changes to rules impacting distance education
- NMSU credit hour policy (6.20)
- Printed copies of the Campus Connection Newsletter
- Student artwork displayed in campus buildings
- Posters of upcoming events

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 Alamogordo (NMSU-A) is an open-access community college, one of four community college campuses in the New Mexico State University (NMSU) system. NMSU-A's chief executive is the NMSU-A President, who was selected by the NMSU system chancellor after a national search. NMSU-A is autonomous from a mission, vision, values, and strategic planning perspective, but the NMSU system has substantial oversight and NMSU-A's mission must align with the NMSU system's mission.

The mission of NMSU is to: *serve the educational needs of New Mexico's diverse population through comprehensive programs of education, research, extension education, and public service.*

The mission of NMSU-A is: *to provide quality learning opportunities for individuals in the diverse community we serve.*

NMSU-A's mission, vision, and most of the values statements were adopted in 2004. In 2016, NMSU-A reviewed and updated the mission as a part of the College's Learning Signature Implementation Plan. The Learning Signature was developed in response to a desire of the College to improve its assessment processes. The College describes a learning signature as:

the institution's definition of an educated person, and articulates the intended unique qualities of the campus learning environment that enrich and support student learning toward development of the values and skills considered important for all students at the institution.

NMSU-A's assurance argument and site visit team interviews with faculty, staff, and administrators at the College confirm that appropriate stakeholders were involved with the development and review of

the mission.

NMSU-A offers programs in engineering, renewable energy, information technology, automotive, education, business, criminal justice, health, and arts and sciences. The programs are an appropriate combination of transfer programs and programs that lead directly to careers and are appropriately aligned to NMSU-A's mission of providing quality learning opportunities.

NMSU-A's student demographics show the College's enrollment profile is consistent with its stated mission. The proportion of Hispanic enrollment at the College exceeds the 2015 U.S. Census estimates for the College's service area; other student demographics are of similar proportion to U.S. census data. NMSU-A recognizes an opportunity to attract a higher number of American Indian and Alaskan Native population and emphasized outreach efforts and limitations with attracting this population. The College provides a variety of educational opportunities, including high quality online courses which are available to all students and are especially suited to the Military and Veteran population. The value of the online offerings to military students was reinforced by interviews with NMSU-A's Advisory Board Ex-Officio Member, an Air Force Colonel who represents the Holloman Air Force Station. In support of immediate workforce needs, NMSU-A, in partnership with NMSU, offers baccalaureate programming in Nursing and Education.

NMSU-A serves students and the local community by providing face-to-face tutoring through the Academic Support Center, library services through the Townsend Library, and other services in support of NMSU-A student success. Services are provided online as needed. The tutoring center and library are open to the Alamogordo community members, whether or not they are registered students.

The site visit teams' interview with the Vice President for Business and Finance, President, and Strategic Planning Team indicate that budgeting is aligned with the Strategic Plan as evidenced in financial commitments allocated to the retention plan and Learning Signature Implementation plan.

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-A clearly articulates its mission. The statements are included in the 2016-2017 NMSU-A Strategic Plan, the Vision 2020 Strategic Plan alignment document, the College website, the printed and online course catalogs, the student handbook, and course syllabi. Interviews with various stakeholder groups confirmed the College mission and strategic plan is widely understood. NMSU-A's purpose, vision, values, goals, plans and institutional priorities are defined in the College's Strategic Plan, which includes key performance indicators.

The strategic plan includes four goals:

- Recruitment/Student Success
- Community Engagement and Economic Development
- Resource Stewardship
- Diversity and Internationalization

Each strategic goal identifies specific strategies to achieve the goal and key performance indicators which are used to measure progress towards attaining the goal.

NMSU-A's intended constituents are explicitly stated in the mission documents; the College serves individuals in the communities in NMSU-A's service area. Goal 2 of the strategic plan states the College will support economic development of the region and offer courses that address local workforce demands. During on-site interviews, the site team was provided clear evidence that the College works closely with local economic development entities and aligns services the College provides to meet workforce and community needs.

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

NMSU-A addresses its role in a multicultural society in several ways. At the highest level, the College's mission statement, *To provide quality learning opportunities for individuals in the **diverse communities** we serve* [emphasis added] provides clear evidence that NMSU-A understands its relationship between its mission and the diversity of society.

NMSU-A understands the unique needs of various groups among its student population and employees. The College's initiatives are designed in part with the needs of different populations in mind. For example, the College sponsors a Native American student group, a Latin American student group, and offers course sections at the local high school and at Holloman Air Force Base. NMSU-A addresses age diversity by offering courses for senior citizens and high school students. Senior Citizens can take courses for \$5.00/credit hour.

Another initiative related to diversity is the College's outreach to American Indian students. Although currently underrepresented, NMSU-A is working to reach this population through recruitment strategies. NMSU-A also has a representative who meets with the Tribal Education office to determine how they can meet the needs of American Indian students.

NMSU-A is in the final year of Hispanic Serving Institution (HSI) grants. These grants helped the College design strategies to assist first generation Hispanic students and enabled the improvement of STEM programs to provide students with the equipment needed to prepare for in-demand careers. The College also created a program for the German military and their families housed at Holloman Air Force base. The program, ABITUR, is designed to bridge the differences between the German and U.S. educational systems.

NMSU-A offers dual credit courses to high school students. Students can take classes offered on their high school campus, taught by NMSU-A faculty, on-campus, or online. The involvement with the high schools also include a staffed kiosk at the local high school to offer educational support. High school students can also use the NMSU-A's tutoring center at no cost. Evidence of the success of these initiatives is shown by the accomplishment of four dual credit students in the past two years who received an Associate degree at the same time they graduated from high school.

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

NMSU-A's Strategic Plan includes four specific goals; goal 2 relates to community and states:

Community Engagement & Economic Development: To engage the local community in activities that supports the mission of the community college and serves the needs of the local citizens of the region. In addition, the community college will offer appropriate courses to enrich the lives of its students and in turn supply the region with a highly trained workforce.

This strategic plan goal includes several specific strategies related to improving the College's outreach by enhancing communication, increasing community engagement by offering noncredit training, supporting the area's businesses, and advancing student engagement in the local community. The College has identified a Key Performance Indicator (KPI) related to this goal, hired a marketing director, and started a College Bound program to encourage elementary school students to think about attending college.

By New Mexico State statute, the NMSU-A budget is approved by the Alamogordo Public School Board, which is NMSU-A's Advisory Board. A meeting with representatives from the board provided clear evidence that NMSU-A works closely with the local public schools to create programs that serve the public interest.

NMSU-A works closely with the local Chamber of Commerce and the College President is a member of the local economic development board. The President is also involved with the "Committee of Fifty" in the Alamogordo area; the committee is a group of community leaders who address the unique community needs of the Holloman Air Force base.

NMSU-A is also collaborating with several area health care providers to create certificate and degree pathways for health-related programs which are in high demand. This includes partnering with other community colleges to provide degrees such as the Surgical Technologist degree and four-year college partners to provide the BSN on the Alamogordo campus.

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

NMSU-A has developed a clear, publicly articulated mission through a process involving the entire campus community. The mission guides NMSU-A's operations and the College's Strategic Plan. The Strategic Plan includes four explicitly stated goals, strategies for achieving the goals, and Key Performance Indicators (KPIs) to measure progress towards achieving the goals.

NMSU-A has acknowledged a need to develop and publish program learning outcomes for every program, and has taken steps to complete this in a timely manner. As program learning outcomes are finalized, The College is encouraged to continue its progress in developing measures to determine the degree to which graduates achieve the program learning outcomes.

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-A follows the business and financial policies and procedures established for NMSU, which enable the institution to operate with integrity in its financial, academic, personnel and auxiliary functions. These policies are found in the NMSU Regents Policy Manual (RPM) (Chapter 2), Administrative Rules and Procedures (ARP), and the Business Procedures Manual. NMSU-A uses a conservative budgeting philosophy and budgets for a reserve of 10%-15% of the annual operating budget.

NMSU-A develops and administers its budget, but purchase orders, payroll, checks to vendors, financial audits, and other fiscal services are managed centrally in the NMSU system office. Historically, approximately 60% of NMSU-A's budget has been allocated to academic and student services.

The integrity of academic learning is evidenced by the institution's academic freedom policy. The academic freedom policy is outlined in the RPM and applied in the ARP with respect to freedom of expression and academic freedom. Students must also follow the student code of conduct as described in the student handbook in the section on Academic Misconduct. This information is also available in the catalog, online at the college website, and shared at student orientation.

Statements of the seriousness of plagiarism are located in the student handbook, catalog, and course syllabi. Disciplinary and grievance procedures for both academic and non-academic behavior are described in detail in the student handbook under the section for both social conduct and academic misconduct.

NMSU-A also has a well-established and widely publicized student complaint process. The process is clearly available on the website. NMSU-A uses ethicspoint.com for students, staff, or members of the general public who want to confidentially report an issue.

Student services and the financial aid office are transparent in the disclosure of student fees, which are clearly displayed on the website along with a cost calculator. Students are made aware of their rights

and responsibilities through student right-to-know information published on the website, and discussed during financial aid advising and public recruiting events.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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-A clearly, completely, and transparently presents itself to its students and the public by disclosing information about its programs, tuition, fees, and book costs, transfer policies, and accreditation relationships in the catalog and on the website. This information is also published through social media outlets, marketing materials, the Campus Connection newsletter, and the student handbook.

All student right-to-know information, student outcome data, and net price calculators are published on the college website. The HLC's mark of affiliation is also displayed on the website.

NMSU-A provided the site visit team a database of all full-time and part-time faculty with their course assignments. The team randomly chose four full-time and four part-time faculty names from the list and reviewed credentials of those faculty. The reviews showed that the faculty were qualified to teach the courses assigned.

A need for improvement recognized by NMSU-A is that program learning outcomes are in various stages of development for each program, and are not yet included in the catalog or on the program pages of the College's website.

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-A is governed by a Board of Regents for the New Mexico State University (NMSU) System. The Board includes four members of the general public and one student member, all of whom are appointed by the governor. The NMSU Board of Regents oversees operations at the five New Mexico State University campuses. NMSU-A prepares a budget which is approved by a local advisory board, develops its budget, and tracks its spending using a monthly budget variance report prepared by NMSU-A's CFO. The site visit team confirmed that the NMSU-A administration works closely with the NMSU system but is sufficiently autonomous to make decisions in the best interest of NMSU-A. Approximately 75%-80% of NMSU-A's operating revenue comes from the state system; NMSU-A remits 4% of its revenue to the system to offset administrative expenses.

NMSU-A's President reports directly to the NMSU system Chancellor. The NMSU-A Advisory board is made up of the five-elected members of the Alamogordo Public School Board of Education. The Advisory Board approves the annual operating budget of NMSU-A and also approves the NMSU-A local property tax levy request. The current property tax is collect at 1 mill and generates approximately \$600,000 per year for NMSU-A. The relationship between NMSU-A and the Alamogordo Public School Board is codified in an Operating Agreement.

Day to day management is overseen by the NMSU-A administration. The President oversees the entire campus activities and exercises shared governance through the Administrative Council and other committees on campus. Faculty, staff and students have the opportunity to be involved in this process by belonging to a committee on campus, and participating in the shared governance process.

Faculty oversee academic matters on NMSU-A's campus. This is accomplished through the Faculty Assembly consortium, which meets monthly and provides a forum to address institutional concerns. Representatives to the Faculty Assembly Consortium are elected by NMSU-A faculty and adjunct faculty and advise the administration on all academic policies. Faculty also oversee academic matters

through their Academic Council which makes recommendations to the Vice President for Academic Affairs. Through the NMSU-A Academic Council, faculty also make recommendations concerning administrative policies and rules and procedures for the College.

Two members of the NMSU-A faculty also hold seats on the NMSU Faculty Senate. This system-wide committee approves all academic changes before the proposed changes are sent to the NMSU Academic Council and the NMSU Board of Regents for consideration.

Interim Monitoring (if applicable)

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

NMSU-A 's policy and procedures reflect good practice in the acquisition, discovery, and application of knowledge by the faculty, staff, and students. The college has an IRB that is responsible for overseeing all research conducted at NMSU-A involving human subjects.

Students at NMSU-A are trained in library resources and research tools in classes as well as part of their classroom instruction, online classes, library, and academic support center. Specific references to ethical use of information are also found on Academic Misconduct and Standards for Student Social Conduct in the student handbook. Policies on plagiarism are included in course syllabi, the College catalog, and the student code of conduct. NMSU-A has detailed policies for ensuring that students maintain academic honesty and integrity. NMSU-A also follows the NMSU guidelines and policies which describe the expectations for the ethical and honest use of information sources, and has communicated expectations to students in the NMSU-A Institutional Learning Outcomes.

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

NMSU-A provided evidence the College is committed to the responsible acquisition and discovery of knowledge in several ways. The College demonstrates an unwavering commitment to freedom of expression through the academic freedom policies outlined in the NMSU system Administrative Rules and Procedures (ARP). Discussions with faculty and staff confirmed that faculty embrace their commitment to academic freedom and the pursuit of truth in teaching and learning.

Faculty have a strong voice in managing policies related to the oversight of scholarly practice. The Faculty Senate is a system-level body with two elected faculty representatives from each college. The Faculty Senate approves recommended changes to academic policies prior to consideration by the Board of Regents. At the NMSU-A local level, faculty elect representatives from both full- and part-time faculty to a Faculty Assembly, which addresses issues of direct interest to faculty at NMSU-A.

Students are offered guidance in the ethical use of information. Plagiarism and other academic misconduct policies are stated clearly on NMSU-A's website, in the College Catalog, and in the Student Handbook. An Academic Appeals Board, whose members include three faculty and two students, hears academic-related grievances and provides a recommendation to the VPAA for resolution of the grievance.

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

NMSU-A operates with integrity and conducts itself in an ethical and responsible manner. This is evidenced by NMSU-A's policies, transparent and inclusive planning processes, governance structure, and communication with students regarding disclosures of tuition and fees. The College also publishes appropriate information related to FERPA, Title IX, and student code of conduct on its website and communicates with students regarding its mission, strategic planning, and goals.

The site team recommends that NMSU-A continue efforts to develop program learning outcomes for every program, and publish the learning outcomes and assessment of student progress towards achieving the program learning outcomes on the website.

The site team also recommends that NMSU-A update the operating agreement with the Alamogordo Public School System. The copy provided in the evidence file was dated 2012. It is possible the agreement renews automatically but this was not clear in the agreement.

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

Review of the curriculum review process and interviews with faculty, administrators and Director for Curriculum and Assessment validated the rigor in NMSU-A's new course and program development and substantive course and program change processes. Programs undergo a program review on a 5-year cycle and program assessment annually to validate efficiency, currency, resources and sustainability. Program advisory boards exist to support currency of programmatic offerings, primarily in the career and technical side.

Student Learning outcomes are included in syllabi and applied consistently in all modalities including online and dual credit. Dual credit offerings are NMSU-A courses offered on campus, with limited offerings in Alamogordo High School, and utilize College syllabi, expectations, and faculty. Distance Education offerings are consistent with face-to-face offerings; faculty who teach distance education courses are required to complete multiple layers of training prior to assignment to the courses, ensuring quality and consistency. NMSU-A makes extensive use of the Quality Matters rubrics and several faculty members are qualified as reviewers. Interviews with students confirmed a consistent level of quality of courses, programs and support services.

NMSU-A faculty have developed program-level goals/learning outcomes for most programs but these are not currently listed in the College catalog or on the website and are not generally available to students. It is highly recommended that the program goals be finalized for all programs and made publicly available by way of the college catalog and other communication methods.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

General Education is a core requirement specified by the New Mexico Higher Education Department (NMHED) and requires five areas including communication, mathematics, laboratory sciences, social and behavioral sciences, and humanities and fine arts. These requirements are applicable to each associate degree program.

NMSU-A participated in the HLC Assessment Academy in 2014, which resulted in the development of the NMSU-A Learning Signature including Institutional Learning Outcomes (ILO), which are embedded outcomes in all degree and certificate programmatic offerings for the institution. NMSU-A has developed course outcome alignments, which map course learning outcomes to NMHED general education core outcomes and now NMSU-A Institutional Learning Outcomes.

NMSU-A identifies its institutional learning outcomes as follows:

- Critical Thinking;
- Communication/Literacy;
- Technology;
- Mathematics Skills;
- Scientific Inquiry;
- Diversity and Ethical Principles.

An interview of the ILO committee, faculty and Director of Curriculum and Assessment validated the

utilization of Institutional Learning Outcomes in all programmatic offerings and embedding assessment of meeting these outcomes into the program assessment process.

NMSU-A recognizes the importance of cultural diversity of the world on which students live and work, and codify this into the Institutional Learning Outcome "Diversity and Ethical Principles."

Faculty, Administrator, Staff and Student interviews validated engagement in scholarly work. Faculty obtained competitive grants which afforded students the opportunity to apply learned concepts in the field. Students in Allied Health programs provide community services including first-aid and medical support in various sponsored events. Displayed art in campus buildings demonstrated the College's appreciation for student and faculty scholarly work.

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

NMSU-A demonstrates that it has sufficient faculty to fill its instructional and non-instructional needs. In meetings with faculty, the site visit team learned faculty are taking on additional duties as the budget is getting tighter due to lower enrollment numbers. Faculty are appropriately credentialed for credit courses, including faculty teaching dual credit courses. The institution provided a database of all full-time and part-time faculty with their course assignments. The team randomly picked four full-time and four part-time faculty names from the list and reviewed credentials of those faculty. They were all qualified to teach the courses assigned.

Policies are in place for regular evaluation for faculty and instructors per the ARP of NMSU and NMSU-A Promotion and Tenure procedures manual. All regular faculty members are evaluated annually. Part-time faculty members are evaluated at least once every two years by the Assistant Division Head. Similar policies are in place for staff hiring and evaluation. A review of randomly selected personnel files confirmed evaluations are being completed regularly.

Professional development opportunities are a part of NMSU-A's standard budgeting each year. Faculty can apply for sabbaticals, which grant up to a year of time off to participate in discipline-related research. In addition, several professional development opportunities exist for both faculty and staff in the form of on-campus seminars, brown bag lunches, guest speakers, and off-campus live and recorded video events. These are advertised in various ways including the Campus Connection publication. Additionally, divisions and departments have professional development travel funds

where faculty travel to state, regional, and national meetings.

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

NMSU-A provides several support services suited to the needs of its student populations, including online students. These services include career services, counseling, financial aid, academic support, and disability services. Information regarding these is published in the catalog and on the College's website. NMSU-A provides co-curricular student activities that contribute to the development of students. These activities include programs related to health and wellness and student clubs and organizations. Students expressed a concern about the lack of a bookstore on campus and also expressed a desire for additional student activities that would provide connections to other students.

As stated on the admissions webpage for NMSU-A, new students are required to have a high school diploma or GED and complete appropriate placement tests. A student is directed to appropriate courses based on placement test scores. Newly admitted students are required to consult with an academic adviser and participate in either a face-to-face or online orientation session prior to registering for classes.

Advising services are offered on campus, online, and at Holloman Air Force Base. NMSU-A hired Ruffalo Noel Levitz (RNL) as a consultant to help identify challenges with decreasing enrollment. RNL found that the current advising structure was not effective and NMSU-A implemented specific changes as a result. In spring 2017, NMSU is implementing Ellucian CRM (Customer Relationship Management) Advise to improve student engagement.

NMSU-A uses embedded tutors in developmental reading and some English and math classes, and provides informal regular tutoring sessions within various academic programs. The Learning Technology Center (LTC) provides instruction and support for students in computer skills and technology usage.

Based on the institution's student code of conduct policy, which addresses plagiarism and academic dishonesty, and its acceptable use of technology policy, there is sufficient evidence that NMSU-A provides students guidance in the effective use of research and information resources.

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-A gives students the opportunity to participate in co-curricular activities that complement their coursework. Students are given the opportunity to develop leadership skills by participating in student government or other student organizations. Examples of student organizations include:

- STEM Club
- Phi Theta Kappa-for students with a GPA over 3.5
- Campus Christian Fellowship
- League of United Latin American Citizen
- Social Science Club
- National Society of Leadership and Success

NMSU-A also has examples of co-curricular activities in the classroom. A biology class visited elementary students to encourage them to develop gardening skills. They then worked with the students to clean up an established garden and to help plant vegetables. Another example is illustrated by the Fish, Wildlife and Conservation Students project with the Forest Rangers to determine age, rate and disease in trees.

Six students also participated in the Summer Community College Opportunity for Research Experience in 2016, which is a statewide program for students in STEM fields. This program helps community college students find research opportunities.

Other examples of co-curricular activities include:

- Allied Heath provides students and faculty with first aid and medical support for the annual Bataan Memorial Death March. This is an activity that honors WWII Bataan Prisoners of War and the suffering they endured. The students who participate through training in the lab setting for identifying environmental factors that affect health. They also offer blood pressure, blood glucose and body mass index checks at health fairs.
- Health and Wellness day was hosted at NMSU-A with the community to give information about health and wellness.
- Alamogordo Aggie Cupboard distributes food to those with needs

- Take Back the Night Alamogordo is an event to support people who have experienced abuse
- Constitution Day featuring discussion about the first amendment right to free speech.
- Black History Month-including exhibit at the Library and a movie available to the public
- Turtle habitat assistance to re-establish a healthy population
- Native American Heritage Day
- Veteran's Day
- Diversity and Inclusion Fair to bring awareness to Americans with disabilities and mental health
- Summit on Hunger and Homelessness in Otero County, co-sponsoring with the Otero Hunger Coalition
- Earth Day gave students the opportunity to learn about the university's renewable energy program and learn ways to recycle.
- Banned Book Day
- Military Appreciation Day
- Volleyball camp for local sixth to twelfth grade students
- PokemonGo

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

There is considerable evidence to support that NMSU-A provides instruction, educational activities, and support services that are consistent with its mission. The College offers co-curricular programming, internships, and service learning opportunities for students. It is clear that the College provides an adequate infrastructure and resources that align with expectations for high quality services.

The site visit team sensed a high level of cooperation among academic and administrative departments, despite budget challenges. Educational quality and student learning are the prime considerations for decision making across NMSU-A.

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

Interviews with the Vice President of Academic Affairs (VPAA), Director of Curriculum and Assessment, Division Heads, Assistant Division Heads, Institutional Learning Outcomes Team and Faculty confirmed the implementation and utilization of program reviews, with a 5-year cycle. The Program reviews address need, sustainability and resources for the program; where academic assessment of programs is part of a different process 'Program Assessment' which is an annual assessment of program outcomes. Review of sample program assessments document reflection on prior year results, recommendations for the changes to improve results in the upcoming year, and a reflection of the results from prior recommendations.

NMSU-A follows NMSU transfer credit policies and accepts CLEP, AP, Credit for Military Service, and Credit by Examination. The evaluation of the credits occurs at NMSU, where the registrar is housed. The NMSU-A Course Catalog clearly denotes course pre-requisites.

NMSU-A ensures that faculty are qualified to teach a course by maintaining a database with all full- and part-time faculty. The faculty assure course rigor and expectations by way of common course objectives, which are evaluated annually through the course assessment forms. Distance Education courses are Quality Matters approved; online faculty must undergo an online teaching course and Canvas training prior to course assignment to ensure quality of instruction.

To validate quality, rigor and integrity of distance education offerings, NMSU-A has partnered with ProctorU as documented in their argument, validated with interviews with faculty and syllabi presented to the site visit team.

NMSU-A does not currently have any specialized accreditations.

NMSU-A, in partnership with the New Mexico Department of Workforce Solutions (labor department) and data from the NMSU Banner data system, tracks student completion, transfer and employment data. The three-year average employed or continued education for NMSU-A graduates is 85.6%.

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

NMSU-A engages in academic assessment at the course and program level, addressing course-level outcomes and some program-level outcomes. Sample Program Assessment reports and the relationship of course level outcomes and program outcomes were provided. These assessments document findings and recommendations for improvements. The program assessments occur annually, and reflect on prior recommendations at each iteration of the assessment.

Student Learning Outcomes are clearly articulated in all course syllabi and are assessed every term the course is offered. Faculty submit assessment plans that include two learning outcomes being assessed, as well as an appropriate assessment tool. The assessment includes a reflection of outcomes and recommendations for improvement. NMSU-A modified the process from individual faculty submissions to team submissions for multi-section courses. This was evidenced by sample submissions during the site visit.

A review of the Canvas LMS demonstrates the presence of template course assessment and program assessment documents as well as program outcomes for most programs. Submission of course assessments and program assessments were reviewed by the site visit team, and confirmed NMSU-A's processes for documenting the reflection of assessment outcomes. Feedback is provided to faculty by the Director of Curriculum and Assessment, including recommendations for improvement and in few cases, reflection of outcomes of change implementation. The Canvas workspace is made available to faculty to review assessment outcomes. Recommendations are documented in the annual assessment report.

NMSU-A has defined Institutional Learning Outcomes (ILOs) and has mapped them to New Mexico Core competencies. Interviews with Faculty, the ILO committee, the VPAA, and the Director of Curriculum and Assessment confirmed that ILO's are being mapped to existing courses in all programming and embedded into the program assessment process. This is a relatively new process for NMSU-A but is embraced by the faculty.

NMSU-A administers surveys to students engaged in service learning experiences and other co-curricular activities. Interview of Faculty, Staff and Administrators reinforced the value of service learning, experiential experiences, including internships, grant funded experiences and field work in support of student success.

Interviews with the Director of Curriculum and Assessment, VPAA, Division Heads and Assistant Division Heads and Faculty indicate participation of all layers of the institution in the assessment of student learning.

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

NMSU-A defines goals for retention, persistence, and completion in three separate but aligned plans: the Strategic Plan, Retention Plan, and the Learning Signature Outcomes plan. NMSU-A uses a combination of IPEDS data, NMSU system data, and locally developed metrics to measure the success of improvement efforts.

NMSU-A's Strategic Plan is aligned with the NMSU system plan. Goal 1 of the strategic plan addresses recruitment and student success, and NMSU-A has identified the specific metrics of enrollment growth, retention rate, and transfer rate (among others) as KPIs tracked to measure retention, persistence, and completion.

NMSU-A's Retention Plan includes detailed goals for major enrollment KPIs. NMSU-A has established a goal of 50% for fall-to-fall retention rate for fall 2015 student, 52% for fall 2016 students, and tracks students by appropriate sub-groups to facilitate the development of group-specific strategies. NMSU-A has provided clear evidence the College analyzes data to develop improvement strategies, and updates the retention plan each year.

NMSU-A's Learning Signature Plan is designed to guide the College's efforts to improve the campus learning environment in four key areas: institutional learning outcomes, student learning experiences, co-curricular learning outcomes, and student support services. NMSU-A's Learning Signature Plan narrative and on-site interviews confirm that College employees at all levels understand that improving student success requires a coordinated effort among departments across the College.

Further evidence of NMSU-A's commitment to educational improvement through attention to

persistence and completion rates is shown by the College's commitment to improving online instruction by implementing Quality Matters reviews for online courses, requiring Quality Matters training for faculty teaching online courses, and the development of specific strategies to improve advising and other non-academic services which impact retention and persistence. NMSU-A is also investigating the impact of course scheduling and co-requisite/pre-requisite course sequences.

NMSU-A reported the current status of KPI's in a summary report. For example, the current fall-to-spring retention rate is 72% compared to a goal of 79.8%; the fall-to-fall rate was 48.9% compared to a target of 60%. The College also identified a need to improve data collection in a few KPIs such as employment data for graduates.

The College has identified timelines and assigned specific parties responsible for the execution of action plans. Interviews with faculty, staff and administrators collectively indicated awareness of student success measures and a commitment to using data to inform improvements in student retention, persistence, and completion.

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-A clearly demonstrated responsibility for the quality of its educational offerings. The College sets learning outcomes for courses and most programs, publishes course learning outcomes, and uses assessment results to improve courses.

The site visit team offers these suggestions for consideration:

- Engaging faculty at a higher level in additional facets of the assessment process could improve faculty understanding of how program learning outcomes, course learning outcomes, and ILO's are interrelated and could improve the alignment of course and program learning outcomes.
- NMSU-A has made important strides in developing program learning outcomes. As the process continues, the College could consider publishing program learning outcome results on the NMSU-A website.
- The site visit team also noticed a slight discrepancy in the transfer credit policy between NMSU and NMSU-A regarding acceptance of credit from non-accredited institutions. Both policies state these credits will be considered after a student completes two successful terms, but the NMSU-A policy indicates the students must be full-time; the NMSU policy does not include this limitation.

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-A is one of the four community colleges in the New Mexico State University (NMSU) system. Budgets are developed and managed locally at each community college. Payroll, purchasing, vendor payments, and similar functions are processed centrally by the university. NMSU-A remits 4% of its revenue to the NMSU system office to compensate the system office for these services. NMSU-A receives 75% - 80% of its revenue from the state system, 15% - 20% from tuition, and 5% - 6% from a local property tax.

NMSU-A projects a revenue decrease of approximately \$900,000 in 2016-17 compared to 2015-16, but is managing this decline through careful planning and managing payroll expenses by carefully considering if vacant positions need to be replaced. The budgeting process at NMSU-A is well developed and understood by budget managers and employees. During meetings with various employee groups, the site visit team confirmed the budget process is collaborative and transparent.

The budget process begins in February when NMSU-A's Vice President of Business and Finance (VPBF) presents each division with a draft budget for the upcoming fiscal year. The budget managers make recommendations for their division through discussions with employees in the division. The unit heads meet with the VPBF and President and collectively decide which areas of the

college need additional allocations, and which areas will be cut; budget requests are evaluated for alignment with the College's strategic plan.

Recent budget cuts have led to vacant positions not being filled in the same capacity as in the past. NMSU-A has addressed this challenge by reorganizing when necessary to find creative ways to allocate resources without adversely effecting educational purposes. One example of this is the recent retirement of one of the three division heads. During this time, NMSU-A reorganized to two divisions, eliminating the need for one division head and an assistant division head. This allowed NMSU-A to reallocate resources to areas needed, and not take away from any of the educational needs on campus. This reorganization happened nine months previous to the site visit, however, the campus seems to be adjusting well. During a meeting with NMSU-A faculty, several members suggested this reorganization actually strengthened the campus by realigning the areas and creating new relationships.

NMSU-A administration discussed a plan to create a formal budget committee on campus that will be made up of faculty and staff.

Human Capital Resources are also adequate for the operations of NMSU-A. Full-time faculty loads are 15 hours per semester. Most academic administrators are granted release time to serve in their administrative roles; for example, division heads (DH) are given a 12 hour release each semester for administrative duties. The assistant division heads (ADH) have a 9 hour release each semester.

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

NMSU-A is one of four community colleges in the NMSU system, which also includes New Mexico State University. The governing board of NMSU-A is the NMSU Board of Regents, a five member board appointed by the governor. NMSU-A's operations are guided by system-level policies. A local Advisory Board, the Alamogordo Public School Board, approves the NMSU-A annual budget and must agree to any local tax levy requests NMSU-A wants to place before voters. The Advisory Board was knowledgeable about the budget process of NMSU-A and able to explain to the site visit team how they engaged in oversight of the fiduciary responsibilities.

The current chief executive at the NMSU-A campus is the campus President, who was appointed by the system Chancellor after a national search failed to produce a qualified candidate. Faculty and staff at NMSU-A reported they had substantial input on the selection process of the current NMSU-A President.

Several internal constituencies are directly involved in decision making processes. The President's Administrative Council is made up of the President, Vice President for Academic Affairs, Vice President for Student Services, Vice President for Business and Finance and the Chair of the Faculty Assembly.

Faculty also are involved in governance of campus through the Faculty Assembly, the Faculty Consortium, and the Academic Council. The Faculty Consortium is comprised of all full-time and adjunct faculty. Members are elected by faculty and serve to advise administration on all academic policies. The Academic Council makes recommendations to the Vice President for Academic Affairs, and Administrative Council. Additionally, two members of NMSU-A faculty hold seats on the NMSU Faculty Senate, and vote on academic changes system wide before they are voted on by the University Academic Council and the Board of Regents.

Non-exempt staff are involved in the governance at NMSU-A by providing input to policy and the

day to day operations of the campus.

Student involvement on campus is limited at this time. Students expressed a lack of student involvement on campus during the visit. The administration acknowledged the student activity has dropped off with declining on campus numbers, and with the increase in on-line students.

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

Planning processes at NMSU-A are aligned closely with the NMSU system planning processes, but reflect local needs of the communities served by NMSU-A. NMSU-A's current strategic plan includes four primary goals; each goal has a set of strategies to achieve the goals and KPIs used to measure progress. KPIs are reviewed each summer, and the updated plan is presented to the campus for approval by majority vote.

The strategic plan guides the allocation of resources during the budgeting process. During interviews with faculty and staff, the site visit team confirmed that resources are aligned with the strategic plan to support NMSU-A's mission and priorities.

The Budget and Finance Office works with the Institutional Research office to determine budget expectations for each fiscal year. Planning for future years is based on projections of anticipated tuition and state support. In recent years NMSU-A has experienced a substantial enrollment decline, which has negatively impacted MNSU-A's tuition revenue. NMSU-A responded to that by reorganizing areas where possible and by combining positions while maintaining core educational services. Although a drop in tuition affects revenue, tuition only accounts for 10-15% of the overall budget. The remainder is approximately 5% from a local mil levy, and 75-80% from state appropriations. NMSU-A also plans for future needs by setting a budget reserve target of 10%-15% of annual revenue, which serves as a necessary cushion for potential mid-year changes in state allocations.

Other evidence of systematic planning for NMSU-A is the five-year plan used by the facilities department. This plan projects upcoming facility needs, including major and minor maintenance items. These needs are documented in the NMSU-A five year plan and progress is routinely tracked. NMSU-A has also created a Campus Technology Plan. The planning team consists of the IT Director,

Computer Support Personnel and a multi-media specialist. This group plans for future IT needs, and proposes a budget for upcoming repairs and purchases.

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 New Mexico State Legislature requires annual reporting of institutional performance of key measures by way of its Accountability in Government Act. To this end, NMSU-A presents its performance and trends in the most recent three years and includes:

- Completion at 150% of time
- Percentage of Hispanic enrolled students
- Number of enrolled ABE
- Percentage of students placed in jobs in New Mexico
- Others

NMSU-A documents performance as demonstrated by reports generated for various grants including Title V, Hispanic Serving Institutions STEM grant, and other competitive funding where funding is tied to performance and for which annual reports are generally required. Adult Education Programs are also state funded and require performance measures to be reported. NMSU-A provided its 2015-2016 annual report, documenting goals and performance on metrics that include academic preparedness and student retention.

Publicly available performance information is also documented through IPEDS, CCSSE, SENSE, SSI and other perception surveys, addressing strengths, weaknesses and opportunities for the institution. NMSU-A utilizes performance indicators from the various sources listed above to address opportunities, set strategies and assess outcomes from strategies as documented in the NMSU-A Strategic Plan.

NMSU-A has experienced a steady decline in enrollment and has determined this decline is due to both a loss of continuing student population and to a decline in new student enrollment. This was validated in discussions with NMSU-A's Director of Institutional Research and other administrators. NMSU-A responded by revamping its Retention Plan and focusing on Student Success in its Strategic Plan. Progress toward achieving the goals set forth in the plan is reported annually, and enables analysis and strategy development for upcoming years.

NMSU-A required all distance education courses to meet Quality Matters standards, and has set five year cycles to review and ensure the quality of the courses and instruction is appropriate for the institution and student success. This was validated by a demonstration by faculty to the site visit team

on the design of the courses and consistency across all courses.

To address completion, persistence and retention concerns, NMSU-A has reduced the credit hours required for certificate and associate degrees from a minimum of 66 to a minimum of 60 credit hours and has engaged in assessing student scheduling needs to maximize progression.

To improve its relationship with military students, NMSU-A identified that a barrier to continued enrollment was the additional \$25 per credit hour fee for distance education. Veteran's tuition assistance does not cover fees making it a challenge for veterans to enroll in NMSU-A courses. NMSU-A decided to waive this fee for veterans and has seen an increase in enrollment of military students as a result of this change. To address enrollment decline in new students, the institution also decided to waive the degree application fee and the application fee for early college students. These strategic changes provide clear evidence NMSU-A learns from its operational experiences and applies that learning to improve institutional effectiveness.

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-A has sufficient resources, structures, and processes to fulfill its mission. The College has processes in place to analyze results and improve quality, and has made good progress on closing the assessment loop.

The site visit team recommends that NMSU-A consider ways to improve the involvement of students in campus governance, but recognizes this is a challenge for most commuter campuses. The team also recommends a continuing focus on enrollment, which declined almost 50% from fall 2012 (3221) to fall 2016 (1750)

Finally, NMSU-A is encouraged to continue strengthening the function of the Institutional Effectiveness committee to better document efforts tied to institutional assessment and data informed decision-making.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

Review Summary

Conclusion

NMSU-A is a College that is an integral part of the Alamogordo community. NMSU-A leadership, faculty, and staff are working together effectively to manage the College budget, complete the development of program learning outcomes, and create action plans to improve enrollment. NMSU-A has strong quality and continuous improvement mindset and as an institution is aware of the challenges and opportunities it faces.

The site visit team sensed a strong level of support for NMSU-A's current President, and experienced a spirit of openness and cooperation during formal interviews and informal conversations with the NMSU-A staff.

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 Alamogordo

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

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

Name: Robert Haas

- 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:

The credit hour policy was reviewed and deemed adequate. NMSU-A is a part of the New Mexico State University systems and follows the credit hour policy established by the system. The team recommends the system update the credit hour policy to include specific language about credit hour assignment for courses offered online or in a compressed format. The site visit team determined the credit hour assignment policy is followed for courses, but the language is not explicit.

Additional monitoring, if any:

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:

Complaint and appeal processes are outlined in the Student Handbook and Catalog. An aggregate table is provided; this provides clear evidence that NMSU-A tracks complaints and takes actions to improve where warranted. The table includes a summary of the resolution of each complaint.

Additional monitoring, if any:

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:

The Transfer policy is published in the catalog, pp. 9-10, and NMSU provides a transfer equivalency web page. A sample report and form indicate that the institution gathers the

necessary information to comply with its transfer policies. No specific articulation agreements exist.

The site team noticed a slight discrepancy between the NMSNU system policy and the NMSU-A policy regarding the acceptance of transfer credits from non-accredited colleges; NMSU-A is aware of the issue and is considering steps to address the discrepancy.

Additional monitoring, if any:

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:

Secure login codes are password protected. Some classes require test proctoring. A link is provided to four related web locations. One of them describes several test proctoring options and, although it does not identify specific costs, it explains that costs may vary according to session length and instructs the student to consult with their instructor or the proctoring staff to determine the cost of the service they would use.

Additional monitoring, if any:

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 reference).

Rationale:

The last US Department of Education Program Review for NMSU (the system) which was conducted in January 2014 noted one area of non-compliance, 10 programs had not been approved by the Department prior to the release of federal funds. Materials provided include a Settlement Agreement between NMSU and the US Department of Education, Federal Student Aid, that demonstrates that New Mexico State University resolved the issue by paying a negotiated fine. NMSU implemented a procedure for new and revised certificate programs to be routed for appropriate review and approval by academic and administrative leadership. No heightened monitoring was imposed.

Additional monitoring, if any:

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:

Consumer information is provided in aggregate on a Consumer Information website, <http://consumerinfo.nmsu.edu/>, and by topic on 11 different websites (identified by topic in a table provided in Appendix N). Information is also provided through the NMSU Student Handbook, Social Code of Conduct Policies, and the Catalog, both available online.

The NMSU-A website also includes adequate publication of all required information as confirmed by the site visit team.

Additional monitoring, if any:

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:

The HLC Mark of Affiliation is displayed appropriately on an accreditation webpage that also identifies affiliation with CHEA. Marketing materials appear to provide accurate and sufficient program information. Although no policy related to accuracy of information is presented, a Marketing Plan is provided in Appendix U that identifies “Marketing Representative” as the “Responsible Person” for promotional materials. It includes an objective to “Update Publications” and lists different job titles as “Responsible Persons” for different kinds of publications, including the “Director of Admissions”, “VPSS”, “Division Heads”, and “Director of FA.”

Additional monitoring, if any:

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:

NMSU-A provided clear evidence that the College uses student outcome data to make decisions regarding academic planning, assessment, and general improvements. NMSU-A did not provide evidence it uses the College Scorecard, but that decision is an NMSU system consideration.

Additional monitoring, if any:

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:

Student Outcome Data are available through the New Mexico Higher Education (NMHED) Dashboard which includes IPEDS data for Graduation Rates, Degrees Awarded, and Retention Rate. The link to the Dashboard is referenced in the footer of every NMSU-Alamogordo webpage. The NMHED Dashboard links directly to the National Center for Education Statistics (NCES) College Navigator webpage for NMSU-A. A report from the New Mexico’s Branch Community Colleges, available on the NMSU IR website, identifies aggregate numbers for New Mexico branch campus placement and breaks those numbers down by branch campus in comparative tables. NMSU-Alamogordo is identified as NMSU-Alamo.

Additional monitoring, if any:

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:

HLC is NMSU Alamogordo's only affiliated accreditor.

Additional monitoring, if any:

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:

Opportunity to comment was published in the Alamogordo Daily News, in a campus newsletter, and on Facebook.

Additional monitoring, if any:

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:
- 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 identified.

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Reviewed by the Federal Compliance Reviewer

- Federal Compliance Filing by Institutions and Addenda
- 2016-17 Course Catalog and 2016-17 Online Course Catalog, Program Requirements:
 - Allied Health AS, Computing AAS, Social Services AS, Renewable Energy Systems Tech AAS
- NMSU Alamogordo Course Schedules, Fall 2015 and Spring 2016
- Administrative Rules and Procedures of NMSU, Chapter 6, Page 6 of 25
- 6.20 Class Cancellation, 6.25 Class Disruption/Interruption, 6.26 Class Schedules and Catalogs
- Student Handbook, Social Code of Conduct 2016-17
- Aggregated Report: Number of Type of Complaints Received 2013 – 2016
- Sample Transfer Equivalency Search Report

- Blank form: Re-evaluation Request
- Title IV Final Program Review Determination, NMSU
- Title IV Department of Education/NMSU Settlement Agreement
- 2016-17 Academic Calendar, NMSU
- Associate Degree Allied Health Partnership Agreement between NMSU Main Campus and NMSU-Alamogordo
- NMSU-A Marketing Plan

Syllabi:

- MATH 120 Intermediate Algebra, Sections A60 (MW F2F) and A61 (MTWR), 3 c.h
- MATH 120 Intermediate Algebra, Section A01 (9:30 – 10:20 T), 3 c.h.
- MATH 120 Intermediate Algebra, Section A20 web, 3 c.h.
- ENGL1110 Rhetoric & Composition, Sections A20 and A21, both online, 2 different faculty, 4 ch
- ENGL1110 Rhetoric & Composition, Section A02, T/R, 4 ch
- BIOL 225 Human Anatomy & Physiology I, Section A20 online, 4 ch
- BIOL 225 Human Anatomy & Physiology I, Section A01 (MR), 4 ch
- HNDS 251 Human Nutrition, Section A21 web, 3 ch
- CS110 Computer Literacy, Section A70, 2nd 8-week session web, 3 ch
- SWK221G Intro to Social Welfare, Section A20, 3 ch
- SPAN112 Elementary Spanish, Section A70, 2nd 8-week session online, 4 ch
- PHYS110G The Great Ideas of Physics, Section A20 web, 4 ch
- 52824 Introduction to Renewable Energy, Section A21 web, 3 ch
- 40108 ET253 Network Operating Systems II, Section A01, 3 ch, Hybrid
- HIST102G Modern Europe 3, Section A90, online Dec 12-Jan 9, 3 c.h., Winter Session

Policies:

- Transfer Policy (catalog, pp. 9-10)
- Student Academic Progress (web page)
- Attendance (web page)
- Complaint/Appeal Policies

Websites/pages:

- Student Assistance and Complaint Process web page
- Access to Proctoring Information and costs (4 different web pages)
- College Navigator (with Net Price Calculator)
- Cost of Attendance web page
- Student Services and Financial Aid web pages
- Admissions Requirements web pages
- Graduation/Completion Rates web page
- Withdrawal Policy web page
- Cost of Attendance web page
- Refund/Return of Title IV web page
- Academic Calendar web page
- Academic Programs web page
- Faculty web page

- Accrediting Agencies web page
- Facilities and Services for Students with Disabilities web page
- Institutional Research (IR) web page
- New Mexico Higher Education website (link on IR web page)
- New Mexico Higher Education Branch Campus Report December 2016

Federal Compliance Materials Reviewed by the Site Visit Team

- Various assessment and program review reports
- NMSU-A website
- NMSU website
- NMSU policies
- Audit reports



Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: New Mexico State University Alamogordo

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:

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:

The site visit team confirmed NMSU-A has an appropriate policy in place for assignment of credit hours. NMSU-A uses the NMSU system policy for assigning credit hours, and the team was provided clear evidence that NMSU-A assigns credit hours in a manner

consistent with good practice, with an expectation of 1 hour of in-class work and 2 hours out-of-class work for each semester credit hour.

However, the NMSU credit hour policy could be strengthened by specifically referring to credit hour assignment for online and compressed courses.

- b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the 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:

The site visit team confirmed that the NMSU credit hour policy, which NMSU-A follows, included a table that listed various examples of expectations for in-class and out-of-class work for various term lengths.

- 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:

- 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:

- 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:

- 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:

- 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:

- e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

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:

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:



Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	New Mexico State University Alamogordo, NM
TYPE OF REVIEW:	Standard Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	Year 4 Comprehensive Evaluation to include an emphasis on comparative data on distance persistence, retention and completion and an embedded interim report on implementing Phase 1 of Quality matters. Embedded monitoring is to be addressed by the institution in the applicable core components of its Assurance Argument. The review team is to ascertain whether the institution has satisfactorily addressed the monitoring issue(s) and will document its findings in the conclusion section of the team report. Comprehensive evaluation to include a Federal Compliance Reviewer.
DATES OF REVIEW:	2/13/2017 - 2/14/2017

X No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: no change

Degrees Awarded: Associates

Recommended Change: no change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2012 - 2013

Year of Next Reaffirmation of Accreditation: 2022 - 2023

Recommended Change: no change

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:

Prior Commission approval required.

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

Standard Pathway

Recommended Change: no change

Upcoming Events

Comprehensive Evaluation: 2022 - 2023

Recommended Change: no change

Monitoring

Upcoming Events

None

Recommended Change: no change

Institutional Data

Educational Programs

Undergraduate

Certificate	15	_____
Associate Degrees	22	_____
Baccalaureate Degrees	0	_____

Graduate

Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

**Recommended
Change: no
change**

Institutional Status and Requirements Worksheet

Extended Operations

Branch Campuses

None

Recommended Change: no change

Additional Locations

Holloman Air Force Base, 49 MSS/DPE 596 Fourth Street, Suite 249, Holloman Air Force Base, NM, 88330 - Active

Recommended Change: no change

Distance Delivery

- 11.0103 - Information Technology, Associate, 'Information Technology' program began in 2001, but it became possible to take at least 50% of courses sometime after 2007.
- 11.0201 - Computer Programming/Programmer, General, Associate, Computing
- 11.0301 - Data Processing and Data Processing Technology/Technician, Certificate, Basic Computer Skills
- 11.0601 - Data Entry/Microcomputer Applications, General, Certificate, Business Applications Specialist
- 11.9999 - Computer and Information Sciences and Support Services, Other, Certificate, Web Design
- 13.0101 - Education, General, Associate, 'Education' program began in 1997, but it became possible to take at least 50% of courses sometime after 2007.
- 13.1210 - Early Childhood Education and Teaching, Associate, 'Early Childhood Education' program began in 1991, but it became possible to take at least 50% of courses sometime after 2007.
- 15.0303 - Electrical, Electronic and Communications Engineering Technology/Technician, Associate, 'Electronics Technology' program began in 1981, but it became possible to take at least 50% of courses sometime after 2007.
- 15.0401 - Biomedical Technology/Technician, Associate, 'Biomedical Electronics Technology' program began in 2005, but it became possible to take at least 50% of courses sometime after 2007.
- 22.0302 - Legal Assistant/Paralegal, Associate, 'Paralegal Studies' program began 1993, but it became possible to take at least 50% of courses sometime after 2007.
- 24.0102 - General Studies, Associate, 'Associate of Arts' program began 1973, but it became possible to take at least 50% of courses sometime after 2007.
- 24.0102 - General Studies, Associate, 'General Studies' program began 1980, but it became possible to take at least 50% of courses sometime after 2007.
- 24.0102 - General Studies, Certificate, New Mexico Common Core
- 24.0199 - Liberal Arts and Sciences, General Studies and Humanities, Other, Associate, 'Associate of Science' program began in 2007, and it became possible to take at least 50% of courses sometime after 2007.
- 43.0104 - Criminal Justice/Safety Studies, Associate, 'Criminal Justice' program began 1982, but it became possible to take at least 50% of courses sometime after 2007.
- 44.0000 - Human Services, General, Associate, 'Social Services' program began 1997, but it became possible to take at least 50% of courses sometime after 2007.
- 50.0702 - Fine/Studio Arts, General, Associate, 'Fine Arts' program began 2001, but it became possible to take at least 50% of courses sometime after 2007.
- 52.0101 - Business/Commerce, General, Associate, 'Prebusiness' program began 1980, but it became possible to take at least 50% of courses sometime after 2007.
- 52.0213 - Organizational Leadership, Certificate, Leadership

Institutional Status and Requirements Worksheet

52.0401 - Administrative Assistant and Secretarial Science, General, Associate, 'Business Office Technology' program began 1980, but it became possible to take at least 50% of courses sometime after 2007.

52.0408 - General Office Occupations and Clerical Services, Associate, 'Occupational Business' program began 1980, but it became possible to take at least 50% of courses sometime after 2007.

Recommended Change: no change

Correspondence Education

None

Recommended Change: no change

Contractual Arrangements

None

Recommended Change: no change

Consortial Arrangements

51.0000 - Health Services/Allied Health/Health Sciences, General - Associate - Associate of Science in Allied Health Degree - New Mexico State University

Recommended Change: no change
