

Assurance Argument

New Mexico State University Alamogordo - NM

1/17/2017

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.)

Argument

New Mexico State University Alamogordo is part of the New Mexico State University system (NMSU) consisting of 5 campuses: Las Cruces, Alamogordo, Carlsbad, Doña Ana and Grants. The main campus is a four-year institution in Las Cruces, NM and the four community college branch campuses are in various locations across the state. In the Assurance Argument, NMSU refers to the system, NMSU-A refers to Alamogordo, and Main Campus refers to NMSU Las Cruces.

Mission, Values and Vision

Mission

The mission of New Mexico State University Alamogordo (NMSU-A) is to

“provide quality learning opportunities for individuals in the diverse communities we serve.”

This mission statement reflects the college's organizational approach to instruction and serves as the framework for its assessment of instruction. NMSU-A adopted values and a vision statement in 2015.

Values

1. We value excellence in education as a lifelong opportunity to increase productivity, expand visions, and encourage enjoyment of learning.
2. We value integrity in education through responsible teaching and honest interaction with students, colleagues, and community in an atmosphere of mutual respect.
3. We value innovation as it applies to meeting the individual and changing needs of students, faculty, staff, and community.
4. We value diversity and globalization in education to prepare learners to be effective in a global society.

Vision

New Mexico State University at Alamogordo provides support, inspiration, and intellectual challenge for the students in the diverse communities we serve. We prepare students to be critical and creative thinkers, effective communicators, goal-oriented, socially conscious, prepared for academic and career success, and lifelong learners.

NMSU-A's mission statement, core values, and vision statement speak to the culture of the geographical area and diverse student populations served and highlight the vital elements that are important for the academic success of all students at NMSU-A. The institution's faculty, staff, and students are integral in all efforts to establish, update, revise, and solidify the university's mission, core values, and vision. Additionally, New Mexico State University (NMSU) stakeholders and the institution's advisory and governing boards were involved in the development and approval of the mission statement that is aligned with NMSU's mission "serve the educational needs of New Mexico's diverse population through comprehensive programs of education, research, extension education, and public service."

The mission statement and three of the four core values were [adopted in 2004](#). To address concerns about assessment of student learning, NMSU-A began the exploration of an institutional learning signature as a basis for establishing and assessing institutional learning and co-curricular learning outcomes in Spring 2014. An additional desired outcome of this process was to more closely tie institutional learning outcomes to the institution's mission.

In Spring 2016, the university's mission statement and core values were reviewed as part of the institution's [Learning Signature implementation plan](#). The review resulted in a proposal to add an additional core value to address diversity and globalization and to add a vision statement to focus the institution on student success. Campus faculty and staff [voted](#) to keep the original mission statement with alterations to the campus' core values and the inclusion of the new vision statement. NMSU-A Administrative Council [approved](#) these changes and new additions on April 25, 2016.

Enrollment Profile, Programs, and Support Services

Student [demographic data](#) for NMSU-A identifies the diversity of its learners. The college's student profile is generally similar to that of surrounding area populations as shown in the following table:

Race/Ethnicity	Percent of Total Population 2015 U.S. Census Estimate	Percent of Total Enrollment Academic Year 2015-2016
American Indian and Alaskan Native	6.2%	3.1%
Asian	1.1%	1.9%
Black or African American	3.6%	4.3%
Hispanic or Latino	35.5%	44.7%
Native Hawaiian and Other Pacific Islander	0.1%	0.2%
White (Not Hispanic or Latino)	51.7%	40.8%

Two or More races	1.8%	2.2%
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In recent years, the Hispanic student population has grown to a percentage above that of the surrounding population while the American Indian student population consistently lags behind in representation to the institution's service area. One complication in attracting American Indian students is that other educational opportunities are closer to the Mescalero Apache Reservation (Eastern New Mexico State University – Ruidoso). NMSU-A continues to provide out-reach to the Reservation through recruitment activities, meetings with Mescalero Apache Tribal Education Office and special Apache interest class offerings on the reservation.

Every effort is made to ensure that all individuals of NMSU-A's diverse constituencies are able to access educational opportunities regardless of circumstance. The mission is manifested through a variety of programs and services that include, but are not limited to:

- **Academic Programs** - Learning opportunities are offered at the college that focus on the traditional general education programs as defined by the New Mexico Higher Education Department (NMHED) and preparation for completion at the baccalaureate level.
- **Career-Technical Programs** - NMSU-A continues to expand programs in career and technical education based on [regional workforce reports](#) and input from the local community, A [Renewable Energy](#) program was added in 2012-13, and, in 2015-16, the [Network Specialist Certificate](#) was revised to focus on preparing students for the Cisco Certified Network Associate (CCNA) certifications.
- **Online Course Offerings** – Many students in the NMSU-A service area have difficulty attending face-to-face classes due to distance and family or work-related commitments including military deployments. In response to this issue, NMSU-A offers numerous online classes to support these students.
- **Service to Military and Veterans** – Holloman Air Force Base (HAFB), the largest employer in Alamogordo, hosts an education office on HAFB with a full-time academic advisor. NMSU-A is designated as a [Military Friendly® School](#) and provides veterans a special coordinator to assist with veteran financial aid requirements. It also offers a centrally located student veterans' lounge on campus. In Spring 2016, a [pilot program](#) was launched to waive online delivery fees for military members, their spouses, and dependents stationed at HAFB to respond to comply with government regulations for tuition assistance.
- **Abitur Program** – In 1996, the German Air Force (GAF) established the GAF Tactical Center at HAFB. In partnership with the GAF and the German government, NMSU-A instituted its Abitur program, which is designed to help bridge the differences between the German and U.S. educational systems. NMSU-A's [agreement with the German Defense Administration](#) allows German Air Force dependents to complete the NMSU-A Associate of Arts degree to meet requirements to take the admissions exam for the German university system.
- **Bachelor's Completion Programs** - NMSU-A offers the opportunity to complete two Bachelor's degrees offered by Main Campus without moving or commuting to Las Cruces, New Mexico. Currently, the Bachelor of Science in Nursing and the Bachelor of Education degrees can be completed via Interactive Television (ITV). In Fall 2016, Main Campus and

NMSU-A developed three [online pathways](#) that could be used to earn a Bachelor's degree completely online with the 100 and 200 level classes offered by NMSU-A.

- **Continuing Education** – In [partnership with the Alamogordo Public School System](#), which provides partial funding for the program, Continuing Education offers a wide variety of non-credit courses for lifelong learning such as art, dance, health and wellness, and languages. Professional development training classes designed to help businesses, agencies, and industries improve employee performance and productivity are also available. Non-credit opportunities to participate in health-related credit courses to obtain or upgrade skills are also available.
- **Adult Education (AE)** - The NMSU-A AE program provides services and instruction to adults in GED[®] and HiSET, English Language Acquisition (ELA), basic reading, math, English, work place skills, vocabulary development, basic computer skills and citizenship. [On-site courses are also offered](#) by AE at a local correctional facility and on the Mescalero Apache Reservation. The services are provided free of charge to adults; grant funding for the program is provided by the State of New Mexico.
- **Community Events** – NMSU-A hosts and organizes many events that provide learning opportunities, meeting a variety of community interests. For example, during fall and spring semesters, the college offers theater productions open to the community. NMSU-A also hosts and/or co-sponsors activities such as the [Desert Light Film Festival](#), a [Health and Wellness Day](#), and a [Summit on Hunger and Homelessness in Otero County](#).

Consistent with its mission, NMSU-A provides support for students in a variety of ways, including:

- **Academic Support Center (ASC)** - The ASC serves NMSU-A students and other students of the community with a variety of tutoring services in face-to-face and online settings. The ASC also supports a testing facility for administration of internal and external proctored exams. Tutoring services are offered to all community residents free of charge. Proctoring services are offered to NMSU students free of charge and to others for a nominal fee.
- **Learning Technology Center (LTC)** - The LTC [provides support for students and faculty](#) using the Canvas Learning Management System for face-to-face, hybrid and online classes. Students may call in for technology support or schedule in-person sessions at the center.
- **Townsend Library** - The Townsend Library provides traditional books, periodicals, multi-media, and a wide array of electronic information resources to students both onsite and [online](#). In addition, it offers services through other libraries, commercial vendors and non-profit agencies statewide, regionally and nationally. The library is [open to the public](#) and library services are available to the public for a small annual fee.
- **Student Services** - Student Services offers admissions, academic advising, career exploration, financial aid, veteran, and disability accommodation services. These services are also available [in person and online](#).
- **Student Union** - The Student Union houses student organizations, a food service area, and a veterans' lounge available to active duty military and armed forces veterans from all countries.
- **Computer Lab** - Technology resources include 12 computer-equipped classrooms and labs on

campus, containing more than 250 computers dedicated to student use. Classrooms and support centers are provided with an array of additional technologies, including projectors, SMART Boards, televisions, and DVD players.

Planning and Budgeting

The institution's planning and budgeting priorities align with and support the mission as referenced in Criterion 5.C.1.

NMSU-A allocates funds in alignment with the mission of the institution through the goals and strategies listed in its [Strategic Plan](#). The strategies are reviewed and updated through regular meetings of the President's Advisory Council (PAC) and update meetings with individual department leaders for mission alignment and effectiveness. NMSU-A operates on a conservative model of allocating funds. This model includes holding a reserve of 10% to 15% of the instructional and general budget. The support of students, community workforce, and faculty are prioritized to make funding decisions that support the greatest benefit to all stakeholders.

Sources

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- New Mexico Eastern Region Workforce Report July 2016
- NMSU Board of Regents Agenda 20040909
- NMSU Board of Regents Agenda 20040909 (page number 2)
- NMSU Distance Education 100% Online 2+2 Bachelor's Degrees Webpage
- NMSU-A Advising Webpage
- NMSU-A 2016 Health and Wellness Day Program
- NMSU-A Administrative Council Minutes 042516
- NMSU-A Adult Education Fall 2016 Schedule
- NMSU-A Alamogordo Public Schools Joint Continuing Education Memorandum of Understanding 2016
- NMSU-A Course Catalog 2016-17
- NMSU-A FACTBOOK 2016
- NMSU-A FACTBOOK 2016 (page number 19)
- NMSU-A Learning Signature from Concept to Reality
- NMSU-A Learning Signature Task Force Meeting Minutes 2016-3-31
- NMSU-A Learning Technology Center Webpage
- NMSU-A Military Friendly School
- NMSU-A Military Waiver for Distance Delivery Fees
- NMSU-A Mission, Vision, Values
- NMSU-A MOA with German Defense Administration Abitur Program (English)
- NMSU-A Network Specialist Certificate Approval
- NMSU-A Schedule Fall 2016
- NMSU-A Schedule Fall 2016 (page number 5)
- NMSU-A Services for Online Students Webpage
- NMSU-A Strategic Plan 2016-2017
- NMSU-A Townsend Library Community Brochure
- NMSU-A Townsend Library Webpage
- NMSU-A Vision Statement and Revised Core Values-Approved 2016-04-25
- Otero County - One of New Mexico's Premier Filming Locations - Desert Light Film Festival

Webpage

- Otero County Summit Hunger Homeless Program-Final-110316

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.

Argument

Mission Articulation

The mission statement is displayed on major operating documents, including the [Strategic Plan](#), [Course Catalog](#), [Operations Manual](#), [Student Handbook](#), and is a required item on [course syllabi](#). The [mission, vision and core values](#) also appear on the college's website. The mission statement, vision statement, and core values direct the Strategic Plan, which guides all operations and frames the college's commitment to its internal and external constituents.

The [NMSU-A Strategic Plan](#) provides goals and strategies for implementation of the mission, core values, and vision. The [NMSU-A Operations Manual](#) provides further guidance for the day-to-day practices that support the mission and enforce NMSU policies and procedures. This document is approved by the NMSU-A Administrative Council, is indexed to the [NMSU Regents Policy Manual](#) (RPM) and [Administrative Rules and Procedures of NMSU](#) (ARP), and addresses procedures and processes specific to NMSU-A. The RPM and ARP are approved by the NMSU Board of Regents and define policies and procedures for the entire university system.

Mission Emphasis

NMSU-A's mission along with the supporting core values and vision clearly emphasizes education, innovation, diversity, and student success. The NMSU-A Strategic Plan provides the link between mission and operations by guiding all internal planning. The Strategic Plan, along with the current goals, strategies, achievements, and key performance indicators, is posted on the NMSU-A [President's web page](#). It is reviewed regularly by NMSU and NMSU-A administrators. The goals and current strategies of the Strategic Plan are routinely emphasized during meetings and community engagements.

The [Strategic Plan](#) defines strategies to accomplish four major goals for the institution:

1. [Recruitment/Student Success](#) is goal number one, providing an excellent education in a community college environment that offers opportunity and promotes the enjoyment of lifelong learning. Strategies in this goal provide students the experiences and knowledge that will lead to success in the workforce or will establish the foundation for further education.

2. **[Community Engagement and Economic Development](#)** seeks to make NMSU-A an integral part of the community it serves by requiring the discovery of community educational interests, improving communication and cooperation with stakeholders, and improving student community engagement.
3. **[Resource Stewardship](#)** demands institutional integrity through the careful use of financial and physical resources to provide an effective educational and work environment. It also focuses on planning for the future and seeking external funding opportunities for endowed scholarships.
4. **[Diversity and Internationalization](#)** promotes learning experiences for faculty, staff, and students that will enhance the ability to discover the benefit of diverse cultures, lifestyles, and faiths that define the world we live in.

Nature, Scope, and Intended Constituents

The mission statement clearly identifies NMSU-A as an institution intent on serving the public as a whole. As noted in Core Component 1.A, NMSU-A offers educational opportunities to a wide range of constituents. In addition to the ones mentioned previously, NMSU-A also serves students from other campuses within NMSU, as well as, deployed and transferred military members and families. These educational opportunities include academic transfer courses and degrees, career-technical programs, adult education skills, community education for lifelong learning, continuing education for job skill attainment and professional development, small business development services, and a variety of other programs and services such as Pearson VUE GED® and High School Equivalency Test (HiSET®) services. The nature and scope of these programs and services are defined not only in [catalogs](#), [manuals](#) and [handbooks](#), but also in [state statute](#) through laws regarding state-wide articulation and common course numbering. This essentially extends those served by all community colleges in the state beyond the institution's primary service area to any New Mexico resident.

Sources

- Administrative Rules and Procedures Of New Mexico State University 2016
- NMSU Regents Policy Manual 2016
- NMSU-A Advisory Board Budget Presentation FY17 Operating Budget Presentation
- NMSU-A Course Catalog 2016-17
- NMSU-A Course Catalog 2016-17 (page number 6)
- NMSU-A Face-to-Face Syllabus Criteria
- NMSU-A Face-to-Face Syllabus Criteria (page number 2)
- NMSU-A Faculty Handbook 2016.12.19
- NMSU-A Online Syllabus Criteria
- NMSU-A Online Syllabus Criteria (page number 2)
- NMSU-A Operations Manual July 2016
- NMSU-A President's Office – Mission, Vision, Values
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- NMSU-A Retention plan 2016-2017
- NMSU-A Strategic Plan 2016-2017
- NMSU-A Strategic Plan 2016-2017 (page number 2)
- NMSU-A Strategic Plan 2016-2017 (page number 4)
- NMSU-A Strategic Plan 2016-2017 (page number 6)
- NMSU-A Strategic Plan 2016-2017 (page number 7)

- NMSU-A Student Handbook and Social Code of Conduct 2016 17
- NMSU-A Student Handbook and Social Code of Conduct 2016 17 (page number 33)
- NMSU-A Student Handbook and Social Code of Conduct 2016 17 (page number 36)
- State of New Mexico Statute 21-1b

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.

Argument

Role in a Multicultural Society

The NMSU-A mission statement, vision statement, and core values articulate that the institution's focus is "to provide quality learning opportunities for individuals in the diverse communities we serve." The diverse, multicultural characteristics of the college can be seen in its students, employees, program offerings, and community service.

As seen in Core Component 1.A, the NMSU-A student body largely mimics the population of the local service area. There is an under-representation of American Indian students at NMSU-A when compared to the 2015 census estimate for Otero County, and the other minority groups closely reflect the 2015 census estimates. In an effort to increase the representation of American Indian students, the college has increased the level of outreach to the nearby Mescalero Apache Tribe. Examples of the increased outreach are:

- The NMSU-A recruiter visits Mescalero High School regularly.
- [The admissions application fee is waived for Mescalero High School graduates.](#)
- [Adult Education classes are offered at the Empowerment Center on the reservation.](#)
- [Faculty members participate in STEM day at Mescalero High School.](#)
- [Mescalero High School students were invited to NMSU-A open house.](#)
- The college offers a three credit Apache for Native Speakers class ([ANTH297](#)) that is taught at the Empowerment Center on the reservation.
- [NMSU-A has started working with Region IX Education Cooperative](#) to provide information about academic programs and dual credit to students and parents in the school districts with a high representation of Native American Students.

The college continues to meet with representatives of the Tribal Education Office to identify educational needs and challenges that may affect student success. In recent meetings, it was determined that the programs currently offered by NMSU-A were needed and should be continued. The only educational need that was not offered by NMSU-A was Commercial Driver's License (CDL) training. Challenges identified as barriers to tribal members interested in attending college were distance from the NMSU-A campus with an associated lack of transportation and limited access to the Internet. Local bus transportation service was recently added to help alleviate the transportation challenge.

NMSU-A is designated as a Hispanic Serving Institution (HSI) and is in the final year of two HSI grants. Many issues impacting Hispanic, low-income, and first-generation students were addressed through the support of these grants. The [Title V grant](#), along with a separate [HSI Science, Technology, Engineering and Math \(STEM\) grant](#), helped renew an emphasis on academic and career

technical programs in STEM. These efforts improved classroom and laboratory technology and provided equipment and curriculum to develop degree and certificate programs in fields of employment that pay well and contribute to regional and state economic development. Currently the enrollment in some of the programs are low, especially the Renewable Energy Systems Technology program. In an attempt to increase the enrollment in these programs, there is a [renewed marketing focus on the STEM programs](#).

Additionally, the Title V grant ignited a strong effort within the college to address those who enter college underprepared. In addition to researching and piloting numerous developmental programs to reduce the amount of time required to prepare students to be college ready, NMSU-A has hosted statewide [“D-Day Conferences”](#) during which the challenges of developmental programs were discussed and strategies for addressing developmental student needs were addressed. As a result of these efforts, the math department instituted a math redesign that reduced the number of developmental math courses from five to one. Based on placement scores, students may be required to take a combination of supplemental academic support courses. Similarly, some developmental English students are able to complete the gateway English course for nearly all NMSU degrees (ENGL111G) with concurrent developmental and/or supplemental instruction.

NMSU-A is also participating in a statewide consortium [Trade Adjustment Assistance Community College Career Training \(TAACCCT\)](#) grant. Through this grant, non-credit job training for adult education students is made available through continuing education.

Attention to Human Diversity

NMSU-A is dedicated to providing equal education and employment opportunities, fostering an environment of mutual respect, diversity and inclusion. The policies that reflect this dedication can be found in the Administrative Rules and Procedures of NMSU (ARP) [1.20](#), [3.25](#), [3.30](#), and [4.05](#). The multifaceted needs of the individuals served by the college dictates a great variety of characteristics in the understanding of diversity. In addition to the Hispanic, low-income, and first generation students who are the focus of recent federal grants, NMSU-A has the responsibility of serving other student populations, such as:

- Students from surrounding communities, including Alamogordo, Tularosa, Cloudcroft, La Luz, Weed, Carrizozo, and other parts of Otero County
- Active duty U.S. military and their dependents
- German military and their dependents
- Military veterans
- Members of the Mescalero Apache Tribe from the Mescalero Apache Reservation
- High school students seeking dual credit courses
- Senior citizens
- Persons requiring disability accommodations
- Low/Under-skilled workers, displaced workers, veterans

NMSU-A has a strong relationship with the area schools, which allows Student Services staff members to regularly visit and provide information regarding educational opportunities. The college has a kiosk in the lobby at Alamogordo High School that provides information on academic programs and dual credit to students.

Active duty military and their dependents present unique educational opportunities and challenges. NMSU-A supports both U.S. and German military educational needs. To support this population, an educational advisor is located at the Holloman Air Force Base (HAFB) Learning Center and is able to

provide academic and financial aid advising to active duty members of the military and their dependents. Courses offered on campus, at HAFB, and online help meet the needs of active duty military students who may deploy frequently. United States and foreign military, and their dependents, are charged in-district tuition rates. Additionally, in response to U.S. military members' concerns about out-of-pocket fee expenses and deployments, [online course delivery fees are waived](#) for active duty military and their dependents stationed at HAFB. Finally, through an [agreement with the German government](#), NMSU-A provides a specialized Associate of Arts degree that prepares German military dependents to enter college in Germany.

In support of military veterans a dedicated Veterans Coordinator is available to serve as the liaison between NMSU-A students and the Department of Veteran Affairs (VA). In addition to promoting a military friendly environment for veterans, the Veterans Coordinator is responsible for certifying students for required courses applicable to their degree programs, reporting adjustments of student schedules and final grades to the VA, and ensuring compliance with all VA regulations and standards.

The cultural heritage of the Mescalero Apaches enriches the educational experience of students at NMSU-A. At the same time, the variety of educational opportunities available to Mescalero students through the college provides tribal members a gateway to greater participation in the global society and economy. To overcome challenges of transportation and Internet access, NMSU-A works with tribal leadership to provide educational opportunities on the reservation.

The college hosts a strong dual credit program involving the surrounding area high schools in which high school students are integrated into regular college credit courses. In the last two years, four high school students have earned an Associate degree and graduated from high school in the same semester.

NMSU-A provides classes for senior citizens at a reduced tuition rate for up to six credits per semester. The senior tuition rate is clearly defined in the [course catalog](#).

NMSU-A does not discriminate on the basis of disability in admissions, services, access to programs, or employment. Persons needing assistance with reasonable accommodations or having questions regarding services for persons with disabilities are encouraged to contact the Accessibility Services Coordinator. Students with sensory, mobility, learning, or other recognized impairments are encouraged to apply for services through this office. Students who seek assistance are encouraged to contact the Accessibility Services Coordinator prior to enrollment in classes.

NMSU-A has recently increased its number of publications, advertising materials, and personal visits to in an attempt to recruit students from the diverse communities it serves. In addition to outreach to students in the local school systems, recruiters approach community organizations such as the City of Alamogordo, Library, Senior Center, Gerald Champion Regional Medical Center, and Chamber of Commerce to offer presentations and tours. Faculty and staff also actively participate in community events such as Earth Day Fair, Easter in the Park, Alamogordo Military Appreciation Day, and the Otero County Fair.

NMSU-A is cognizant of the importance of engaging our diverse student populations. This is evident in the diverse [student organizations](#) that are chartered on campus. The chartered student groups are:

- NMSU-A Student Government (NMSU-ASG)
- Alpha Nu Beta Chapter of Phi Theta Kappa (PTK)
- Campus Christian Fellowship (CCF)
- League of United Latin American Citizens (LULAC)

- Social Science Club (SSC)
- STEM Club (STEM)

To further increase the commitment to diversity in Spring 2015, NMSU-A offered its first study abroad class through History 112G Global History Since 1500. This class studied various cultural aspects of Mexico, then culminated with an 8-day practicum in Mexico City, Mexico and the surrounding area.

NMSU-A also hosts a variety of activities that promote diversity including celebrations of [Native American Day](#) and [Veteran's Day](#). There is an annual [Diversity and Inclusion Fair](#) that includes participation from numerous community organizations. An annual open house for high school students and the community provides information about admissions, financial aid and academic programs. The Townsend Library also hosts celebrations of Black History and Women's History, as well as a [cultural film series](#).

NMSU-A also recognizes that diversity comes in the form of economic disparity. In April 2015, NMSU-A opened Aggie Cupboard Alamogordo to provide food to students, faculty and staff who are in need. Non-perishable food is collected and distributed on the Tuesday and Wednesday before the last weekend of each month. Service to an average of fourteen persons per month is sustained through food and monetary donations by faculty, staff, students and the local community.

There is also significant diversity in the age and the preferred communication style of NMSU-A students and potential students. Through data analysis, it was determined that in Fall 2015 approximately [50% of students who applied for admission actually register](#) for classes in a particular semester. . In response, practice and preference for a more technically diverse generation the campus is [utilizing texting](#) as a form of communication . In addition, there continues to be an ongoing conversation about how best to communicate with students from initial contact until they graduate.

Sources

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- Administrative Rules and Procedures Of New Mexico State University 2016 (page number 165)
- Administrative Rules and Procedures Of New Mexico State University 2016 (page number 185)
- NMSU-A Region IX Support
- NMSU-A Adult Education Fall 2016 Schedule
- NMSU-A Application Fee Waiver for Mescalero High School Graduates
- NMSU-A Campus Connection Newsletter 17 Nov 2015
- NMSU-A Campus Connection Newsletter 17 Nov 2015 (page number 5)
- NMSU-A Chartered Student Organizations Flyer September 2016
- NMSU-A Course Catalog 2016-17
- NMSU-A Course Catalog 2016-17 (page number 12)
- NMSU-A D-Day 2015
- NMSU-A Diversity and Inclusion Fair Flyer
- NMSU-A HSI-STEM Grant Handout

- NMSU-A Invitation to Mescalero High School for Campus Open House
- NMSU-A Military Waiver for Distance Delivery Fees
- NMSU-A MOA with German Defense Administration Abitur Program (English)
- NMSU-A Native American Heritage Day
- NMSU-A New Students Applied, Admitted, Enrolled Ratios Fall 2014 to Fall 2016
- NMSU-A Schedule Fall 2016
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- NMSU-A STEM Marketing Brochures
- NMSU-A STEM Support to Mescalero High School
- NMSU-A SUN PATH MOU - JUN 2014
- NMSU-A Texting Flyer
- NMSU-A Title V Grant Summary
- NMSU-A Townsend Library Cultural Film Series 2016

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.

Argument

Public Services

NMSU-A is a traditional two-year community college that fulfills a responsibility and obligation to serve the public through the first two years of a post-secondary education in the form of associate degrees. In addition, it supports certificates and programs that contribute to the workforce of the region and beyond. Those roles are defined in the mission statement, core values, and vision statement suggesting that NMSU-A is committed to providing quality education to citizens of the region and that it will inspire critical thinking and lifelong learning. These guidelines define the basic principles that NMSU-A applies in meeting individual learning opportunities and the changing needs of the community.

The [NMSU-A Strategic Plan](#) intentionally highlights community engagement as one of its four major goals. The pursuit of this goal drives decisions concerning interaction with business, public schools, and local service organizations for the good of the community. [Community need](#) has been a driving force of NMSU-A for decades and includes not only academic programs but also technological areas that prepare students for careers in trade fields, such as welding, automotive, and information technology.

NMSU-A works closely with the local [Chamber of Commerce](#) and the [Otero County Economic Development Council](#) to assess the needs of local businesses. Input from these community organizations influence institutional decisions and curriculum ensuring that NMSU-A best meets the needs of the local workforce by providing appropriate training and skill development.

Educational Responsibilities

The principles of NMSU-A to provide educational opportunities to the local community are at the core of the institution's responsibility. Decisions concerning curriculum, programs, and special courses are driven by student and community needs and interest. For example, Alamogordo is a military community and, therefore, a number of NMSU-A courses are offered to meet the requirements for the Community College of the Air Force Associate degree so that military personnel have the opportunity to complete an Associate's degree needed for promotion. This includes special arrangements made to accommodate military educational priorities, certain groups of personnel, and scheduling that offers classes at Holloman Air Force Base during non-traditional hours; all in an attempt to provide educational opportunities for the community.

Another example is the evolution of the NMSU-A Allied Health program that has been advanced to meet a variety of needs of the healthcare community throughout Otero and Lincoln counties. Programs, courses, and certificates have been designed to provide students an opportunity to seek entry-level positions of employment in various acute and outpatient healthcare organizations. Courses have been designed to meet industry standards, credentialing standards, and standards defined by regulating committees for each discipline located in the state of New Mexico.

Beginning in September 2014 ongoing efforts of NMSU-A Allied Health include outreach to area healthcare partners in order to identify industry needs in the workforce. Immediate needs identified from Otero and Lincoln county healthcare partners were personnel needs for Registered Nurses, Emergency Medical Technicians, Paramedics, Nursing Assistants, Patient Care Assistants, Surgical Technologists, and Certified Medical Technologists. Currently NMSU-A Allied Health has approved and offers the following courses: EMS First Responder, EMT-Basic, EMT-Intermediate, Nursing Assistant, Patient Care Assistant, Phlebotomist Technician, EKG Technician and offers workforce training courses such as EMT-Refresher, Basic Life Support for Healthcare Providers, Advanced Cardiac Life Support, and Pediatric Advanced Life Support. A [collaborative partnership](#) with San Juan Community College (SJCC) and Gerald Champion Regional Medical Center (GCRMC) enables NMSU-A to provide the first two semesters of education required for the Associate Applied of Science Surgical Technologist program offered through SJCC. Students then can apply for and complete the program as SJCC students for the third and fourth semesters of the Associate of Applied Science Surgical Technologist program through online classes and locally offered clinical training at GCRMC.

NMSU-A Allied Health has also worked collaboratively with NMSU School of Nursing (SON) to develop an [Associate of Science Allied Health degree](#), which will provide opportunity and clear articulation to the Bachelor of Science Nursing through NMSU School of Nursing. The collaborative effort of NMSU-A and NMSU SON has resulted in offering the BSN in its entirety on the NMSU-A campus and through area healthcare agencies.

Currently efforts of the collaborative partnership between NMSU-A Allied Health and GCRMC include the expansion of educational services offered by NMSU-A that would focus on workforce training and continuing education for health care professionals and student employment opportunities through student recruitment luncheons with Gerald Champion Regional Medical Center for Nursing and Nursing Assistants.

The mission, strategic plan, and actions of the college promote education as the primary responsibility of the institution. NMSU-A has no investors or external interests that it supports financially. It does [contribute approximately 4% of Instruction and General I&G revenue](#) to NMSU each year. In return, NMSU provides NMSU-A with legal services, human resources, admissions and billing services, some facilities, and some institutional technology. It also helps support technology platforms such as Banner Enterprise Resource Planning, Canvas Learning Management System, and Astra Schedule™. This does not subtract resources that would provide educational opportunities but rather assures the solvency of NMSU-A.

Faculty and staff are encouraged to participate in local charities and service organizations, and the college supports the local United Way campaign. These activities are at the sole discretion of each faculty or staff member and in no way dilute the primary activity of teaching. They are personal choices that add to the fabric of the community and enhance the overall quality of life for the citizens of the region. As one of the [leading local employers](#) in the region and as the college serving Otero County, the impact of NMSU-A on the local community is significant and its educational role is

indisputable.

Public Engagement

As described in Core Component 5.C, NMSU-A works closely with external constituencies in an attempt to better understand the needs of potential students and community workforce. Examples of these relationships with external constituencies include:

- The Alamogordo Public School Board who also is the advisory board for New Mexico State University Alamogordo and is the approving body of the budget.
- NMSU-A as an ex-officio member of the Alamogordo Chamber of Commerce.
- Two employees of NMSU-A participate in the Leadership Otero each year. This program is focused on the development of leaders in Otero County.
- NMSU-A participates in United Way of Otero County
- NMSU-A as a member of the Committee of 50 (a committee developed to offer local support to Holloman Air Force Base).
- NMSU-A as an ex-officio member of the Otero County Economic Development Committee.
- NMSU-A holds as an ex-officio member of the New Mexico State University Alamogordo Foundation.
- NMSU-A as a host of a branch of the [Small Business Development Center of New Mexico](#).
- NMSU-A as a host for [Aggie Cupboard Alamogordo](#). This is a free food distribution program for NMSU-A students, faculty and staff in need that was started through dialog with the [Otero Hunger Coalition](#).
- NMSU-A with assistance from the New Mexico Department of Health (NMDOH) and Love in the Name of Christ (Love INC) offer services to defray the cost of certification testing, provide medical attire (scrubs) and free immunizations to students in need.

Sources

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- Otero County Economic Development Council, Inc. Leading Local Employers
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- State of New Mexico Statute 21-1b

1.S - Criterion 1 - Summary

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

Summary

NMSU-A's mission is the basis of all decision-making campus wide. Planning and budgeting priorities align with the mission and are driven by a strong Strategic Plan, which is used operationally and reviewed systematically. The mission dictates that NMSU-A be responsive to the needs of the diverse communities it serves, and as such campus leadership is regularly reassessing the needs of the community while working within the bounds of the ever-changing availability of personnel and revenue. Constant adaptation through thoughtful and inclusive planning continues to be necessary as the number of students and revenue shifts within our state and service community. NMSU-A is taking a proactive approach to ensuring that the campus is meeting those needs by encouraging faculty and staff to engage in the process of identifying and responding to community needs. Additionally, continuous discussion with community leaders and businesses will be necessary to settle on specific skill sets that can be developed through the availability of educational opportunities.

Sources

There are no sources.

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.

Argument

New Mexico State University Alamogordo is part of the New Mexico State University system (NMSU) consisting of 5 campuses: Las Cruces, Alamogordo, Carlsbad, Doña Ana and Grants. The main campus is a four-year institution in Las Cruces, NM and the four community college branch campuses are in various locations across the state. In the Assurance Argument, NMSU refers to the system, NMSU-A refers to Alamogordo, and Main Campus refers to NMSU Las Cruces.

Financial Integrity

NMSU-A adheres to the business and financial policies established for NMSU. The [NMSU Regents Policy Manual \(Chapter 2\)](#) (RPM), [Administrative Rules and Procedures of NMSU \(ARP\)](#), and Business Procedures Manual detail business and financial practices for the system, including internal and external audit procedures. The NMSU Board of Regents oversees all procedures.

In addition to auditing practices, fair and ethical financial practices are assured through the following:

- **Budget Committee** -Per [ARP Rule 2.15](#) each college maintains a standing College Budget Committee comprised primarily of elected faculty. This function was previously provided by the President's Advisory Council (PAC). As a result of the self-study process, it was determined that PAC does not adequately meet the intent of [ARP Rule 2.15](#) and the NMSU-A President directed faculty to include planning and budgeting within their committee structure. In 2016, NMSU-A underwent a significant [academic reorganization](#) as discussed in Core Component 5.C. In conjunction with the reorganization faculty proposed a [new structure of faculty led committees](#) to begin in Fall 2017 with the planning and budgeting charge associated with ARP Rule 2.15 [assigned to the Faculty Assembly](#).
- **Purchasing Consistent with [Procurement Code of the State of New Mexico](#)** - The Business Office at NMSU-A works directly with the Purchasing Office at NMSU to assure that all purchases meet all requirements of the state code. Any purchase of professional services (consultant firms on grant projects, external search firms, printer monitoring services, etc.) where anticipated costs will exceed \$20,000 are put out for sealed competitive bids. Services where anticipated costs are less than \$20,000 do not require sealed bids, but such service providers must meet all NMSU requirements before becoming approved vendors.
- **Day-to-Day Operations** - Required financial practices are described in detail in the [NMSU](#)

[Business Procedures Manual](#), which is fully accessible through the NMSU website (<https://af.nmsu.edu/bpm/>). Personnel also follow the guidelines contained in the [NMSU Business Ethics Handbook](#).

- **Financial Aid** - Financial Aid staff members are trained frequently on financial aid regulations and responsibilities. Students are made aware of their rights and responsibilities through student [Right to Know information](#), financial aid advising, and open public events, where all financial aid issues and questions are explained and discussed with students.

Academic Integrity

Academic functions at NMSU-A follow the policies and practices set out by the NMSU RPM and the ARP. One such modification is the organization of academic structure into two curriculum-based divisions instead of the college/department system used at NMSU. Because of the limited number of regular faculty in each discipline area, the division organization provides sufficient faculty for curriculum development, program assessment, and review purposes.

Issues of student integrity and conduct are addressed in the NMSU-A Student Handbook in the section on [Student Social Code of Conduct Information](#) and [Academic Misconduct](#). Disciplinary and grievance procedures for both academic and non-academic behavior are described in detail in the Handbook under the section for both [social conduct](#) and [academic misconduct](#).

Integrity in Personnel and Human Resources

Personnel functions are implemented by following policies and procedures laid out in the ARP, primarily in the chapters on [faculty](#) and [staff](#) human resources. NMSU-A is dedicated to providing equal employment opportunities in accordance with state and federal laws. NMSU also outlines and maintains processes and published procedures for faculty and staff [progressive grievance and appeals](#) that assure faculty and staff due process.

[ARP Rule 3.19.20](#) establishes the rules for ethical conduct by all university employees, students and visitors. [ARP Rule 3.19.30](#) provides procedures for individuals to address concerns about the propriety of a situation or the ethical conduct of an NMSU-A employee or someone acting on the college's behalf. NMSU uses EthicsPoint to enable faculty, staff, or students who believe there has been an ethical violation within a unit of the institution to report anonymously. When an EthicsPoint complaint is received, it is investigated by NMSU's Employee Management Office of Human Resource Services or the Office of Institutional Equity. When a violation of ethics is confirmed, appropriate actions are taken by one of those offices, together with the appropriate administrator at NMSU-A.

[ARP Rule 3.20](#) addresses conflicts of interest including significant financial interest and requires all conflicts or perceived conflicts of interest to be reported within 15 days of occurrence. Additionally, all employees must update their conflict of interest disclosure forms annually.

Dedication to fair and ethical practices extends to recruiting and hiring, promotion, and other personnel actions such as compensation, benefits, transfers, layoffs, terminations, training, education, tuition assistance, and social and recreational programs. NMSU has a [comprehensive Affirmative Action \(AA\) program](#) supporting this effort. The processes for hiring faculty, staff, and administrators are overseen by Human Resources offices at NMSU-A and Main Campus, with the NMSU Office of Institutional Equity/Equal Employment Opportunity (EEO) providing extensive guidance for fulfilling AA responsibilities.

These efforts are most clearly manifested in the creation and practices of college search committees. All NMSU-A search committee members are provided orientations to these policies and procedures at the time of the first meetings of the committees. In addition, posted advertising for available employment with NMSU-A includes AA/EEO statements. Some venues for employment advertising also offer additional services that help the institution's recruitment. For example, HigherEdJobs.com offers a special AA package that NMSU-A routinely uses. The Institutional Equity website has links to a number of booklets containing guidelines/policies for hiring and other personnel management activities.

In addition to the Policy Manual, non-exempt employees are covered by a union agreement between NMSU and the American Federation of State, County and Municipal Employees (AFSCME). Additional information on the union agreement can be found on the [Agreement between NMSU and AFSCME-Local 2393](#).

Integrity in Auxiliary Functions

Auxiliary functions generate revenue and are separate entities that function within, and on the premises of, the NMSU-A campus. These services are covered under independent contracts that result from competitive RFPs. The auxiliary functions on the NMSU-A campus are:

- NMSU-A food services - Maintaining consistent food service on campus has been a challenge partly due to decreased enrollment and partly due to inadequate facilities to provide quality food service. The institution was approved to upgrade the food service section of the Student Center in July 2016. Renovation begins in Spring 2017. During the renovation period, food services will be offered by mobile vendors.
- NMSU-A Bookstore - NMSU has a contract with Barnes and Noble to provide textbook services for all campuses. A site-designated bookstore was in operation on the NMSU-A campus until Summer 2016, when Barnes and Noble announced that they would no longer maintain a permanent presence at NMSU-A. Barnes and Noble continues to provide the ability for students to purchase their books online and pick them up on the NMSU-A campus prior to classes starting.
- While most NMSU-A building structures are used primarily for educational purposes and activities, some are also available for use by the local community, with proper procedures and approval. NMSU-A does [charge for non-educational use of its facilities](#). The Tays Center is more often than other facilities used for non-educational purposes, as it is the largest event center in the community. Classes and scheduled college-sponsored events take precedence over renting the Center to external organizations.

Fair and Ethical Policies and Procedures

The [NMSU Regents Policy Manual \(RPM\)](#) states "New Mexico State University is committed to maintaining the highest standards of ethics and integrity in all of its academic and administrative operations, by promoting such standards among its regents, administrators, faculty, staff, students and others acting on behalf of the university and by striving to ensure a level of accountability appropriate for a public institution." All members of the university community, including the university employees, students and visitors, are subject to ARP requirements, which include a statement of [Principles of Ethical Conduct](#). These principles address such concerns as:

- Personal and professional honesty
- Respect for the rights, values and contributions of others
- Expectation of compliance with relevant laws, regulations, contract requirements and university

policies and procedures

- Protection of confidential, proprietary or private information
- Avoidance, where possible, of real or potential conflicts of interest and commitment between personal and professional responsibilities
- Responsibility to ensure that funds and other assets received are used in an ethical manner

Protection of sensitive information including student records required by the Family Educational Rights and Privacy Act (FERPA) is governed by [ARP Rule 3.65](#). All new employees are informed of their responsibilities to protect sensitive information at the time of their initial orientation with the NMSU-A Human Resources Office. Employees sign a notice that they have been informed, and this is kept in the Human Resources personnel files. NMSU-A personnel also receive [ongoing training](#) in the interpretation and application of FERPA requirements.

NMSU is committed to providing a safe and fair workplace for its employees. To this end, NMSU seeks to ensure that all employees are aware of their compliance related responsibilities. In order to meet state and federal requirements as well as University policy, NMSU-A employees are required to take [mandatory, annual online compliance training](#) on specific topics. These topics include: Conflict of Interest, Computer & Data Security, Employee Safety/Loss Prevention & Control, Family & Medical Leave Act, Preventing Discrimination/Civil Rights, and Title IX.

NMSU-A also affirms the gender equality of all individuals in the NMSU-A community, adhering to the Policy Manual statement that, “Gender equality among faculty, students, staff and associated workers is a source of human excellence, cultural enrichment and social strength.”

University and college [policy is compliant with Title IX](#) and prohibits any unlawful practice of harassment in work or academic environments based on an individual’s age, ancestry, color, mental or physical disability, gender, serious medical condition, national origin, race, religion, sexual orientation, gender identity, spousal affiliation, or veteran status. Any supervisor who engages in or condones any harassment of an employee/student based on discrimination will be sanctioned accordingly. All discrimination-based harassment, including third-party complaints, must be reported to the Office of Institutional Equity/EEO immediately ([ARP Rule 3.25](#)).

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- NMSU Affirmative Action Office of Institutional Equity EEO Webpage
- NMSU Annual Compliance Training Webpage
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- NMSU Student Rights & Responsibilities University Financial Aid and Scholarship Services Webpage
- NMSU-A 2017 Five Year Plan Spring 2016
- NMSU-A Committee Structure Plan B 11-15-2016
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- NMSU-A Student -Handbook and Social Code of Conduct 2016-17 (page number 24)
- NMSU-A Student -Handbook and Social Code of Conduct 2016-17 (page number 27)
- NMSU-A Tays Center Fee Schedule FY2017
- State of New Mexico Procurement Code

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.

Argument

NMSU-A recognizes the importance of comprehensive and precise communication with audiences both from within and outside of the institution. A variety of resources are used to ensure the effective dissemination of institutional information. Information pertaining to institutional programs, requirements, faculty, staff, costs, control, and accreditation relationships can be found in numerous venues, including the university's course catalog, website, social media outlets, marketing materials, the Campus Connection newsletter, and the student handbook.

In recent years, most information provided to and from faculty, staff, students and the public has become electronic in nature. NMSU-A's campus website is the principal resource for providing information to the public. The institution's website is available to all prospective students, current students, faculty, and staff as a method of acquiring numerous campus documents related to policies and procedures, such as the course catalog and student policy manual. While the primary reasons for using the website to convey information are to support distance education students and maintain more current information, significant cost savings have also been observed. Currently the NMSU-A course catalog is offered in both electronic file format and in hard copy, but NMSU will transition to an online only catalog for the 2017-18 academic year.

Programs and Requirements

Information about programs and admissions requirements can be found on the website and in the course catalogs. The NMSU-A Course Catalog is published annually and contains all information related to [admission requirements](#), [academic policies and procedures](#), and [program and degree requirements and offerings](#). Currently, hard copies of the course catalog are available for free in numerous locations on the NMSU-A campus, including Student Services and the Academic Support Center, in addition to being available online via the university's website.

Costs to Students

Tuition and fees are clearly published in the [course catalog](#), on the [campus website](#), and on the wall in the Business Office. Additionally, the university publishes cost of attendance information and provides access to the [Net Price Calculator](#) in the financial aid portion of the website. Required gainful employment information is also published on the website with information on each certificate program. Links or URLs are provided to this information in the [course catalog](#) and other applicable publications.

Faculty and Staff

Credentials for full-time faculty and exempt staff and administrators are provided in the [course catalog](#). Directory information for all full-time employees is provided in the [NMSU-A online directory](#).

Control

New Mexico law establishes the governing structure for the NMSU and NMSU-A. The authority of the NMSU Board of Regents and its relationship to NMSU is clearly articulated in the [Regents Policy Manual](#) (RPM) and on the NMSU website. NMSU-A's governance, authority, and organizational structure are described in [Chapter 1](#) in the [NMSU-A Operations Manual](#), which is available to the public through the NMSU-A website.

Accreditation Relationships

Currently, NMSU-A only has accreditation through the Higher Learning Commission. The required HLC Mark of Affiliation is displayed on the [NMSU-A accreditation page](#) accessed by clicking a link in the footer portion of every NMSU-A webpage.

Social Media

Social Media outlets are also utilized by Marketing to ensure dissemination of important information to the public, students, faculty, and staff. NMSU-A has social media presence on the following outlets: [Facebook](#), [Flickr](#), [Twitter](#), and [Instagram](#). The following departments on campus manage their own social media accounts on Facebook; [Accessibility Services](#), the [Office of Veteran Affairs](#), [Financial Aid](#), [Continuing Education](#), and the [Academic Support Center](#). The NMSU-A Facebook page is active every weekday, with posts on upcoming happenings, deadlines for registration, scholarship opportunities, and coverage of classes and campus events.

Marketing

The marketing efforts for NMSU-A span across many different mediums, from traditional to more current social media communications. The institution uses a number of products to advertise programs, policies and events, including flyers, posters, table tents, pamphlets/brochures, postcards, photos, news releases, radio spots, paid ads, and letters/direct correspondence including text messages to participating individuals. To reach a diverse audience, [NMSU-A marketing](#) uses several forms of advertising, including ads in the newspapers in Alamogordo, radio spots on the 11 different radio stations in the Tularosa Basin, ads on the Holloman Air Force Base (HAFB) webpage and in facilities on the base, video ads in the movie theater and a billboard on the main highway between HAFB and Alamogordo.

The institution has conducted face-to-face engagements at a variety of community events, such as Easter in the Park, Career Tech Expo, Earth Day, Armed Forces Day, Otero County Fair, Primetime Business Expo, Thanks Team Holloman, Medical Support for the Bataan memorial Death March on White Sands Missile Range, Senior Center Health Fair, Mescalero Health Fair, Alamogordo Elementary School BMI Statewide Study and Freedom Fest on HAFB. When applicable, NMSU-A engages directly with key community leaders to market NMSU-A programs and events, including the NMSU-A Foundation, the Alamogordo Public Schools Superintendent and her staff, the Chamber of Commerce staff, the Senior Center staff, and the military commanders on HAFB.

Sources

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- NMSU- A Veterans Programs Facebook
- NMSU Organizational Chart

- NMSU Regents Policy Manual 2016
- NMSU Regents Policy Manual 2016 (page number 5)
- NMSU-A – Directory
- NMSU-A Academic Support Center Facebook
- NMSU-A ADA Facebook Screen Shot
- NMSU-A Alamogordo Community Education Facebook
- NMSU-A Catalog 2016-17
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- NMSU-A President's Office – Accreditation
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- NMSU-A Student Services – NMSU-A Net Price Calculator
- NMSU-A Tuition and Fees
- NMSU-A Twitter Screen Shot

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.

Argument

The NMSU-A governing structure is composed of the NMSU Board of Regents (BOR) and the local advisory board from the Alamogordo public schools. The boards provide advice and oversight in compliance with [state law](#), [university policy](#), and an [operating agreement](#) between these two oversight bodies. This governing structure preserves the Boards' independence from undue influence, and ensures decisions are made in the best interest of NMSU-A.

NMSU Board of Regents

The NMSU BOR consists of four at-large members appointed by the Governor of New Mexico and confirmed by the New Mexico State Senate, and one NMSU student. The NMSU BOR holds at least five regular meetings per year, which provide oversight for the university system.

Complete description of the NMSU BOR can be found in the [NMSU Regents Policy Manual \(RPM\)](#). NMSU-A interacts with the Regents primarily through the system Chancellor and President of NMSU who supervises the President of NMSU-A. The Regents do not normally meet with the community college advisory boards in any official capacity except as outlined in an [operating agreement](#) between the two boards. The Regents' deliberations reflect priorities for the system as a whole, not NMSU-A in particular.

The [NMSU BOR Bylaws](#) state that the functions of the Board (Article V) include the responsibility to:

- Exercise control and management over the university and to exercise all other powers, authority, responsibilities, obligations, immunities and duties granted to it by law and the Constitution of New Mexico.
- Provide educational opportunity to prospective students, particularly those prospective students residing in this state, and to provide a high quality education to all students of the university.
- Serve the interests of the students, faculty, and administration and the citizens of New Mexico, and to institute policies, facilities, and programs for their benefit.
- Obtain adequate financial support.

Advisory Board

NMSU-A's Advisory Board is the Alamogordo Public Schools (APS) Board. The NMSU BOR and the NMSU-A Advisory Board maintain an [operating agreement](#) as required by [New Mexico State Law](#). The agreement between the NMSU BOR and the Advisory Board is described as "founded on the belief that quality educational services shall be provided in accordance to the needs of the service area through a cooperative and coordinated effort" of NMSU and NMSU-A. Per the agreement the NMSU-A President is [designated as the NMSU BOR representative](#) to the Advisory Board.

In accordance with [NM Statutes Annotated, 21-14-2](#), the duties and responsibilities of the Advisory Board in relation to NMSU-A include:

- Enter into a written agreement with the Regents, subject to biennial review by all parties concerned and the review and commentary of the New Mexico Higher Education Department (NMHED).
- Act in an advisory capacity to the Regents on matters pertaining to the conduct of NMSU-A.
- Approve the annual operating budget of NMSU-A for recommendation to the Regents.
- Certify to the City Commissioners the tax levy.
- Conduct the election for tax levies for NMSU-A.
- Approve and recommend to the Regents for approval the Statement of Mission and Purpose of NMSU-A.

The Advisory Board and the NMSU-A administration meet at least once during each fall and [spring](#) semesters, and according to the [Operating Agreement](#):

"The Advisory Board will hold scheduled meetings with the administrative staff of NMSU-A for the purpose of keeping the members of the Advisory Board advised of all programs and progress of NMSU-A and to approve the annual operating budget of NMSU-A. The Advisory Board will also certify the tax levy and conduct elections for tax levies for NMSU-A."

The [operating agreement](#) also specifies that the NMSU BOR, "through appropriate university representatives, shall have full authority and responsibility in relations to all academic and administrative matters of NMSU-A. NMSU will serve in a supportive capacity to the community college."

Preservation of Institutional Priorities

NMSU-A's governing board deliberations are found in the [proceedings](#) and [minutes](#) of the NMSU BOR and the [minutes of the local Advisory Board](#) meetings. Institutional interests and priorities are preserved and enhanced through these deliberations as a result of requirements of state law, university policy, and the operating agreement between these two oversight bodies.

The BOR [policy concerning NMSU community colleges](#) states "the NMSU BOR pledges full cooperation in the further development of its community college programs to ensure that the higher educational needs of the several communities are fully met. Each of the community colleges will develop its own mission and purpose statement, which shall be brought forward periodically for review by the BOR."

The BOR has shown strong interest in the strategic planning process and student success. As a result of the BOR's and the Chancellor's support, NMSU Community College Objectives were added to the system's [Strategic Plan Vision 2020](#) in July 2015. In October 2015, the regents passed a

[resolution](#) supporting higher education reforms and student success efforts, including strong articulation of coursework, co-requisite remediation, structured schedules, and guided pathways to success.

Reasonable and Relevant Interests

The memberships of the NMSU BOR and the Advisory Board, their duties as defined by state law, and their regular, public meetings assure these bodies review and consider the reasonable and relevant interests of NMSU-A's constituencies in their deliberations. All records of the BOR are open to inspection by the public in person or through the NMSU website, and in accordance with the New Mexico Inspection of Public Records Act. The BOR complies with Sunshine Laws and the Open Meetings Act of the state, and conducts meetings in accordance with these requirements and others listed in the BOR's [bylaws](#). All open meetings are recorded in video format and are available for viewing by the public on the [NMSU BOR website](#).

Key internal constituencies included in the governing process are the NMSU Faculty Senate, the NMSU Employee Council, and the NMSU Student Government, all of which are represented by their elected chair or president as an [ex-officio member of the BOR](#). NMSU-A faculty, employees and student government are represented through these bodies and by the NMSU-A President.

Board of Regents Independence

The governing boards of NMSU-A preserve their independence from undue influence from external parties through adherence to state laws pertaining to the qualifications for membership on the boards, adherence to laws pertaining to open public meetings and records, and adherence to established bylaws. The [New Mexico Constitution](#) requires that the BOR consist of five members. Four are to be qualified electors appointed by the Governor with New Mexico Senate consent. No more than three may be members of the same political party, and appointments are for staggered six-year terms. One member is a student appointed by the governor from a list provided by the Chancellor with consent of the New Mexico Senate for a two-year term.

Day-To-Day Management

The NMSU BOR [delegates day-to-day management](#) of the system to the NMSU Chancellor as the Chief Executive Officer of NMSU. Community colleges within the system are [administered by a campus president](#) under the cognizance of the Chancellor and the Executive Vice President and Provost with regard to academic matters. The [RPM](#) and the [Administrative Rules and Procedures of NMSU \(ARP\)](#) clearly define shared governance and the role of faculty in university matters. Procedures and activities of the system-wide [Faculty Senate](#), the [NMSU-A Faculty Consortium and Assembly](#), and the [NMSU-A Committee Structure](#) all adhere to the RPM and ARP.

The NMSU-A President and administration exercise shared governance of the institution in compliance with the RPM and the ARP as established in the [NMSU-A Operations Manual](#) to meet the unique requirements of NMSU-A.

Sources

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2.D - Core Component 2.D

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

Argument

NMSU-A follows the policy found in the [Regents Policy Manual \(RPM\)](#) as applied in [Administrative Rules of NMSU \(ARP\)](#) with respect to freedom of expression and academic freedom.

NMSU-A recognizes, respects, and encourages the free exchange of ideas through responsible actions and maintains high standards of the pursuit of truth in the educational process. Faculty and students are encouraged to think critically, exchange knowledge freely, and pursue truth through scholarship. This is a manifestation of the NMSU-A mission to provide quality learning experiences and is evidenced in policies, procedures, and practice.

Pursuit of Truth in Learning for Students

NMSU-A encourages students to pursue truth in scholarship through activities that promote [Institutional Learning Outcome I](#): critical thinking through sound reasoning, critically assessing information and arguments, analyzing arguments from multiple perspectives, and arriving at logical conclusions. Evidence of sound scholarship through critical thinking can be seen in examples such as [program assessment plans](#) of student learning outcomes, [course syllabi](#).

Scholarly research and writing are an integral part of many courses at NMSU-A, and students are expected to use credible sources, cite sources in work, and weigh the truth of arguments. These areas are articulated in [Institutional Learning Outcomes 2 and 6](#). Curricula in [English 111G](#) courses are a prime example of a focus on truth in scholarship and emphasis on credible arguments.

Freedom of Expression for Students

NMSU-A [encourages](#) the free exchange of ideas by students through class discussions, peaceful assembly, public forums, and social media provided that such are legal and do not disrupt the university mission or functions. Students are encouraged to openly discuss topics both in class and online with integrity. All online classes contain statements of [“netiquette” as per Quality Matters™ standards](#) that clarify scholarly principals of open discussion. NMSU freedom of expression policy and procedures are disseminated to students in the [NMSU-A Student Handbook and Social Code of Conduct](#).

Students are also encouraged to demonstrate freedom of creative expression through avenues such as art classes, [art shows](#), and [music classes](#). Students are also participants in theater classes and [theater productions](#) regularly held on the campus.

Pursuit of Scholarship for Faculty

Faculty scholarship and truth in teaching are encouraged and supported through many processes at NMSU-A. Faculty members are supported in efforts to maintain currency in their fields through attendance at local, regional, and national conventions and workshops. Faculty are also encouraged to

participate in furthering scholarship through professional development, including these additional on-campus activities:

- [Workshops, Brown Bag lunches, presentations](#)
- [Virtual workshops and seminars](#)
- [Allocation of funds for professional development through academic support budgeting](#)
- Committee support: [Professional Development Committee](#), [Teaching and Learning Committee](#)
- Faculty Achievement recognized in Campus Connection and [fall and spring Convocations](#).

Faculty may take [sabbaticals](#) and [educational leave](#) to pursue scholarly work. NMSU-A also encourages faculty members to pursue advanced degrees. Other assistance available to faculty includes:

- [Professional development funds](#) to attend conferences
- [Consideration for variance in teaching loads](#)
- [Remission of NMSU course tuition](#) for faculty members and/or their spouses up to a maximum of six credits per semester

Freedom of Expression for Faculty

NMSU-A is committed to supporting the faculty's avenues for free expression of ideas and information. In addition to previously mentioned policies concerning [freedom of expression](#), [academic freedom](#) for scholars is also required by policy. Specifically, "Scholars are entitled to full freedom in the conduct of their research and publication of the results, and full freedom in the classroom to discuss those topics in which they are professionally experts as determined by their credentials."

While all faculty members are provided an outline of [critical syllabus elements](#) to ensure consistent learning outcomes, they have the freedom to determine how course and program learning objectives and outcomes are met through individual instructional methodologies. The Quality Matters design standards used by faculty who are teaching online incorporate individual content expertise in all aspects. While design standards must be met, [faculty are free to design individualized learning modules and activities](#).

Innovative instruction flourishes in a climate where faculty feel confident to incorporate new ideas; this is highly valued at NMSU-A. [Many staff and faculty at NMSU-A have received the National Institute for Staff and Organizational \(NISOD\) Excellence Award](#) in "recognition of doing extraordinary work on their campuses." Additionally, many faculty and staff have been involved in innovative grant projects and piloting new curriculum. Specific examples of this include the [Math Redesign project](#), wherein faculty are engaged in creating and assessing a new path for students to complete developmental math courses in a more timely manner; and a previous innovative practice, funded by a Title V grant, of [pairing a developmental reading course with a required communications course](#) to enhance student success in both courses.

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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.

Argument

Policies regarding faculty, staff, student research, and scholarly work are detailed in the [Administrative Rules and Procedures of NMSU \(ARP\)](#).

Students are offered specific guidance on the ethical use of information resources through classroom instruction, online courses, the library and the Academic Support Center. Specific references to the ethical use of information resources can be found in the NMSU-A Student Handbook sections on [Academic Misconduct](#) and [Standards for Student Social Conduct](#). Enforcement of the Student Code of Conduct in relation to academic misconduct is described in [Section V](#) and [Section VI](#) of the NMSU-A Student Handbook.

Oversight and Expectations

Detailed policies concerning specific types of research and scholarly work can be found in the ARP, including:

- [Addressing Allegations of Misconduct in Research \(5.94.10\)](#)
- [Research Oversight and Risk Management \(5.94.30\)](#)
- [Responsibility and Accountability for Sponsored Projects \(5.94.40\)](#)

The NMSU University Research Council and the Office of Vice President for Research oversee research. While NMSU-A faculty generally do not engage in externally sponsored research, there may be instances where individual projects by NMSU-A students, faculty, or staff may be referred by NMSU-A's Administrative Council to the university's [Institutional Review Board \(IRB\)](#) to assure compliance with research standards and expectations.

Specific academic expectations of students are listed in each course syllabus and are consistent with the [face-to-face](#) and [online](#) syllabus criteria posted on the NMSU-A website. General expectations for student academic behavior can be found in the [Student Handbook](#) and the [Course Catalog](#). Course instructors and staff at the Academic Support Center (ASC) also provide assistance to students regarding questions about plagiarism.

Within courses, information is provided to students on methods of acquiring information, critical thinking skills needed to determine which information is pertinent and reliable, and how to properly cite the work of others. Knowledge and skills acquired by students are assessed, reviewed, and improved through the processes of student learning assessment. Expectations for student learning are listed in the [NMSU-A's Institutional Learning Outcomes](#) (ILOs) and the state of New Mexico [General](#)

[Education Core Competencies](#), in addition to subject-specific student learning outcomes (SLOs).

In addition to other expectations and requirements regarding research and scholarly work, staff and faculty are governed by [Conflict of Interest](#) (COI) policies. All faculty and staff are required to complete a COI questionnaire annually.

Student Support Services for Scholarly Work

Support for student research and other scholarly work at NMSU-A is provided at several support centers, including:

- Academic Support Center (ASC)
- Learning Technology Center (LTC)
- Townsend library
- Computer Labs

Students can find information about support centers and services through the [NMSU-A website](#), [student handbook](#), [course catalog](#), and from faculty and staff.

In addition to tutoring services, the ASC administers proctored examinations. The ASC Director works closely with faculty and the Director of Online Quality Assurance to manage face-to-face and online proctoring. In addition to proctoring occurring within the ASC, NMSU has an agreement with ProctorU to administer online proctoring. For a small fee, students may choose to use ProctorU for proctored course exams. ProctorU provides 24/7 proctoring service, which is often more convenient for students than the limited hours available in the ASC.

Ethical Use of Information Resources

Students are offered specific guidance on the ethical use of information resources in the classroom, through online instruction, at the library, and at the Academic Support Center. Specific references to the ethical use of information resources can be found in the [Student Handbook](#) and the [Course Catalog](#). The Student Code of Conduct includes an extensive listing of specific examples and definitions of unacceptable behavior or actions, including:

- Cheating or knowingly assisting another student in committing an act of cheating
- Plagiarism
- Unauthorized possession of examinations, reserve library materials, laboratory materials, or other course-related materials
- Unauthorized changing of grades
- Nondisclosure or misrepresentation in filling out applications or other University records

In reference to academic misconduct, the NMSU-A Course Catalog directs students to the Student Handbook located on the website. The NMSU-A Vice President for Academic Affairs (VPAA) is the administrative officer with authority to address cases of academic misconduct. Students may appeal any disciplinary decision up to the level of the NMSU-A President. The NMSU-A President may, at his discretion, review the appeal upon the written request of the student or faculty member, and render a final decision. An appeal to the NMSU-A President is the last step in the appeals process, and the President's decision cannot be appealed further. Should the President choose not to review the appeal, the decision of the VPAA is final. The appeals process is described in the [Student Handbook](#).

NMSU-A maintains [syllabus criteria](#) and templates available to all faculty. All course syllabi have a

statement concerning the consequences students may suffer due to cheating, plagiarism, absences, and tardiness. Specific courses, such as [ENGL 111G–Rhetoric and Composition](#), provide instruction in the ethical use of research and information sources. Faculty may use software to assist in determining if student work has been plagiarized.

Guidance to students is provided through the Townsend library. In addition to classroom-style instruction held within the library, online information such as the [Information & Research Instruction Suite \(IRIS\)](#) and library citation style guides is also available.

The ASC informs students of expectations for ethical use of information resources. The ASC offers on-demand tutoring and guidance in the use of reference materials (APA/MLA). Tutors are trained to assist students in understanding ethical use of copyrighted materials.

Academic Misconduct Policy and Enforcement

NMSU-A policies on academic honesty and integrity can be found in the [Student Handbook](#) and [Course Catalog](#), and are referenced in [course syllabi](#). Enforcement procedures for academic dishonesty issues can also be found in the Student Handbook. Academic misconduct cases are managed by the VPAA. Non-academic misconduct is overseen by the Vice President for Student Success (VPSS).

Enforcement of the Student Code of Conduct in relation to academic misconduct is described in the [Student Handbook](#) in the section titled “Academic Discipline Process.” Students have the right to appeal up to the NMSU-A President, who makes the final determination. Division Heads keep records of all academic misconduct in their respective divisions, and the VPAA maintains records of misconduct issues reaching the Office of Academic Affairs.

If warranted, the VPAA shall convene the Academic Appeals Board to solicit its recommendation before making a decision on a student misconduct issue. The description of the Academic Appeals Board is contained in [NMSU-A’s Operations Manual](#). The purpose of the Board is to provide a recommendation to the VPAA regarding the resolution of the grievance. Upon completion of the hearing, the Board will forward a written recommendation to the VPAA. This document includes findings of fact and the basis for the recommendation.

Membership of the Academic Appeals Board is constructed as needed on an annual basis, and consists of the following:

- Three faculty members appointed by the VPAA (voting)
- Two students appointed by the VPSS (voting)
- Recording Secretary (non-voting)

The chair is a faculty member appointed by the VPAA. Nearly all student academic issues are resolved prior to invoking the Academic Appeals Board. In the last four years, only two cases of academic misconduct cases were reviewed by the Academic Appeals Board. Nearly all instances were resolved by faculty members, Division Heads or the VPAA.

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2.S - Criterion 2 - Summary

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

Summary

Despite the challenges of keeping up with an ever-evolving educational landscape, NMSU-A is ultimately “committed to maintaining the highest standards of ethics and integrity in all of its academic and administrative operations, by promoting such standards among its regents, administrators, faculty, staff, students and others acting on behalf of the university and by striving to ensure a level of accountability appropriate for a public institution.”

NMSU-A follows strong policies regarding freedom of expression and the pursuit of truth in teaching and learning. Students are encouraged to pursue truth in learning through critical thinking and scholarly research and writing. Many opportunities are available for students to explore freedom of expression and creative endeavors in class discussions, peaceful assembly, music and drama productions, and art shows. Appropriately, students are provided with knowledge about the ethical use of information in the classroom and through library instruction, student support services, and online resources.

Faculty are encouraged to further their scholarship through attendance at local, regional, and national conferences and workshops as well as many on-campus activities. NMSU-A is committed to supporting the faculty’s avenues for free expression of ideas through policy guarantees and innovation through the incorporation of new ideas, updated methods of instruction, and pilot programs.

The freedom to share ideas or concerns goes beyond teaching and learning and extends to the organizational structure of the campus. Despite the lack of formalized college-level budget committees at this point, faculty and staff contributed significant input for the recent academic reorganization, which led to a more inclusive decision-making process on the use of fiscal resources and how to better serve existing and future students. Additionally, various paths are available for reporting ethical violations on campus, including a confidential reporting line accessible by Internet or phone.

NMSU–A has a comprehensive website to communicate information to internal and external audiences. Keeping the campus website continuously current can be a challenge because of the changing nature of educational programs both at NMSU-A and at the Main Campus. However, NMSU-A is working on developing a more responsive approach to ensuring program changes are accurately reflected in all publications. Additionally, the campus is seeking a more sustainable way to publicize human resource related updates, including hiring and position changes.

Sources

There are no sources.

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).

Argument

New Mexico State University Alamogordo is part of the New Mexico State University system (NMSU) consisting of 5 campuses: Las Cruces, Alamogordo, Carlsbad, Doña Ana and Grants. The main campus is a four-year institution in Las Cruces, NM and the four community college branch campuses are in various locations across the state. In the Assurance Argument, NMSU refers to the system, NMSU-A refers to Alamogordo, and Main Campus refers to NMSU Las Cruces.

Academic Performance Levels

All new degree and certificate programs go through a [multi-stage process of curriculum review](#) and approval. The curriculum development process begins with identification of community and market needs. The community and market needs are outlined in a [template for new certificates and degrees](#). Faculty develop the initial curriculum proposals and bring them to the [NMSU-A Curriculum Committee](#), which reviews and recommends all course, degree, and certificate proposals.

Proposals then go to the NMSU-A Academic Council for approval. Curriculum proposals approved by Academic Council are forwarded by the Vice President for Academic Affairs (VPAA) to the appropriate curriculum oversight body within NMSU. New and revised applied degrees and certificates are reviewed and approved by the campus VPAA's and the Deputy Provost. New and revised associate's degrees follow the same path, but also require approval from NMSU Associate Deans Academic Council (ADAC), and the NMSU Faculty Senate.

Once approved by the appropriate curriculum oversight committees, the proposal must be forwarded to the New Mexico Higher Education Department (NMHED) for review and assignment of a Classification of Instructional Programs (CIP) code so that it can be appropriately identified in the various state and institutional databases. Following CIP code assignment, HLC approval is sought and, if approved, then the course, degree or program can be offered to students and is published in schedules and catalogs.

This multi-stage approval process ensures the program meets the academic requirements of NMSU, NMHED, and the HLC. As reported in the [2012 NMSU-A Self Study Report](#), the number of reviews of proposals built into the curriculum development process frequently has resulted in long periods of time between initial proposals and final approval. Changes have been made in recent years at the system and local level to help streamline the process. One local change is the use of a Canvas Learning Management (LMS) Collaborative Workspace to process new and revised degrees and certificates. The system ensures version control and allows participants in the process to comment in a discussion forum online so that many concerns are addressed prior to curriculum committee meetings.

Program revision requests follow a similar process with emphasis at the system level of ensuring similarity in programs among the system's community colleges. The [template used in program revisions](#) includes why the revisions were made and provides an area detailing communication and collaboration between the system's community colleges.

Changes in courses with the prefixes maintained by the Main Campus can begin at the community college level. When a change is requested, the process begins with a conversation between the NMSU-A division head and the Main Campus department chair. If the change is agreed upon, the division head submits the change request to the department chair at Main Campus and notifies the NMSU-A Curriculum Committee and the VPAA. If the course is offered only at community colleges, the change begins with a discussion among the other NMSU community colleges. Once agreed upon, the courses changes are routed through the NMSU-A Curriculum Committee. All course change requests are distributed well in advance of approval by the Community College Academic Vice Presidents (CCAVP) and the Deputy Provost.

Program Currency

Goal 1 of the [NMSU-A Strategic Plan](#) is to provide students with an excellent education that provides opportunity and promotes lifelong learning. Specifically, this means providing students with experiences and knowledge that will lead to success in the work force or will establish the foundation for further education. To meet Goal 1, degrees and certificates maintain currency through [periodic review](#) by faculty content experts and advisory boards. Advisory boards provide feedback on degrees and certificates and make recommendations for necessary changes. The [list of advisory boards](#) can be found in the NMSU-A Operations Manual.

In Spring 2016, NMSU-A began reducing the number of credits required for degrees and certificates. The goal of the credit reduction is to shorten the time for completion and was encouraged by the [NMSU Board of Regents](#) and supported by Complete College America (2012). Faculty worked to reduce associate degrees to a minimum of 60 credits and certificates to minimum of 30 credits. NMSU-A took the credit reduction opportunity to review program content and ensure program currency, quality, and integrity. Advisory boards were also [consulted](#) in the program revision process. Program revisions were submitted and reviewed by the NMSU-A Curriculum Committee and the CCAVP. NMSU provided feedback on the transfer degrees. The degree revisions were approved by the Deputy Provost in accordance with [system procedure](#).

NMSU-A offers eight Associate of Arts (AA) and three Associate of Science (AS) transfer degrees, twelve Associate of Applied Science (AAS) degrees, and eighteen certificates, which are described in the [NMSU-A Catalog](#). NMSU-A also supports two limited-entry bachelor's degrees awarded by the Main Campus. Both programs can be completed through a combination of online and ITV instruction offered by NMSU:

- Through an educational agreement with NMSU, accepted NMSU-A students may enter the

BSN program through the Associate of Science in Allied Health after the third semester of the program. Students not accepted into the BSN program at the end of the third semester or those who choose to enter the workforce without a nursing degree can complete the Associate of [Allied Health degree](#). They then have the option to apply to the BSN program at a later date or can enter the workforce as a nursing assistant, phlebotomist, or an electrocardiogram technician. Students entering the BSN program can be awarded the Associate of Allied Health after completing their fourth semester at NMSU.

- Another limited entry program supported by NMSU-A is the NMSU Bachelors of Science in Elementary Education. The [Associate of Education degree](#) prepares students for work as a teacher's aide, substitute teacher, or other paraprofessional in the elementary or secondary school. Students can continue their education by pursuing a B.S. in Elementary Education. Students must apply for admission to the Teacher Education Program.

Program Learning Goals

Each degree and certificate has specific courses associated with the program, all of which are articulated in the [NMSU-A Catalog](#). The college offers two-year degrees and certificates of less than two years. Each program has goals for its degrees and/or certificates, with detailed student learning outcomes for each course.

Learning goals for associate degrees differ based on whether the degree is a transfer degree or workforce ready. Transfer degrees are designed to provide the basic skills and knowledge required for students to be successful when transferring to a four-year institution. Workforce ready degrees are designed to provide students with knowledge and skills to successfully enter the workforce.

Through an ongoing effort to improve student learning, [it was determined](#) that the program review process did not adequately address student learning at the program level. In response to this, the program assessment and program review processes were separated in 2015. The Director of Curriculum and Assessment guides program assessment and the chair of the Program Review Committee leads the program review process. The reason for this separation is to ensure that program learning outcomes are measurable and align with course-level and institution-level learning assessment. [Program assessment plans](#) include program-level outcomes, courses that will be used in outcome assessment, and [curriculum maps](#), which link courses to program outcomes. The curriculum map indicates where the knowledge and skills should be attained or reinforced.

Consistency of Program Quality and Learning Goals

NMSU-A has a large online population. Due to the popularity of online courses, the [Online Course Quality Assurance Program](#) was created to implement online quality assurance measures. The program is charged with improving online teaching skills and developing a management plan for online students. The most important goal of the Online Quality Assurance Program is to help all NMSU-A faculty meet Quality Matters™ Standards in a peer-mentored environment. Additionally, the program has unified efforts to include developing an [online observation tool](#) for supervisors, a [course template](#) that provides a standard interface for students, and training materials that meet the specific needs of NMSU-A. The [Quality Assurance Team](#) has also developed an [online teaching course](#) that provides delivery standards and teaching protocols in order to ensure academic integrity, as well as consistency of presentation and expectation. The online environment was set up to mirror the on-campus experience as closely as possible.

Criteria for syllabi, both [online](#) and [face-to-face](#), are available on the NMSU-A website. Of importance, is the inclusion of student learning objectives on all syllabi. Common course level

learning outcomes are encouraged through the [Course Level Assessment Report Form](#), which requires a single report for the course across all sections and also requires that the alignment of the course level learning outcome to any program level outcomes be addressed. Both course and program level assessments measure student learning with course level assessments generally reviewing the results of a few key assignments and are usually associated with grades. Program level assessment is an examination of whether or not students can solve problems specific to their program by using their critical thinking and fundamental knowledge skills.

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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.

Argument

As stated in the [NMSU-A Catalog](#), the purpose of general education courses is to “provide all students with a broad foundation and common framework upon which to develop knowledge and skills, social consciousness and respect for self and others, thus enabling them to function responsibly and effectively now and in the future.” Students are required to successfully pass a minimum number of designated general education courses to complete an academic degree. The general education courses for each Associate degree are chosen from [five required areas](#) including communication, mathematics, laboratory sciences, social and behavioral sciences, and humanities and fine arts.

General education at NMSU-A was established based on a combination of [mandates](#) from the State of New Mexico and institutional processes. In 2007, the State of New Mexico implemented requirements for general education articulation of Core Competencies to be used by all higher education institutions in the state. Additionally, NMSU-A's participation in the HLC Academy of Assessment in 2014 resulted in the creation of the [NMSU-A Learning Signature](#). This Learning Signature includes [Institutional Learning Outcomes](#) (ILOs) that were developed by faculty. Many NMSU-A courses and programs are mapped to ILOs to show where alignment exists. Through these [maps](#), it can also be seen how the ILOs and the [New Mexico General Education Common Core](#) align.

The New Mexico Higher Education Department (NMHED) is currently [leading an effort](#) to improve graduation rates, transfer and articulation, and remedial education outcomes. This effort is in conjunction with [mandated statewide common course numbering](#) required to be completed by August 2017. One of the three initiatives is to redesign the general education core curriculum through collaboration with the provosts of the 4-year higher education institutions. This "initiative will develop a curriculum that builds the skills that are important to success in academia and the professional world." NMSU-A through NMSU is fully participating in this effort. NMHED has suspended General Education Assessment reports until this effort is complete. Information on the

[2013-14 analysis of General Education](#) courses learning challenges and improvement trends are [posted on the NMSU-A website](#).

Institutional Learning Outcomes

As part of NMSU-A's participation in the HLC Assessment Academy, in August 2014, the NMSU-A campus voted in favor of creating a [Learning Signature](#). The Learning Signature "conveys 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." Specifically, "NMSU-A provides an inspiring and intellectually challenging learning environment that supports students to become critical and creative thinkers who are socially conscious, lifelong learners. Our graduates are effective communicators who are goal-oriented and prepared for academic and career success."

Faculty defined six major areas through which the Learning Signature could be measured. These are:

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

Using the definition of NMSU-A's expectation for its students and these categories, the [Institutional Learning Outcomes Committee](#) defined measurable [Institutional Learning Outcomes](#) (ILOs). The committee then mapped Course Level Outcomes to the ILOs, and they mapped each course in each program to show program contribution to the ILOs. ILOs were also [mapped](#) to the [New Mexico General Education Common Core Competencies](#).

Program Level Outcomes

Each degree program at NMSU-A is required to provide the required levels of general education as described above. Program assessment plans list the learning outcomes for students in each program. Many of these outcomes translate to ILOs. In Fall 2016, work continued on refining program level outcomes and mapping them to ILOs.

Through the [New Mexico General Education Common Core](#) and the [ILOs](#), NMSU-A ensures that its programs engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. [Some examples](#) of the application of these requirements at the course level are available in syllabi.

Human and Cultural Diversity

[Diversity and ethical principles](#) are defined as a desirable NMSU-A student characteristic within the ILOs. The NMSU-A Strategic Plan also puts priority on community engagement. To support this, one of the components of NMSU-A's Learning Signature is [service learning](#). Service learning is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. While participating in service learning at NMSU-A, students gain practical experience in achieving some Institutional Learning Outcomes. NMSU-A students, faculty, and staff have participated in a variety of service learning projects and activities.

Students have the opportunity to apply for discipline specific co-op and internship and service opportunities. The STEM Outreach Transfer Coordinator, NM AMP Institute Coordinator, and NMSU-A Career Center are some of the sources of information for students with regards to the available opportunities.

NMSU-A does not discriminate on the basis of disability in admissions, services, access to programs, or employment. Students needing assistance with reasonable accommodations or having questions regarding services for students with disabilities are encouraged to contact the Accessibility Services Department (ASD). The Accessibility Services Coordinator assists individuals with documented disabilities to obtain appropriate academic accommodations. Students with sensory, mobility, learning, or other recognized impairments are encouraged to apply for services through this office.

Faculty and Student Contributions

Many faculty and students are involved in a variety of activities that draw on their knowledge and scholarship:

- Allied Health students and faculty provide:
 - First-aid and medical support for the annual Bataan Memorial Death March sponsored and held at White Sands Missile Range (Army Base), New Mexico
 - Blood pressure, blood glucose, and body mass index checks at community health fairs and schools
 - Informational & educational posters & flyers related to health wellness & care
- [FWCE 110](#) (Fish, Wildlife, Conservation Ecology) faculty and students collected turtle DNA and provided service to ranchers whose property is a habitat for the turtles.
- Student groups have conducted needs-based drives to support the Center of Protective Environment (COPE), Aggie Cupboard Alamogordo, and other organizations that promote human dignity.
- Faculty participate as judges in the local Science Fair and First Lego League Competitions.
- Faculty hosted an Engagement Conference with guest speaker Dr. Rudy Garcia, Dean of Student Services at Central New Mexico University.
- Faculty, staff and students hosted a Health and Wellness Day open to the public.
- Faculty and staff conduct Constitution Day activities each year. In Fall 2016 this activity was opened to online student participation through the Student Services Canvas Course created to provide service and learning opportunities to online students.
- Two NMSU-A students are annually nominated for the Phi Theta Kappa/USA Today All-Academic Team, and represent NMSU-A on the state level. The two selectees receive a scholarship for the last two years of their baccalaureate degree at a New Mexico four-year college.
- Mock trials have been conducted by criminal justice students for presentation to local public school students.
- Many student organizations, particularly the Social Science Club, have fundraisers and donate money to Take Back the Night Alamogordo, a community organization that seeks to educate about and bring an end to sexual assault and domestic violence.

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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.

Argument

Faculty are hired through a rigorous employment process and verification of credentials to ensure that they are well-qualified to deliver instruction. The Vice President for Academic Affairs (VPAA) oversees faculty hiring with final approval by the NMSU-A President. Staff hiring occurs through a similar process and is overseen by a division or department head or the NMSU-A President.

Annual evaluations ensure that both faculty and staff are current in their fields of expertise. Staffing is continually evaluated, and critical positions are filled as soon as possible through a regional or national search. Non-critical positions are evaluated with respect to institutional needs, available resources and the Strategic Plan. Vacant faculty or staff positions may be reallocated to areas of greatest need.

Professional development is strongly encouraged and opportunities are provided 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. Additionally, divisions and departments have professional development travel funds, and there is also an institutional professional development fund.

Faculty

As of Spring 2016, NMSU-A employed 46 regular full-time faculty (32%) and 98 active temporary (adjunct) faculty (68%). Based on instructor credits taught, regular faculty taught 59.8% of the instructional load and adjunct faculty taught 40.2%. The normal teaching load for regular faculty is 15 credits per semester. Four regular faculty have FTEs less than 1.0 (0.6 to 0.8 FTE). Teaching loads for adjunct faculty normally range from 1 to 9 credits per semester, with a two-year maximum course load of 11 credits per semester. The Spring 2016 student headcount was 1,041, and the ratio of students to regular faculty was 23:1.

Faculty Credentials

Academic credentials for faculty are initially evaluated at the time of hire. Before a new faculty member can teach a course, Division Heads make recommendations to the VPAA. If the VPAA approves the course instructor, then the decision is logged in the division office, the Office of the VPAA, and Human Resources. Upon hiring, all faculty must provide original or electronically certified transcripts. Original transcripts are stored in the Human Resources department and divisions maintain copies. Except for certain technical fields, all faculty must have at least a master's or professional degree (e.g., J.D.). If the graduate degree is in a field other than the subject teaching area, the faculty member must possess a sufficient combination of graduate hours, experience and/or certifications. Faculty teaching in certain areas may require specialized certification, such as physical education, emergency medical services, or automotive technology.

During the hiring process for regular faculty, a search committee evaluates cover letters, resumes and transcripts and then interviews the top candidates. The VPAA and the NMSU-A President also interview the top candidates. After the interview process, the search committee will provide a list of strengths and concerns to the VPAA and the President, who will make an offer to a candidate. At the time of the offer, the candidate will be required to provide original transcripts and pass a criminal background check.

Teaching

The primary focus of NMSU-A, as a comprehensive community college, is instruction. The standard teaching load for full-time faculty is 15 credit hours per semester. Nearly all face-to-face courses have a maximum enrollment of between 20 and 30. Online courses that have completed a Quality Matters™ review have a maximum enrollment of 25. With supervisor and VPAA approval, faculty may teach an overload with pay up to a course load of 1.5 times their normal load.

Scholarship and/or Creative Activity

Because NMSU-A's primary focus is teaching, most scholarship and/or creative activity conducted by NMSU-A faculty involves activities directly related to teaching. These activities are evaluated annually by the faculty member's supervisor. Non-tenured faculty and faculty applying for promotion and/or tenure also receive an evaluation from the Promotion and Tenure Committee.

Service to the Institution

Service is an essential component of NMSU-A's mission. Therefore, faculty members are [required to contribute](#) to the institution by serving on committees and/or task forces. Committee memberships are either by election or by appointment by administrative leaders, including the NMSU-A President, VPAA, and Division Heads. Committee structures are detailed in the [NMSU-A Operations Manual](#).

Service to the Community

Faculty are encouraged to contribute to the local community. NMSU-A faculty contribute to the community by participating in events and organizations such as Military Appreciation Day, Thanks Team Holloman, Take Back the Night, Trunk or Treat, Family Literacy Event, Earth Day, Alamogordo Friends of the Zoo, local science fairs, healthcare organization health fairs, NMSU-A Health & Wellness Event and the Alamogordo Public Library Foundation.

Leadership

In addition to the responsibilities listed above, faculty members seeking [promotion and tenure](#) are also expected to demonstrate [leadership](#). Leadership involves furthering the mission of the college, and those responsibilities are expected to increase as rank increases. Leadership is demonstrated through service by performing various administrative and academic responsibilities, and may include:

- Leadership service in an academic unit
- Leadership role on a committee or task force
- NMSU Faculty Senate representative
- Leadership in a national professional organization
- Reassigned time for administrative duties

Dual Credit

Only qualified college faculty teach dual credit courses – no high school faculty teach these courses. High school faculty hired to teach for NMSU-A must undergo the same employment and credential verification procedures as college faculty.

Contractual and Consortial Programs

NMSU-A does not provide or receive instruction through contractual programs. NMSU-A provides the fourth semester of the Associate of Science in Allied Health through a [consortial arrangement](#) with NMSU for students accepted into the Bachelor of Science in Nursing program.

Faculty Evaluation

In accordance with the [Administrative Rules and Procedures of NMSU](#) and the [NMSU-A Promotion and Tenure \(P&T\) procedures manual](#), all regular faculty members are evaluated annually. Evaluations are based on the following criteria:

- Classroom observation by the Division Head
- Review of syllabi by the Division Head
- Student evaluations in each class
- Review of student evaluations by the Division Head
- Annual submission by each faculty member of an Allocation of Effort (AOE) statement detailing the percentage of effort that will be devoted to teaching, scholarship and creative activity, service, extension/outreach, and leadership
- Statement of goals corresponding to each AOE category
- Submission of an Annual Performance Evaluation (APE) portfolio developed and prepared by each faculty member documenting activities in the areas outlined within the AOE. The APE must include written sections detailing and citing accomplishments in relation to P&T criteria, student evaluations, and documentation of progress

The regular faculty member evaluation process is as follows:

- The Division Head provides the faculty member with written appraisal of performance, including progress toward promotion or tenure.
- The Division Head meets with each faculty member to discuss written appraisal.
- The APEs for non-tenured, tenure-track faculty are reviewed by the P&T Committee who provide written comments.
- The APE is then reviewed by the VPAA, who provides written appraisal of faculty member's performance. A faculty member may also request to meet with the VPAA to discuss his or

her evaluation.

- The NMSU-A President reviews the APEs and accompanying documents, and provides written appraisal of faculty's performance.

If a faculty member disagrees with the written appraisals by the Division Head, VPAA or NMSU-A President, [appropriate due process for appeal](#) is available.

When faculty members apply for promotion and/or tenure, their records are reviewed by Division Heads, the P&T Committee, the VPAA and the NMSU-A President. College recommendations are sent to the NMSU Provost, who is the [final authority](#) on promotion and tenure.

Part-time faculty members are [evaluated](#) at least once every two years by the Assistant Division Head. This process includes:

- Review of syllabi each semester.
- Classroom observation by supervisor.
- Observation of online classes using the NMSU-A Online Instruction Observation Instrument.
- Review of student evaluations by faculty member, Assistant Division Head, and/or Division Head.
- Completion of part-time faculty evaluation form each semester that the faculty member teaches.
- Conferencing with Assistant Division Heads, and/or Division Head, or other faculty members regarding strengths and concerns.

Temporary part-time faculty are employed on a semester-by-semester basis. If a temporary part-time faculty member fails to achieve expectations, he or she will not be rehired.

Proficiency

NMSU-A ensures that instructors remain current and proficient in their teaching through a variety of ongoing and periodic review processes. Instructors are encouraged to continuously update and improve their instructional skills and disciplinary knowledge through participation in professional development opportunities. Funding to support faculty professional development may be provided by an academic division, grant funding, or the professional development fund.

Faculty members provide an updated summary of professional activities annually to their supervisor. Personnel files are also reviewed to ensure currency of special certifications in some areas such as physical education, emergency medical services, or automotive technology.

Assistant Division Heads [supervise part-time faculty](#) to ensure that they are current in their disciplines and can fully meet their teaching responsibilities. Assistant Division Heads also [assist part-time faculty with course assessment](#).

Professional Development

A variety of professional development opportunities are provided on campus for staff and faculty. Onsite professional development opportunities often focus on student learning assessment. Each fall, the NMSU two-year campuses sponsor the [Community College Round Up](#), which is hosted every fourth year by NMSU-A. At this event, presentations address teaching and learning, assessment, and remedial education.

Individual faculty members are provided funding through their academic division to attend subject specific conferences and training opportunities. Grant funding has also been an important source of

assistance, enabling many NMSU-A faculty to attend national conferences and training opportunities, such as the Kellogg Institute.

The Professional Development Fund provides funding for [faculty](#) and [staff](#) training that could not be fully funded from department or division budgets. The Professional Development Committee provides supplemental funding for faculty and staff to gain expertise in their disciplines and fields through this funding. Funds can be used to attend regional or national conferences, to present at a conference, and to serve as an officer in a regional or national professional organization. This [committee allocates awards](#) based upon priorities and an [application process](#) that requires accompanying letters of support from supervisors. Awardees are obligated to share new knowledge, expertise, or techniques with the campus at large or with specific disciplines.

Instructor Accessibility to Students

Instructors at NMSU-A are accessible for student inquiry and mentoring through several avenues. Faculty members are required to post and hold [office hours](#) equal to two-thirds of their course load – normally 10 hours/week, and to be accessible for student questions or individual help with coursework. Each [syllabus](#) must list the faculty member's office hours and include contact information such as a telephone number and email address. Regular faculty members also post official office hours on their office doors, and most are available at other times as well. Office hour listings are consistent with [NMSU ARP Section 5.84](#). Fifty percent of office hours must be held in the format of the credit hours, i.e. face-to-face class meetings must have face-to-face office hours, online classes must have online office hours, etc. Faculty members must be present during scheduled office hours. Up to fifty percent of office hours can be by appointment. Individual faculty [exceptions](#) can be recommended by Division Heads for approval by the VPAA.

Staff Support for Students

NMSU-A assures that staff providing student support services are appropriately qualified through a careful process of hiring and professional development. Once employed, new staff members are appropriately trained for their position and receive further professional development opportunities on an ongoing basis in order to remain up-to-date. Staff [performance evaluations](#) are conducted at least annually to provide feedback, identify need for professional development, and for merit pay purposes.

Student Services

Academic advisors are located primarily in the Student Services Building. The unit currently consists of three full-time subject-specific advisors. All academic advisors must hold at least a Bachelor's degree. In addition to general academic advising, the Advising Department oversees transfer advising, early alert system responses, and career services. NMSU-A also maintains an advising/liaison position at Holloman Air Force Base (HAFB). This position provides military service personnel and their dependents with access to NMSU-A support services.

One advisor has the specialized responsibility of providing career advising. Students may complete an interest inventory and have it interpreted, helping students identify potential career fields and the degree required for the career. The career advisor, in collaboration with an on-campus New Mexico Workforce Solutions employee Job Development Career Coach (JDCC), provided through a Trade Adjustment Assistance Community College Career Training (TAACCCT) grant, conducts [regular workshops](#) on topics such as resumes, cover letters and interviewing.

The JDCC provides WorkKeys testing, which has been integrated into the Phlebotomy Technician

program of study and is available at no additional cost through the TAACCT grant. Additional services by the JDCC include advising and assistance with applications for Workforce Innovation and Opportunity Act (WIOA) funding through the Department of Labor.

An Accessibility Services Coordinator is responsible for advising students who request accommodations and ensuring that NMSU-A is compliant with all of Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act (ADA) regulations.

The Financial Aid unit consists of a part-time Financial Aid Advisor, a full time Financial Aid and Veterans Affairs Advisor, and a Financial Aid Processor. The advisors are required to have a Bachelor's degree, and they must know and follow the federal financial aid regulations. The Financial Aid and Veterans Affairs advisors are also knowledgeable in the eligibility requirements for the various VA chapters, certification requirements, and the VA approval process for degrees and certificates.

Admissions and Records consists of an Admissions Director, a Recruiter and two processors. Admissions is responsible for recruiting and admitting new and transfer students. They are also responsible for collecting and transmitting academic records to the Registrar's Office at NMSU where all academic records are stored.

The Townsend Library currently employs a full-time library director, regular support staff, and student workers. The Director for Library and Media Services manages the library and campus media services. Support staff are responsible for cataloging and material preparation. A professional full-time staff member oversees media services for the campus and manages part-time support staff in that area.

Tutoring is provided at the Academic Support Center (ASC). All campus tutors are hired by the ASC Director with recommendations from faculty. All new tutors receive general training prior to beginning work and are paired with a mentor who assists in orienting the new tutor to working with students. Tutors attend frequent trainings offered by staff and faculty concerning special needs within the various fields of study. The ASC also contains a small computer testing center. Proctors are trained to work with a variety of exam types. NMSU-A also partners with ProctorU to provide virtual proctoring of exams and other course assignments.

The Learning Technology Center (LTC) supports the use of technology in the learning activities of NMSU-A's students, faculty, and staff. The Learning Management System (LMS) Administrator for the campus provides training and support to students, faculty, and staff.

Information Technology Services (ITS) manages computers and software used by students, faculty and staff. ITS staff includes the Information Technology Director, a computer support technician, and a multi-media specialist.

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- NMSU-A Professional Development Application
- NMSU-A Professional Development Procedures
- NMSU-A Promotion and Tenure Procedures

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.

Argument

NMSU-A students' first encounter with the college is usually through various support services within Student Services. These services are covered under the broad categories of:

Student Support Services

NMSU-A provides the same services to both on-campus and distance education students. Admissions, advising, financial aid, and accessibility are all available in person and/or virtually. Additionally, tutoring and testing services, as well as Learning Management System (LMS) support are available to all students.

NMSU-A has an [open admissions policy](#). Admission packets, which are available both online (nmsua.edu/admissions/) and in print, provide prospective students information to complete the admissions process. Admissions counselors also provide support as needed. During the admissions process, students are informed about support services available through Financial Aid and Academic Advising. Admissions staff provide information to transfer, international, dual credit/dual enrollment, and degree-seeking and non-degree seeking students, as well as to those who have an interest in special academic programs such as nursing, Abitur, or high school equivalency.

Registration for classes can be done in person or online. Newly admitted students are required to consult with an academic advisor and participate in either a face-to-face or [online orientation](#) session prior to registering for classes.

The [Office of Student Financial Aid](#) provides students with counseling and assistance in seeking access to finances for education through a variety of resources. This office administers an extensive program of grants, scholarships, and loans from a variety of government and private sources. The awarding of grants and loans is based on need, while the awarding of scholarships is based mainly on academic ability and, in some cases, financial need. This office includes a specialist in Veteran's benefits to assist any service personnel, including spouses and dependents. Work assistance is

available to students through the Federal Work-Study Program and the New Mexico Work-Study Program. Extensive information on financial aid availability and processes can be found in the [NMSU-A Course Catalog 2016-17](#) and on the [college website](#).

NMSU-A has a preparatory system for students entering college, including new student orientation (face-to-face and online), proactive advising, placement testing, accessibility services (ASD), and career exploration. [All students are provided ongoing support](#) utilizing tutoring, skills development, technology training, and [specialized services](#).

[All first-time NMSU-A students](#) are required to participate in an orientation session prior to the beginning of their first semester. Information is provided concerning academics, online preparedness and availability, the Canvas Learning Management System (LMS), services within the Academic Support Center (ASC), financial aid assistance, advising procedures, and student success support. Students who are enrolling in online classes or who are unable to attend orientation in person complete the orientation session through a comparable [online orientation](#) course within the Canvas Learning Management System.

In accordance with the [NMSU-A Course Catalog 2016-2017](#), all new degree-seeking students must take a placement assessment in reading, writing, and math prior to registration. Exceptions to this requirement include passing a required prerequisite course with a C or better, using ACT/SAT scores if applicable, or the use of specific placement measures within the [context of individual math courses](#) as determined by math faculty. Placement assessments are administered in the Testing Center housed in the ASC. Placement assessment results determine the level of math, English, and/or reading course(s) the student is required to take. Any student testing into a developmental reading course must take the appropriate level course. The COMPASS placement test was used through November 2016 but, because ACT discontinued COMPASS, the approved assessment for placement throughout NMSU has been changed to the Accuplacer test.

[Students with documented disabilities](#) are encouraged to meet with the ASD advisor who guides them in obtaining the appropriate academic accommodations. Services may include assistance in obtaining textbooks in e-format, alternative testing accommodations, and locating tutors, readers, note takers, and American Sign Language interpreters. Adaptive equipment is also available to those students in need.

[Career planning and job search services](#) are available to students through the NMSU-A Career Center located in the Student Services building and [online](#). Here, students receive assistance and guidance in career and academic planning. Resources available include the [Choices 360 interest/skill inventory](#) and the [Aggie Career Manager](#). Aggie Career Manager is provided system-wide by NMSU to allow students to create personal career services profiles that can be accessed by prospective employers.

Academic Advising

Based on [2014 Ruffalo Noel Levitz \(RNL\) Student Satisfaction Inventory \(SSI\) Strategic Planning challenges](#), and declines in retention and enrollment, RNL was contracted as a consultant to help identify specific issues and possible solutions. Through the [consultation process](#), it became clear that the current advising structure was not effective. Changes, such as personnel reassignments and advisors specializing in the programs offered by NMSU-A, were implemented in Fall 2015. The [2016 Ruffalo Noel Levitz \(RNL\) Student Satisfaction Inventory \(SSI\)](#) results compared to 2014 showed improved satisfaction scores in all areas of advising.

Advising services are offered on campus and at Holloman Air Force Base (HAFB), as well as online for distance education students. In addition to general academic advising, advisors oversee dual credit and accessibility services advising, manage the Career Center, student transfers, and degree audits. Advisors and staff volunteers also contact at-risk students identified by faculty through the NMSU Quick Connect Early Alert system. In Spring 2017, NMSU is implementing [Ellucian CRM \(Customer Relationship Management\) Advise](#) to assist with engaging students when they need it with the best resources. This tool will also be used to evaluate and adjust student engagement strategies.

Academic Resources

Continued support is available to all students enrolled at NMSU-A and, in some areas, to members of the community at large. The Academic Support Center (ASC) provides cross-curricular tutors available to students on both a drop-in and appointment basis. Online tutoring and proctoring services are also provided through the ASC and through the Townsend Library. Students may voluntarily take advantage of these opportunities, or they may be assigned to mandatory tutoring via placement in a subject-specific Developmental Skills course by instructors who determine the need for additional assistance. The ASC is also open to students from area high schools, and hours of operation are set to be most conducive and convenient to meet the varying needs of its customers.

Specialized academic support is provided through the use of embedded tutors in developmental reading, some English and math classes, and informal regular tutoring sessions within various academic programs. This practice is a result of pilot programs through the [Title V Grant](#) (10/01/2010 – 09/30/2016). (Title V docs.) Language tutoring in Spanish is available as well.

The Integrated Basic Education and Skills Training program (I-BEST), implemented in Fall 2015, provides embedded tutors in the Nursing Assistant and Phlebotomy classes within the Allied Health program. Students needing extra assistance in basic skills may also take advantage of external tutoring sessions provided by the I-BEST tutor(s). Under the umbrella of the Trade Adjustment Assistance Community College Career Training (TAACCCT) Grant program, the [New Mexico Skill UP Network Pathway Acceleration in Technology & Healthcare \(SUN PATH\)](#) program available at NMSU-A provides additional advising, placement and tutoring for all students (including Adult Education (AE) students) entering into Allied Health who are pursuing health care related job skills.

One I-BEST faculty member is available for Allied Health students for assistance in reading, writing, math, comprehension, and soft skills. Basic skills testing for the Nursing Assistant program of study is a course requirement and has identified scores for entry. However, with the implementation of I-BEST faculty into the classroom this requirement has been waived allowing entry of all applicants.

Skills development is provided through the AE program at NMSU-A. Services and courses are available to students preparing for high school equivalency, ESL, basic reading, vocabulary development, math, English, workplace skills, and basic computer skills. Citizenship classes are also offered for groups and individuals as needed. AE utilizes the GED® and the HiSET® tests to certify students for completion of high school equivalency.

The Learning Technology Center (LTC) provides instruction and support for students in computer skills and technology usage. The LTC includes a computer classroom for instruction and workshops. In addition, students can use equipment in open computer labs located in several classroom buildings. Laptop computer carts are available along with projectors, Smart Boards, visual presenters, and large screen monitors in many of the classrooms.

NMSU-A encourages students to use the numerous avenues provided for accessing information. The

Media Services department provides graphic, audiovisual, and photographic services. Information literacy resources and services are provided within the scope of the Townsend Library, which provides access to 21,103 e-books and 21 individual titles of e-journals and magazines, with an additional 50 through links provided by the State Library. These also provide thousands of e-journals collectively within the databases. In addition, the library contains 35,299 books and 96 titles of journals through subscription and/or free access within the state documents program, and it owns 3,475 video titles. Furthermore, students have access to, and the use of, the NMSU libraries at the Main Campus. There are 22 laptop computers in the library classroom and 28 desktop computers throughout the library that are available for student use, as well as dedicated spaces/rooms for study. In addition, assistance is available to help with projects, research questions, inter-library loan, general computer applications, and internet use. Group instruction is provided in formal class sessions requested by instructors focusing on database usage, internet source evaluation, plagiarism avoidance, source citation, style guide usage, etc. In late 2016, the Townsend Library developed an [assessment plan](#), which includes the effectiveness of its group instruction. [Community members may use the library's resources](#) for a small fee.

NMSU-A is a member of the New Mexico Consortium of Academic Libraries (NMCAL), which decides on and negotiates with various vendors for favorable pricing on database packages, such as Cumulative Index to Nursing and Allied Health Literature (CINAHL), Academic Search Premier, Chilton's, and so on. These packages are then purchased under a joint agreement that makes the same set of resources available statewide. The various titles are reviewed periodically for continued relevancy. The NMCAL also supports information sessions for legislators, the community, and others about the library General Obligation Bonds. NMCAL provides professional development opportunities for its members and competitive scholarships for college or university staff in NM attending library-related training and/or library science educational opportunities.

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- Ruffalo Noel Levitz 2016 NMSU-A Student Satisfaction Inventory Strategic Planning Overview
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- Ruffalo Noel Levitz NMSU-A Student Services Student Satisfaction Inventory Year to Year - 05_2016

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.

Argument

The co-curricular programs of NMSU-A reflect the mission and provide excellent opportunities for students to learn outside the academic classroom. These co-curricular experiences include cultural education, service learning activities, opportunities for creative expression, leadership experiences, and career training opportunities.

Cultural Education

NMSU-A's service area includes an extremely diverse group of people. NMSU-A works to provide various opportunities for students, faculty, staff, and the community at large to broaden the cultural experiences of the entire service area. Cultural education can be experienced in many different ways:

- In the summer of 2015, NMSU-A provided students with the first opportunity to [study abroad](#) in Mexico.
- With a Native American culture in the service area, NMSU-A has sponsored [Native American Heritage Day](#) and invites representatives from that community to the college to share their culture with others.
- NMSU-A sponsors [Veterans Day](#) activities to honor those who serve, and invite service personnel to speak to help others on campus understand that culture.
- Various artists exhibit at the NMSU-A Art Gallery and at the library and [artists are invited](#) to present demonstrations to students and the community.
- The library hosts a [Cultural Film Series](#). Once a month a film is shown, and attendance is open to students and the entire community.
- NMSU-A hosts a [Banned Book Day](#).
- NMSU-A sponsors an [Annual Diversity and Inclusion Fair](#) that includes organizations from across the service area.
- Annual [Health and Wellness](#) and an [Earth Day](#) events are held.
- An annual [Take Back the Night March/Rally](#) is held to support those who have experienced abuse and to provide awareness to the community.
- NMSU-A is co-sponsor with the Otero Hunger Coalition for the annual [Summit on Hunger and Homelessness in Otero County](#) that is held on campus.

In an effort to help students complete college, an [Eat and Complete luncheon](#) is held each semester. Students are invited for lunch and are encouraged by the NMSU-A President to complete their education. Presentations are made by various faculty members, resource groups, and students on how to be successful as a student. Students receive challenge coins and are then asked to sign a banner pledging their commitment to complete.

Service Learning

NMSU-A values service learning opportunities for students. Allied Health students volunteer as the medical support for the [White Sands Missile Range Bataan Memorial Death March](#). This activity honors and commemorates the World War II Bataan Prisoners of War and the suffering and hardship they endured. Students prepare through training and skills practice in the lab setting for identification of environmental factors that affect health, as well as individual risk factors that contribute to medical issues that develop throughout the march. Medical care provided to marchers by Allied Health students and faculty include assessment and treatment for dehydration, blisters, heat exhaustion/stroke, cardiac events, insect/animal bites, and post medical treatment reassessment.

Students in painting classes learn the skills in the class and then paint [murals for the Otero County Fairgrounds](#). The students scout out the locations for most visibility, research the best design of images for those locations, get approval from the Fair officials, and then paint the murals.

Digital graphic students design the event logo, pin and t-shirts for the [White Sands Balloon Invitational](#). The students work with the event organizers and compete for best designs that are eventually selected for the marketing materials. Students also design posters for [Take Back the Night Rally/March](#). These experiences are added value opportunities for students at NMSU-A.

Creative Expression

NMSU-A students are given multiple opportunities to develop and express their creativity. Each semester a [student Art Show](#) is held. A Celebrating Scholarship activity is held where students from various discipline areas have the opportunity to display work that has been designed in one or more classes. Each semester the [theater](#) department casts for various performances. Students are encouraged to audition for speaking/singing parts or asked to volunteer for other roles such as set director/worker, lighting and sound crews, etc. One other example is [Constitution Day](#) where students from a government course are given the opportunity to debate a political issue publicly. In Fall 2016 the annual Constitution Day activities were extended to online students through the Online Community.

The Art Society helps host an [art show and art sale](#) each semester, so students experience leading those events. Students volunteer their services to [create graphic design materials](#) for various activities/organizations on campus such as the Small Business Development Center, fellow student organizations, etc.

Leadership Skills

NMSU-A students are given numerous opportunities to develop leadership skills by participating in various student organizations.

[Student Government](#) represents the interests of all students through the election of at-large and student organization senators. The student government organization also monitors the student budget and makes decisions regarding uses/disbursements of student fees allocated to [student organizations](#).

The Alpha Nu Beta Chapter of PTK was chartered in 1986 and is an academic honorary organization on the NMSU-A campus. To be eligible for membership, a student must carry a grade point average of 3.5 or above, must be currently enrolled at NMSU-A, and must demonstrate leadership qualities.

Advocates for Children and Education (ACE) was chartered in 2009. The organization's purpose is to

further professional interest in education, and strengthen student and professional training through experience outside the classroom and in the local community.

The League of United Latin American Citizens (LULAC) was chartered in 2013. This student organization promotes the Hispanic culture and encourages the completion of a college education.

The Science, Technology, Engineering and Math (STEM) Club was chartered in 2012. The purpose is to facilitate opportunities for current STEM students through academic support, student success services, and professional development. Additionally, the STEM Club engages community and student groups alike for the exploration of technological endeavors and expanding the communal perspective regarding the integration of services with technology and scientific research.

The Social Science Club (SSC) was founded in 1998 and invites all students interested in the social sciences to become members. Along with discussions about how the social sciences can work for everyone, field trips are taken each semester to places of interest, local group meetings, and occasionally to places just to have fun. This club is interested in environmental and social concerns.

The Campus Christian Fellowship (CCF) is a group where students are active in campus activities and serving the community. This group provides Christmas gifts for children of incarcerated parents through Prison Fellowship. They volunteer for Compassion International concerts and raise money for a local service agency, Love INC.

Career Training

The [Career Center](#) assists students through the career choice and job search processes. Assistance and general information are available on topics such as choosing a career, career and educational exploration, job hunting, résumé and application, the cover letter, thank you letter and references, interviewing, and job success. [Special events](#) that focus on career and education exploration are also hosted periodically.

Internships are available through several degree programs including:

- Biomedical Equipment Technology
- Business Management
- Business Office Technology
- Computing
- Construction Technologies Electrical Option
- Electronics Technology
- Information Technology
- Paralegal Studies
- Renewable Energy Systems Technology

In addition to being a source of financial aid, work-study provides students with the opportunity to practice job hunting and résumé building skills, develop work ethics, and understand employer expectations.

The Job Development Career Coach as provided through Trade Adjustment Assistance Community College Career Training (TAACCCT) grant funding provides ACT WorkKeys testing, the opportunity to practice job hunting and résumé building skills, work ethic development training and

understanding of employer expectations.

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- NMSU-A Local Artist Display
- NMSU-A Mexico Study Abroad Flyer
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- NMSU-A Operations Manual July 2016
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- NMSU-A Student Services – Career Center
- NMSU-A Take Back the Night Flyer - 2016
- NMSU-A Townsend Library Cultural Film Series 2016
- Otero County Fair Grounds Mural by NMSU-A Painting Students
- Otero County Summit Hunger Homeless Program-Final-110316
- Otero Hunger Coalition Web Page
- Theater Production Calls
- Veterans Day Flyer 2014

3.S - Criterion 3 - Summary

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

Summary

The development of educational programs and support services at NMSU-A are based on the needs of the community. Institutionally, there is a multi-stage process for getting curriculum approved that starts with faculty and extends through approval by the NMSU Curriculum Committee. Despite the significant progress made to improve the curriculum development process within the NMSU system, further guidance may be necessary throughout the process in order to foster progress. Subsequently, NMSU-A is working on establishing a process to engage advisory boards in guiding program development and changes.

NMSU-A has policies in place to ensure faculty and staff are meeting the needs of the campus, including the use of a strong annual evaluation process for all staff members. The process provides for annual goal setting and evaluation as well as evaluation of the performance of basic job duties. The college also works to ensure the employee population reflects the diversity of the service area population.

Serving students and instructors in a way that promotes effective teaching and learning extends beyond staff to infrastructure and the support services. This includes access to computer equipment and software, Internet access, secure online learning platforms, computer labs, science labs, art labs, performance spaces, clinical and practicum sites, and full information services through the Townsend Library. Additionally, students have access to a variety of support services that include the Student Services offices, Townsend Library, Learning Technology Center, Academic Support Center, Information Technology Services, and Media Services.

Recently NMSU-A encountered success redesigning the structure of academic advising on campus, online, and at Holloman Air Force Base. The ineffectiveness of the previous advising approach was identified and efforts were made to focus on providing needed information and guidance to students with an emphasis on successful and timely degree completion. In addition, measures have been implemented to provide more effective tutoring for students in need through standard tutoring in the Academic Support Center, embedded tutors in specific classes, and regular, informal peer tutoring within the academic divisions.

NMSU-A is taking a more responsive and targeted approach extended into campus adult education efforts that work to provide educational opportunities to the community at large. Additionally, it provides community access to the Townsend Library to further assist in meeting the educational needs of the surrounding areas.

Sources

There are no sources.

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).

Argument

New Mexico State University Alamogordo is part of the New Mexico State University system (NMSU) consisting of 5 campuses: Las Cruces, Alamogordo, Carlsbad, Doña Ana and Grants. The main campus is a four-year institution in Las Cruces, NM and the four community college branch campuses are in various locations across the state. In the Assurance Argument, NMSU refers to the system, NMSU-A refers to Alamogordo, and Main Campus refers to NMSU Las Cruces.

NMSU-A has quality educational programs and has processes established that will lead to continuous improvement.

Program Reviews

NMSU-A has an extensive program review process in place that was designed during the 2013-14 academic year. The process provides for regular reviews of all of its programs. A faculty-led comprehensive full program review is completed [every five years](#). A team of faculty members who teach in the area or a related area work together to complete a [self-assessment](#) of the program utilizing

data provided by the Institutional Research (IR) office. The categories included in the review document include:

- program mission, history and goals/outcomes,
- student profiles,
- curriculum and pedagogy,
- student academic achievement, and
- viability/sustainability.

A thorough [Program Review Process Timeline](#) is in place. Once documents are completed by the program review team, the documents are reviewed by the Division Head, Program Review Committee, Academic Council, VPAA, and Administrative Council as specified in the [review timeline](#). The [Program Review Committee](#) includes two regular faculty members from each division, the IR representative, the Director of Assessment, and one temporary faculty member. During review of the document, the committee completes a [rubric](#) that is used to provide feedback to the program review team. The VPAA then provides [feedback](#) to the program review team pertaining to any action items that might be realized based on the review. The program reviews include [reflection on the strengths and weaknesses of the program by the team and action items and measurable outcomes for improvement](#).

Additionally, each year all academic programs that are not completing a full program review complete a [Progress Report](#). This annual review allows teams of faculty to look at the action plan items and goals from the previous program review and to evaluate progress. Teams also evaluate program learning outcomes and assessment data to see if adjustments need to be made. This document is submitted to the Division Head for review.

Evaluation of Transfer Credit

The process for accepting transfer credit can be found in the NMSU-A catalog section on [Transfer Credit](#), which is taken from the [Administrative Rules and Procedures of NMSU](#) (ARP). When applying at NMSU-A for transfer credit, the transcript is sent to the Main Campus to be evaluated. The request goes to the registrar who awards the credit based on equivalencies determined by faculty in the various departments. A student can appeal the decision by requesting a re-evaluation. The student is asked to provide a catalog from the awarding institution and possibly a syllabus. Content specialists on the NMSU-A campus will review the items. If approved, proper documentation will be sent back to Main Campus and the course appropriately revised on the transcript.

The quality of accepted transfer credit is addressed in the [ARP](#) which states that the decision to award a student credit for work completed at another institution rests with the faculty. Faculty work with the Registrar's Office, which maintains a database of commonly transferred courses from other institutions and their NMSU equivalents. Faculty periodically review this database. Transferred courses that are not in the database are individually evaluated. If uncertain about which NMSU course is equivalent, the registrar consults with faculty in the relevant department. Transferred credits from non-accredited institutions may only be reviewed after a student has attended NMSU for two semesters in full-time status with satisfactory grades. Only credits from regionally accredited institutions are evaluated at the time of transfer.

NMSU-A accepts credit for experiential learning or other forms of learning through College Level Examination Program (CLEP), Advanced Placement (AP), Credit for Military Service, and Credit by Examination. Military service is awarded based on an evaluation by the American Council on Education (ACE). Credit by Examination is only given with approval by the appropriate department,

and the department makes the decision on what will be included on the examination. Credit is only awarded if a C or better is obtained on the examination.

Curriculum Oversight

NMSU-A has clearly defined prerequisites for courses. Prerequisites can be found in the course descriptions in the [college catalog](#) and on the [course syllabi](#). Course prerequisites are established in the curriculum development process. Prerequisites are determined through the university's system-wide curricular process in which NMSU-A faculty participate.

Any type of curriculum change must go through the NMSU-A Curriculum Committee. Per the NMSU-A Operations Manual, the purpose of the [Curriculum Committee](#) is to oversee the planning, development, revision, and elimination of credit course offerings, programs and certificates at NMSU-A. Changes to programs, development of new courses and programs, and changes to course descriptions, prerequisites, and name must go through the Committee. When changes involve programs offered at more than one campus in the system, changes must go through a collaboration process with those other institutions. Once approved, these changes go to Academic Council followed by Administrative Council and/or the NMSU-A President for approval. Following the President's approval, associate's degree revisions go to the Council of Community College Academic Vice President (CCAVP), the Associate Dean's Academic Council (ADAC) and the NMSU Faculty Senate (FS). Final approval of applied degrees and certificates end with the CCAVP's and the NMSU Deputy Provost.

NMSU-A career and technical programs have [program advisory boards](#). Program advisory boards are made up of faculty, administration, and professional experts in the field, including community businesses that hire NMSU-A students after program completion. Advisory boards provide formation for course and degree plans and help guide the direction of the specific programs. They provide guidance for the direction of the specific program. In this way, professionals in the industries evaluate the quality of education that is provided by NMSU-A and ensure that classes and programs are relevant, up-to-date, and meet workforce needs.

NMSU-A considers the rigor of its courses to be extremely important. This begins with recruiting, hiring and retaining the best qualified faculty. Faculty qualifications and hiring procedures are discussed in Core Component 3.C. All NMSU searches follow systems procedures in the [ARP](#). Faculty credential files are located in the Human Resources Office, and copies are maintained in division offices. The VPAA reviews faculty credentials to verify that all [regular](#) and [temporary](#) faculty are in alignment with HLC and NMSU requirements.

To help ensure the rigor and consistency of content of courses at all NMSU campuses, discipline areas work together to prepare [common course objectives](#). Many areas within the NMSU-A campus have common assessment instruments.

To ensure the quality and rigor of online courses, all courses are Quality Matters™ (QM) approved or have gone through an internal review that mimics the rigor of the official QM reviews. QM status of all courses is available in the [Distance Education Progress Report](#). Faculty teaching online courses are required to complete the Applying the Quality Matters™ Rubric (APPQMR) workshop, an [Online Teaching Course](#), and [Canvas training](#).

In order to maintain the integrity of online courses, beyond the unique student logins, NMSU-A has partnered with ProctorU to provide proctor testing opportunities for online students. At this time proctored exams are optional, but several areas are moving to at least one proctored exam.

Learning Resources

Academic support services are discussed in Core Component 3.C, and other services that will help in leading to student success are discussed in this document under Core Component 3.D.

Specialized Accreditation

At the current time, NMSU-A does not have any specialized accreditations.

Success of Graduates

NMSU-A affirms that degree or certificate programs prepare students for advanced study or employment through a combination of extensive curriculum development processes and student data tracking. Through the New Mexico Higher Education Department (NMHED) and individual program faculty, NMSU-A has limited capacity for tracking and measuring success of students in completing programs of study, transferring to other higher education institutions, and employment.

Through various data sharing practices, NMSU-A is able to track students who transfer within the NMSU system or to other higher education institutions. The NMSU Banner data system allows analysis of student transfer between colleges in the university system, including those who continue advanced study at the Main Campus. Tracking of student transfers to institutions outside of NMSU relies on data obtained from the National Clearing House.

Cooperation between the NMHED and the New Mexico Department of Workforce Solutions (labor department) allows some tracking of graduates employed in New Mexico. These agencies cooperate to match graduates to unemployment insurance data. The overall results are annually sent to the NMSU-A Office of Institutional Research and Assessment, which includes the data as part of the Community College Performance Base Budgeting Indicators (PBBIs). Transfer, employment and other success measures can be found in the [annual fall report of PBBIs](#). The 2015 report indicated that 83.1 percent of NMSU-A graduates from 2012-13 were employed in New Mexico or continuing their education in New Mexico as of Spring 2015. The most recent three-year average was 89.2 percent.

Tracking specific student success after program completion continues to be a challenge for NMSU-A. Commendable efforts to track certification credentialing of Allied Health students are made by the JDCC through online resources for certification of Nursing Assistants, Phlebotomists, Emergency Medical Technician-Basics and Emergency Medical Technician-Intermediate post course completion.

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- Statewide Common Objectives for Business Courses
- VPAA Program Review Resource and Personnel Comments 2014-15

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.

Argument

Following recommendations from the Higher Learning Commission (HLC) in May 2013, NMSU-A responded by implementing several processes to improve assessment of student learning:

- Development of a systematic means of [assessing course level objectives](#)
- Submission of an initial [progress report](#) to the HLC in December of 2013
- Development of a systematic means of [assessing program level outcomes](#)
- Continued administrative support and allocation of financial resources for an Office of Curriculum and Assessment with a full-time Director
- Participation in the HLC Assessment Academy

NMSU-A has made substantial progress in its commitment to educational achievement and improvement through ongoing assessment of student learning; this progress is evidenced in [procedures and practice](#). Assessment practices at multiple levels have been reviewed and improvements are ongoing. NMSU-A has designed and implemented an [Assessment Process Action Plan](#) and [specific strategies to implement the action plan](#). Detailed evidence of all progress, planning, and results for academic assessment can be seen in an [Assessment Progress Report \(APR\)](#) submitted to the President, Vice President for Academic Affairs, and faculty.

Assessment Process

Initial improvements to the assessment of student learning process were made in late 2013. NMSU-A acted on HLC recommendations and began to systematically assess student learning in every course. Primary features of this process included:

- Development of a [long term schedule/rotation](#) of courses requiring assessment
- Development of [measurable course level objectives](#)
- Development of a [template for reporting results](#) of course level assessment
- Presentation of [professional development opportunities](#) for faculty and staff in the area of assessment
- Establishment of a Canvas Learning Management System (LMS) [Workspace for assessment](#) information, discussion, and submission of course level reports
- [Faculty participation](#) in the alignment of course level objectives across NMSU

Assessment Organization and Planning

In Fall 2015, further improvements were made to assessment organization and processes. A [Comprehensive Academic Assessment Plan](#) (CAAP) was generated that defines the components of the institution's academic assessment of student learning. The CAAP is an overarching document that attends to the purpose of all levels of academic assessment. It specifies three major components of quality assessment planning: who is responsible, what will be assessed, and when the assessment will take place (Suskie, as cited in Banta, 2009).

The CAAP supports the mission statement and [Strategic Plan \(Goal 1\)](#) and includes assessment of student learning at multiple levels such as institutional learning outcomes; program level outcomes; course level objectives; Learning Signature contexts; and support services like the Academic Support Center (ASC). The CAAP was reviewed by faculty and Academic Council. The CAAP is posted on the website and Canvas Assessment Workspace. The assessment organization and planning was further improved by documenting [timelines and schedules](#) for all assessment processes. Schedules and timelines can be found in the Assessment Progress Report.

Improvement to Processes

To implement features of quality assessment planning specified in the CAAP, NMSU-A made improvements to assessment processes. These adjustments include the:

- Evaluation of the measurability of course level objectives and program level student learning outcomes
- [Broad analysis](#) of course level assessment results
- Development of [viable and sustainable assessment](#) of program level learning outcomes
- [Documentation of assessment plans and reports](#) of results at all levels
- [Evaluation](#) of online course design
- Access to [all assessment information](#) through Canvas LMS Workspaces
- [Communication of assessment results](#) with faculty and staff
- Further provision of [workshops, videos, and specialized training](#) for faculty and staff
- [Attention to each component and level](#) of assessment including institutional learning outcomes, program level outcomes, course level objectives, Learning Signature/Assessment Academy goals, and departmental outcomes

Institutional Learning Outcomes Assessment

[Institutional Learning Outcomes](#) (ILOs) provide the framework for definition of student competencies across programs and curricula. The purpose and results of ILO assessment are to inform programs, curricula, and instruction as to the broad achievement of learning. Faculty generated the institution's learning outcomes that were finalized at a work session in Fall 2014. Currently, the assessment of ILOs falls to the purview of the ILO faculty committee. This committee has accomplished various tasks such as [mapping of the ILOs to New Mexico Core competencies](#) and the documented mapping of [ILOs to courses on some degrees](#). During the academic year of 2015-2016, the ILO committee met several times to develop an [ILO Assessment Plan](#). This plan was reviewed and evaluated by faculty and staff members. The evaluations revealed a [need to revise and refine](#) the assessment plan. The Office of Curriculum and Assessment has [mapped program student learning outcomes to ILOs](#). As a result of this mapping process, it was reaffirmed that many program student learning outcomes are related to ILOs.

Program Assessment

The purpose and results of program assessment is to monitor student achievement of program level learning outcomes for the improvement of courses and curricula of degrees, and provide to a basis for accountability to students and the community.

In Fall 2015, academic divisions drafted [assessment plans for degree programs](#). These plans included measurable student learning outcomes, a description of the assessment project, and data collection procedures. Program assessment was incorporated on a three-year cycle, with initial plans to examine two student learning outcomes followed by an additional two per year in succession. [Program assessment plans](#) were submitted for all major programs and reviewed by the Vice President for Academic Affairs and Director of Curriculum and Assessment and feedback provided to divisions. As program assessment was completed, academic divisions submitted [reports with results](#) based on the initial assessment plan. A preliminary analysis/review of these reports was conducted. Reports were [rated](#) as to:

- Quality of student learning outcomes
- Appropriateness of assessment methodology to outcomes
- Clarity of report of assessment data/results
- Accuracy and clarity of analysis/interpretation of results
- Inclusion of an improvement plan
- Quality of improvement plan
- Achievement by students

Seven reports were available at the time of this documentation. The review indicated that [improvement needs to be made](#) in the quality/measurability of outcomes, match of assessment method to outcomes, and viability/utility of improvement plans. This review process will continue with focus on the three areas above and attention to the review process itself.

The [reports](#) indicated that generally students had achieved specific learning outcomes. Reports also include [plans for improving the assessment process and/or student learning](#). An example of improvement to student learning through program assessment is evidenced in the [Photographic Technology Program Assessment Report](#). A need was discovered to improve assignments in CMT 216 (Digital Photography and Imaging II) in order to improve student mastery of an outcome related to the content of that course. A second and different example of improvement is found in the [Business Office Technology Program Assessment Report](#) that reveals the need to include more data to gain a broader sense of student learning across the curriculum of the program.

Course Level Assessment

The purpose of course level assessment is two-fold. One is to use results so instructors can make data-based decisions about improvements to instructional strategies and curricula. The second is to make use of course level assessment to inform and improve program level assessment.

The institution began improvements to course level assessment in Fall 2013. Review of course level assessment revealed that faculty were not thoroughly documenting improvements made as a result of assessment. As a result, the template that faculty use to report course level assessment was modified to include sections that request specific information about the use of previous assessment to improve achievement. A broad analytical process was developed to examine courses across multiple and varied content areas. Instructors are also required to show the alignment of course objectives with program level student learning outcomes. Improvements have been made to include repetition of courses to document improvement and target courses crucial to program level assessment. Finally, the foundation has been laid to provide feedback to faculty and leaders through faculty meetings and the

Assessment Progress Report.

Analysis of Course Level Reports: Primary Findings

A [broad analysis](#) of course level assessment reports reveal both dramatic improvement and opportunities for growth. Course assessment reports of 428 course sections (reflecting 181 different courses) were reviewed and rated across criteria such as measurability of objectives, appropriateness of assessment methodology, and plans for improvement. Prior to this review and rating, a “coding” system was developed for consistency of review. Using the coding system, information was consolidated into a [summary](#) that was [presented to faculty](#).

Results of the analysis revealed some positive signs of growth in the assessment process. Review of course reports for Fall 2013 indicated that 79% of course reports contained measurable objectives. As of spring 2016, 90% of reports contained measurable objectives. The most dramatic improvement to objectives occurred between Fall 2013 and Fall 2014 where a gain of 14% can be seen. This gain may be explained by the concentrated efforts to improve through:

- [Workshops, presentations and materials for faculty](#): October 2013, November 2013, June 2014
- [Adoption and training for faculty](#) in the use of QM design standards

Efforts were also made to improve the fundamental concept of alignment between measurable objectives and use of appropriate or matching assessment methodology. In Fall 2013, 74% of course reports contained aligned methodology. This percentage has steadily risen over semesters, and as of Spring 2016, 9% of course reports contained assessment methodologies that were [inappropriate to objectives](#). These mismatches were primarily due to the fact that objectives were non-measurable and determination of appropriateness could not be made.

Improvement to Instruction Based on Assessment Results

Using assessment results to improve instruction and documenting improvement has been a challenge. Review of course assessment found that instructors did indeed plan changes based on assessment and listed the strategies to be used; however, documentation of these planned improvements and their effectiveness remained evasive. In Fall 2015, steps were taken to remedy this issue by changing the course level reporting template to include direct prompts such as:

- Did you make improvements in this current course based on previous course level assessment?
- Describe the specific improvements made.
- Describe the impact of improvements.

A revised template was used in Spring 2016 with encouraging results. Review of reports for Spring 2016 revealed that 41% of instructors submitting assessment reports made improvements based on previous assessment results. [Results of improvement were documented](#) and rated as to effectiveness. 70% of instructors determined that improvement strategies were effective in improving student achievement of objectives. Examples of the process of closing the loop between assessment to improved instruction can be seen in these course level reports for [NA 101](#), [OEPT 100](#), [CS 110](#) and [BIOL 111](#).

Additional Course Level Assessment

The institution has three additional and specialized types of assessment related to the course level outcomes. These are evaluation of online course design through the Quality Matters™ model

standards, assessment of student performance in a service learning pilot program, and assessment of student learning and viability of instructional models designed to accelerate progression through developmental math and English. All of these special cases of course assessment have [written assessment plans](#), and results have been obtained for some cases such as [service learning](#). Evaluation of online course design is ongoing, and results and progress can be seen in the [Distance Education Progress Report Fall 2016](#). Assessment results for the instructional models concerning developmental courses are not available, as these pilot models have recently designed assessment plans and implemented new strategies.

Learning Signature and Assessment Academy

The Learning Signature, which is also NMSU-A's HLC Academy of Assessment project, provides a metaphorical context for how and why the institution pursues teaching and learning within an aspired learning environment at the college. Oversight of the implementation of Learning Signature goals and projects was assigned to the Learning Signature Task Force. The purpose and results of Learning Signature assessment are to evaluate and monitor the implementation of the project goals. Some of the areas that have been assessed and results reviewed are:

- The assessment plan for ILOs has been [evaluated](#).
- [Data from a service learning pilot](#) were gathered and analyzed.
- [Exit surveys](#) from graduates have been reviewed and analyzed.
- [Information from the 2nd Annual Engagement Conference](#) has been gathered and analyzed

Co-Curricular Achievement Assessment

During academic year 2015-2016, the Learning Signature Task Force operationalized co-curricular programs as service learning projects. [Assessment results of service learning](#) through a pilot project were gathered and analyzed. Students involved in service learning settings were surveyed with regard to their experiences: Below are major results for 2015.

- Ninety-two percent (92%) of the students surveyed reported seeing the connection between their academic learning at this college and real-life experiences.
- All students, evaluated on several criteria, felt that they practiced or observed relevant skills in the jobs or careers in which they are interested.
- Five of 12 surveyed students (42%) acknowledged relevance between activities they can carry out in their community and their own major. Of the remaining students, six (50%) saw no relevance, and one (8%) did not respond.

[Results for assessment](#) (by student survey) conducted in Spring 2016 showed that students involved with service learning modestly agreed that they felt satisfied with the experience and that the experience was of high quality. However, in another area most students reported that the experience did not influence future career planning. Students suggested these improvements: more information, more communication, fewer hours, more fun, screening, working closer with them, and not pushing the service learning experience on them.

Student Support Unit Assessment

The institution's student support assessment encompasses three units: The Academic Support Center (ASC), Student Services, and the library. The purpose and results of student support unit assessment is to gain information about and improve the effectiveness of support services impacting academic achievement. Each of these three units have written [formal assessment plans](#) and are gathering data

for analysis. The Academic Support Center submitted a [report of assessment](#) from a plan covering academic year 2014-2015 and [formalized a second plan](#) with results for academic year 2015-2016.

During the ASC's initial assessment report for 2014-2015, the goal for increased use was not met, but the goals relating to tutoring opportunities and improved online tutoring were met. In 2015-2016, the ASC did meet the goal of increased use in multiple areas. Improvements for the 2016-2017 academic year include an external partnership with Park University to increase use, implementation of new exam opportunities, and structured online proctoring for the campus via an agreement with ProctorU. Additionally, new tutoring disciplines will be established based on feedback from [Student Satisfaction Surveys](#), including chemistry, high-level math, physics, statistics, and accounting. A full report of assessment results is available in the [Assessment Progress Report](#). Assessment results for Student Services and the library have not yet been obtained since the assessment plans were completed late in 2016 and these departments are in the process of gathering data. These plans are available in the [Assessment Progress Report](#).

Opportunities for Growth

In initial examination and self-study of assessment processes, several opportunities were identified:

- While the long term schedule of courses requiring assessment included repetition of courses to facilitate measurement of the impact of improvements, the course reporting template did not include specific queries about the impact of improvement.
- No relationship or specific method was established for assessing program student level outcomes.
- An organized broad analysis across varied course level reports was not completed prior to the Fall 2015 semester.

These changes have been made and [evidence](#) provided that addresses these challenges and demonstrates the institution's commitment to improvement and students' educational achievement.

An action plan, [Assessment Process Action Plan \(APAP\)](#), was developed to promote further improvement and ensure the quality of the assessment process. Action plan components were then operationalized into five goals and strategies were developed to accomplish these goals. Goals and strategies focus on these areas:

- Strengthening the use and documentation of assessment results to improve course instruction and student achievement
- Full development of the assessment of ILOs
- Improvement of the program level assessment process and linking program assessment to curriculum development and degree revision
- Improvement of communication and professional development concerning assessment.
- Strengthening faculty engagement and involvement in the assessment process

[Schedules and timelines](#) for the APAP and operationalized goals/strategies can be found in the Assessment Progress Report.

Employing Best Practice to Improve Student Learning

The institution strives to employ processes and methodologies to improve assessment that are in accord with recommended best practices. The CAAP is a broadly written plan that specifies the purpose of assessment, stakeholders, what will be assessed, and when assessment will occur. This

format is very much in line with Suskie's (as cited in Banta, 2009) recommendation concerning assessment planning. Additionally, many individual areas covered in the CAAP have specific assessment plans. The CAAP is also derived and aligned with the [NMSU-A Strategic Plan](#) and thus is integral as a gauge of the institution's progress (Banta, Jones, & Black, 2009) in assuring positive learning experiences for students.

NMSU-A has made progress toward establishing a culture of developing measurable objectives and outcomes for learning experiences to increase value and clarity for students (Suskie, 2009). Evidence of progress can be seen through the [Assessment Progress Report](#). [Workshops and professional development sessions](#) have been held to support faculty in developing measurable objectives for courses and programs. The use of Quality Matters™ design standards has greatly enhanced the quality and measurability of objectives in online courses.

The use of rubrics to evaluate student work and achievement is also a solid best practice and has many advantages such as prompting improved student performance (Suskie, 2009). Professional development efforts in assessment include [workshops in 2014, 2015, and 2016](#) and the [August Assessment Newsletter](#) encouraging faculty to attend the New Mexico Higher Education Assessment and Retention Conference (NMHEAR). Review of course level assessment reports reveals that many instructors have referred to the use or creation of a rubric as either an assessment methodology or strategy for improvement. As NMSU-A continues to review and perform a broad analysis of course level reports, this should become a focus for more precise documentation. The course level assessment challenge is to interpret results, and implement better course content or delivery for improved students learning.

Analysis, summarizing assessment results, sharing results, and making improvements based on results are critical elements in the assessment process. Progress has been made to help ensure that these elements are part of our process. NMSU-A also realizes that closing the assessment loop is the core of any assessment process (Kramer, Hanson, & Olsen, 2010). Sharing assessment results is the first step in providing a framework for improvement and adding value to the process that is essential in helping faculty and staff determine positive changes (Suskie, 2009) and supports closing the assessment loop. NMSU-A shares assessment results with faculty and staff through several venues including [newsletters](#), [faculty meetings](#), the [Assessment Progress Report](#), and the [Canvas Assessment Workspace](#).

Faculty and other instructional staff members participate in the assessment process in these ways:

- Course level assessment and reporting
- Workshops and professional development sessions
- Assessment committees, task forces, and departmental staff meetings (ILO, Learning Signature, Program Review, Student Success, Academic Support Center, Library)
- Planning and reporting of program level assessment of student learning
- Quality Matters™ peer review teams

The [Assessment Process Action Plan](#) provides further guidance and structure for future steps and solidly reaffirms the institution's commitment to ongoing assessment and improvement.

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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.)

Argument

NMSU-A continues its commitment to retention, persistence, and completion by setting viable goals and implementing specific, realistic strategies and actions to realize and track these goals.

Emphasizing improvements in these areas has become an institutional theme, visible across the institution as evidenced within the [Strategic Plan](#), [Retention Plan](#), and [Learning Signature](#) outcomes.

Retention Goals and Focus

In 2014, NMSU-A hired the Ruffalo Noel Levitz organization to complete a [review](#) of the enrollment situation and help identify opportunities for improvement. As a result, in January 2015, the position of Director of Institutional Effectiveness was created to address the need for strong action regarding enrollment management and retention. An [Institutional Effectiveness team](#) was also formed to support the development and implementation of new initiatives. Using funds from the Science, Technology, Engineering, and Math (STEM) portion of the Title V grant, a [new contract](#) with the Ruffalo Noel Levitz Corporation was made in which they worked with the Institutional Effectiveness team to determine and target critical areas of weakness in STEM enrollment and retention. This process included a study of pertinent data, interviews with campus-wide focus groups, and an institutional retreat with participants from across the institution, including faculty, staff and students, to determine the most effective strategies for countering the decline in new student population and in retention of current students. With the full and continued support of administration, the team then created a viable Retention Plan centered on vital strategies identified from the [process](#).

The resultant [NMSU-A 2015-2016 Retention Plan](#) centered on those vital few areas determined to be most in need of attention: advising redesign and development, late applicants, quality customer service, and ethnicity. In addition, the goals and actions of the plan align with the goals of the [NMSU-A Strategic Plan](#). Primary alignment occurs with Strategic Plan Goal 1, which has strategies to promote student success with the belief that successful students will be retained and complete their

educational goals, and Goal 4, which promotes engagement of minority students. The strategies for these goals serve as basis for many of the actions within the Retention Plan. [KPIs/Metrics](#) for the Strategic Plan provide data indicative of the success of the Retention Plan. Actions for each strategy of the 2015-2016 Retention Plan were implemented, and the team [reviewed](#) the relevant data to develop the [2016-2017 Retention Plan](#). Review of these actions will continue on a yearly basis to determine the success or continued need for development in areas related to student persistence and completion.

In addition, one major component to consider in developing new focus strategies will be the relationship between NMSU-A's academic reorganization and student persistence and completion. Another component for consideration will be the rate of retention in STEM face-to-face and online classes. The degree to which these are similar or different may be indicative of persistence rates overall. Consideration will also center on those STEM and non-STEM courses with a historically high failure rate.

Finally, the mission of NMSU-A, along with its Learning Signature, serves as a guide for the development of future persistence and completion strategies and actions. Across the institution, focus on enrollment, persistence, and completion are priorities in working with students, developing workshops for faculty and staff, relating to the community, etc. Evidence of this commitment is seen in the [Campus Open Houses](#) for students and community, the [Brown Bag workshops](#) for faculty sponsored by the Learning Signature Task Force, [strategy workshops](#) sponsored by the Teaching and Learning Committee, and [customer service training](#) sponsored by Student Services. Data will continue to be aggregated as a progressive measurement of the success/failure of the enrollment management actions taken, to stem the drop in enrollment, persistence, and completion. The goal overall is to bring retention and completion rates up while continuing to challenge, support, and inspire students as they move toward their academic goals.

Retention and Completion Data

NMSU-A has become increasingly aware of the importance of gathering and analyzing data. Closing loops has become essential in determining the institution's progress in its quest to provide a quality education for the populations served. The major source for this institution's data on persistence and completion is the Integrated Postsecondary Education Data System (IPEDS), which has been used since around 1987 to monitor first-time, fall semester [retention](#) rates and [completion rates](#). Data from the National Student Clearinghouse is used to track student transfers from NMSU-A to other institutions and is included in the IPEDS [transfer rate](#). Two other sources of data used for reporting and analysis of graduation rates are the [New Mexico Association of Community Colleges](#) (NMACC) and the [National Community College Benchmark Project](#) (NCCBP).

In addition, as NMSU-A continues to focus on retention and completion through the [Strategic Plan](#) and the [Retention Plan](#), it utilizes a number of student satisfaction surveys, administered in the spring of alternating years: [Ruffalo Noel Levitz Student Satisfaction Inventory \(SSI\)](#) since 2002, [Community College Survey of Student Engagement \(CCSSE\)](#) since 2003, [Survey of Entering Student Engagement \(SENSE\)](#) since 2008. These provide critical information on the state of the institution from the students' point of view. The Institutional Researcher reviews and publishes the data from these sources within specific venues for use by various faculty and administrative areas. The Director of Institutional Effectiveness receives this data to be utilized in improving the strategies and actions within the Retention Plan. One suggestion to be implemented is to provide this information campus-wide so that all can work on areas of weakness to make them areas of strength. In fact, the latest [Student Satisfaction Inventory Strategic Planning Overview](#) shows improvement in many areas, causing them to switch from weakness to strength.

NMSU utilizes the [Quick Connect Early Alert System](#) to report inconsistencies or problems with student attendance and assignment completion. NMSU-A has a regular [follow-up procedure](#) in place to address these reports and to provide feedback to the instructors after the student has been contacted and advised of consequences pertinent to each situation (NMSU-A Website: Faculty and Staff Resources – Academic/Attendance Alert).

NMSU-A began a [Graduate Exit Survey](#) in Spring 2015 to measure areas of competence in students completing their degrees. Although students are self-rating in this survey, it provides critical information on their perception of readiness for continuing their education or entering the workplace.

In Summer 2016 the [Student Withdrawal Survey](#) was initiated. This instrument was created to understand why students withdraw from courses and/or the institution. Data from this tool will be used to address areas where the institution might provide support that will better enable the student to complete his/her degree in a timely manner.

Improving Retention, Persistence and Completion

NMSU-A has continued to be proactive in developing and implementing strategies to improve persistence and completion. Therefore, developmental courses are regularly offered in reading, writing, and mathematics. Pilot programs have been conducted in these areas to determine best practices for NMSU-A's student demographics. There are multiple iterations of the Accelerated Learning Program (ALP) in English and separate developmental reading courses on different levels, along with a strong developmental program in math. Based on data and information from Complete College America in its report “Time is the Enemy” (“Time is the Enemy”, Complete College America© 2011), in conjunction with research into other established developmental math programs, faculty are implementing a [new pilot](#) which presents a different structure intended to move developmental students forward in math while ensuring they have the skills needed to succeed. Additional ongoing retention best practices include a College 101 first-year experience course available to all students, and mandatory for some programs, the use of embedded tutors in the developmental courses, free student tutoring in-person and online through the Academic Support Center (ASC), and mandatory orientation (face-to-face or online) for new students.

The implementation of the Accuplacer™ as the institutional placement instrument in January 2017 has changed the process of student placement. It includes a writing segment for use in determining entry levels of writing skills a part missing from the previous placement tool, the COMPASS™ test.

Due to the work completed with the Ruffalo Noel Levitz consultant in the areas of persistence and completion, it became clear that immediate actions needed to be taken to improve these areas. Based on information received from campus focus groups, surveys, institutional feedback, etc., the Institutional Effectiveness team determined academic advising to be the area most in need of attention ([Retention Opportunities Analysis, Ruffalo Noel Levitz Site Visit Report, May, 2015](#)). As student enrollment and persistence have continued to decline, the extent of needed corrective action has been further reinforced through the results of the [Priority Survey for Online Learners \(PSOL\)](#), [SENSE](#), [CCSSE](#), and [SSI](#) inventories.

Demographic data and regular updates on enrollment, including separate Full-Time Equivalent (FTE) rates, are provided to the institution as measures of enrollment upturns and declines. [Continuing student persistence indicators](#) are also included in these updates.

NMSU-A will monitor and measure the progress and effectiveness of these initiatives as it strives to

improve the retention of its students as they move toward completion in the programs offered.

Good Practice

NMSU-A knows that it is facing the challenge of improving its retention and completion rates, and this challenge is not taken lightly. The NMSU-A Strategic Plan 2016-2017 and the NMSU-A Retention Plan 2016-2017 are just two examples of this institution's commitment to improving in these areas. Regular collection of data through various instruments, including IPEDS, NCCBP, Student Satisfaction Inventories and engagement surveys (SSI, CCSSE, SENSE), the Noel Levitz College Student Inventory (CSI), internal graduate exit surveys, student withdrawal surveys, etc. provides critical information on the state of the institution, but none of these are viewed in isolation. Institutional Effectiveness, Institutional Research, Curriculum and Assessment, faculty, and administration all [review, compare and analyze](#) in light of the benchmarks established.

In addition, much of the data is available to the NMSU Chancellor, Provost and Board of Regents, and the NMSU-A Advisory Board, along with other college stakeholders through the New Mexico Higher Education Department Dashboard. The NMSU-A website provides both transparency and accountability since it is a central posting site for much of this information. The Curriculum and Assessment Office provides [data on NMSU-A courses and programs](#) through the Canvas Learning Management System (LMS) Workspace. The Institutional Research Office regularly provides enrollment management data to the institution. The Office of Institutional Effectiveness sends the current Retention Plan to all NMSU-A faculty and staff and welcomes feedback for improvement.

NMSU-A continues to commit to assisting students in persistence and completion, despite the difficulties in collecting data in some areas, the impact of elements beyond institutional control (changing community demographic, financial needs of students, state budget cuts, etc.), and various perceptions of "retention". The institution will continue to make changes based on the needs of the students in conjunction with educational best practices.

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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.

Summary

NMSU-A continues to exhibit strengths in the face of a number of challenges in the areas of retention, persistence and degree/certificate completion. The creation of the Director of Institutional Effectiveness with the support of the Institutional Effectiveness team has resulted in the identification of areas which are working well, areas in need of some revision, and areas which are in sore need of redesign or even discontinuance. The resulting actions are geared toward turning the downward trends in a positive direction.

These actions are evident in the development and implementation of a new institutional retention plan for 2015-2016 and the implementation of the current 2016-2017 plan. Both align with NMSU-A's Strategic Plan and focus on areas most in need of change. In addition, the continued development and use of effective student-focused strategies, such as the Quick Connect Early Alert System, staff/faculty workshops, and student-centered activities such as "Eat and Complete", Campus Open House, etc. are all strong evidence of the commitment of the institution to persevere and improve. NMSU-A continues to be proactive and transparent in its efforts to increasing retention, persistence, and completion.

Nevertheless, there are still challenges facing the institution in these areas. The previous splintered approach to the gradual declines in retention, etc., encumbered as they were by ineffective retention plans, hindered the overall awareness of the gravity of the student population decline. Changing this culture of complacency has been a work in progress, but is moving in a positive direction. There are still challenges to be met, including more effective gathering and analysis of data, and continued retention declines in distance education and STEM courses. The academic reorganization of the institution is one strategy that addresses these challenges from a positive perspective. Plans have been developed and implemented in academic and non-academic areas to better present the strengths of the institution to the community, both face-to-face and online. As a result of these actions, positive results, such as an improvement in new student enrollment for the fall 2016 semester, are occurring.

NMSU-A is consistent in its commitment to assisting students in persistence and completion, despite the difficulties in collecting data in some areas, the changing community demographic, financial needs of students and state budget cuts. The institution will continue to make changes based on the needs of the students while adhering to educational best practices.

Since the last comprehensive visit, NMSU-A has taken on the challenges identified in distance education and assessment of student learning. NMSU-A has embraced Quality Matters™ and developed a program that received the [2014 QM Award for Outstanding Impact by a Higher Education Organization](#). Improvements based on assessment of student learning is showing promise and efforts to improve learning at the course, program and institutional level will continue.

Sources

- QM Awards _ Quality Matters

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.

Argument

New Mexico State University Alamogordo is part of the New Mexico State University system (NMSU) consisting of 5 campuses: Las Cruces, Alamogordo, Carlsbad, Doña Ana and Grants. The main campus is a four-year institution in Las Cruces, NM and the four community college branch campuses are in various locations across the state. In the Assurance Argument, NMSU refers to the system, NMSU-A refers to Alamogordo, and Main Campus refers to NMSU Las Cruces.

NMSU-A receives operational funding through tuition and fees, state appropriations, and a local mill levy. In recent years, funding from local resources has remained relatively stable, but a significant decrease in enrollment has reduced the enrollment-based revenue from tuition, fees, and state funding. Through dedicated fiscal management, the institution continues to provide strong operational support without an increase in tuition. The [annual financial indicators](#) show the institutions overall financial picture.

The decrease in unrestricted revenues from \$11,976,523 in FY2010-2011 to [\\$11,027,324 \(est.\)](#) in FY2016-2017 has presented a significant human resources challenge, but NMSU-A has actually been able to improve its employment structure to ensure proper emphasis on areas such as distance education, assessment, and student success. Through careful budget and resource management, there has been no forced reduction in full-time faculty or staff. The [academic reorganization](#) discussed in Core Component 5.C has further improved the human resources outlook by reducing the number of Division Heads from three to two. This reorganization is being carefully monitored to ensure continued quality support for students and faculty. Overall, expenses have been reduced through normal attrition of full-time faculty and staff, reduced need for part-time faculty, and careful budgeting at all levels.

The [NMSU-A Technology Plan](#) details the institution's plan for maintaining current technological resources. While most Information Technology (IT) services are provided and maintained by NMSU for all campuses, the responsibility for maintaining and updating local hardware and software is a local responsibility. In recent years, much of the upgrade to classroom teaching resources has been funded through grants that are ending. In Spring 2016, NMSU-A students voted to increase student fee from \$4 to \$6 per credit hour with one of the additional dollars designated for technology maintenance. Unfortunately, the [NMSU Board of Regents denied](#) all requested increases in tuition and fees throughout the system. The [NMSU-A Technology Plan](#) details how upgrades and maintenance will be accomplished without additional grant and fee funding.

NMSU uses the Canvas Learning Management System, which is maintained by NMSU and supported through a \$25 per credit hour fee for online classes. Additionally, NMSU-A maintains sufficient infrastructure and personnel to provide [online advising, tutoring, and technology services](#) to students as discussed in Core Component 1.A.

Physical Resources

NMSU-A's physical resources play a significant role in enabling the college to achieve its mission and purposes. The physical spaces and facilities of the campus, together with the services provided by the physical plant, facilities, and security departments, help to create an effective learning environment.

In recent years, with declining enrollment and expanded online offerings, there has been a reduced emphasis on adding and more emphasis on maintaining existing physical infrastructure. In addition to the maintenance and repair items in the [NMSU Alamogordo 2017 Five Year Plan](#), the institution was able to fund a much needed [renovation to the campus food service](#) area to accommodate reasonable food service for students, faculty and staff.

The physical infrastructure of the NMSU-A campus meets the needs of the students and programs that the college offers. Recommendations from the [Safety and Security Committee](#), the [Sustainability Committee](#), and the [Accommodations Committee](#) help ensure that spaces are kept in proper repair and that the campus remains ADA compliant. Spaces are [evaluated](#) on an ongoing basis to determine how they can best be used to meet the needs of students and programming. A few of the changes to the physical infrastructure that have occurred, or will occur, since the last visit as a result of ongoing evaluation are as follows:

- Roof replacement and renovation of the Student Services Building.
- Renovation for ADA compliance in the Townsend Library.
- Replacement of roof and addition of solar electric panels for the Faculty Office Building.
- Renovation of restrooms in the Student Center and the Technical Building for ADA compliance.
- Planned renovation of the Student Center Deli to update the kitchen to enable better food services for students, faculty, staff, and visitors.

Sustainability Plan

Per the [NMSU-A Strategic Plan 2016-2017](#), one of the strategies for Goal 3, Resource Stewardship, is to improve efficient use of resources while maintaining a high-quality academic environment through regular reviews of campus facilities. Through this commitment the campus implemented a program to move to LED lighting and solar power panels were installed as part of the renovation of the Faculty

Office Building. Development and implementation of sustainability goals and vision will continue.

Superordinate Entities

As a public community college, NMSU-A does not distribute revenue to any superordinate entity, and all institutional funds are allocated to educational purposes. The [FY17 Advisory Board Operating Budget Presentation](#) shows that nearly 70% of all expenditures are in support of instruction, academic support, and student services.

Institutional Goals

[NMSU-A's Strategic Plan](#) sets the overall goals and strategies for the institution. It is aligned with the [NMSU Strategic Plan \(Vision 2020\)](#). The NMSU-A President reviews progress of the previous year's [Strategic Plan](#) each summer and adjusts the new Strategic Plan accordingly. The new plan is [provided to all faculty and staff for input](#) and then approved by the President. The current plan identifies four major goals:

1. Recruitment/Student Success
2. Community Engagement & Economic Development
3. Resource Stewardship
4. Diversity and Internationalization

The [NMSU-A Strategic Plan 2016-2017](#) shows that NMSU-A allocates considerable resources to these goals and details accomplishments and progress with respect to key performance indicators specific to these goals.

Faculty and Staff Qualifications and Training

NMSU-A recognizes its employees as its most valued resource and is committed to recruiting and retaining the best qualified faculty and staff to support students. Close attention is paid to ensure NMSU-A's faculty are appropriately qualified. Details are discussed in Core Component 3.C. In hiring administrators and staff, NMSU-A adheres to the [Administrative Rules and Procedures of NMSU \(ARP\)](#). NMSU-A works closely with NMSU's Human Resources Office to ensure compliance with the hiring practices.

NMSU-A annually allocates \$8,000 each to [faculty](#) and [staff](#) professional development. Funds are distributed by the [Professional Development Committee](#) based on individual application and supervisor recommendation.

Additional professional development opportunities are offered on-campus by trained professionals in areas such as environmental health and safety, relationship skills, and accessibility services and requirements. NMSU also offers extensive [in-person and online training and professional development services](#) that are available to NMSU-A employees.

Budgeting Process

NMSU-A observes the NMSU Regents Policy Manual (RPM) and the ARP in its budgeting process. A review in Spring 2016 revealed that the budgeting process was poorly documented and needed to be more formal. It was also noted that, while faculty participate in budget planning, improvements could be made to better comply with the [ARP](#) requirement for a formal Budget Committee. In conjunction with the 2016 reorganization, the NMSU-A President asked faculty to review the faculty-led committee structure and include budget and planning functionality within the new structure.

NMSU-A has a well-developed budgetary process. The budget development process begins with a review of the current year's budget by the Vice President of Business and Finance (VPBF) in January. A memo is sent out to all administrators, division heads, department heads, program directors, and coordinators requesting a copy of their budgets (both revised current year budgets and next fiscal year budgets) with explanations to be presented to their senior administrative supervisor(s). The senior administrative supervisors (President and all Vice Presidents) then discuss and approve budgets to ensure that the presented budgets are in alignment with the mission statement and campus Strategic Plan.

Once approved by senior administration, the VPBF prepares a campus-wide budget document. If the budget document is not within budget constraints set by the NMSU-A President (reserves must be maintained at 10-13 percent) then all budgets managers are asked to present new budgets and the process starts again.

The budget document then goes to the NMSU-A Advisory Board (the local board authority) for [review](#) and [approval](#). Once approved by the NMSU-A Advisory Board, the budget proposal will be reviewed by the budget office at the Main Campus and then submitted to the New Mexico State University Board of Regents for approval. The budget then moves on to the New Mexico Higher Education Department (usually the deadline is on or a little after May 1 of the year) and then to the New Mexico State Department of Finance and Administration for final approval.

Once approved by all proper channels (by the July 1 new budget year), the implementation begins at the local campus. Monthly reports are prepared by the VPBF and submitted to campus budget managers for review. Should budget adjustments be needed during the fiscal year a budget transfer is made and then noted by the VPBF to be adjusted on the next operating budget cycle. This will be a change in the revised current year budget as noted above during the budget cycle.

NMSU-A has maintained a stable financial picture by cautious spending and by maintaining adequate fiscal reserves. Careful budgeting, operational anticipation, and constant monitoring has enabled NMSU-A to maintain a healthy financial status in spite of zero growth in tuition and fees since 2013, decreased enrollment, and remission of approved budgeted funds back to the state to offset statewide budget shortfalls.

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- NMSU-A Technology Plan 2016

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.

Argument

Governing Boards

The governing board of NMSU-A is the [NMSU Board of Regents \(BOR\)](#). The BOR provides the philosophical guidelines for operation of the NMSU system pursuant to its land grant mission to educate the citizens in the region. Specifically, the BOR approves all budgets and all major decisions concerning finances, campus structure, operations, and academics. The BOR meets on a regular basis and reviews reports from Main Campus and all community colleges and is fully invested in the success of NMSU-A. The [NMSU-A Strategic Plan](#) is aligned with [Vision 20/20](#), which is [approved](#) and monitored by the BOR. In addition, each community college in NMSU is assigned an informal liaison from the Board who monitors progress, improvements, and strategies related to the core mission of the college.

NMSU-A also operates under the local auspices of an [Advisory Board \(the local Public School Board\)](#) that, prior to submission to the BOR, annually reviews and approves the operating budget and local tax levy. Both the BOR and the Advisory Board are cognizant about and committed to their fiduciary responsibilities to the institution and the state (BOR) and the local community (Advisory Board). Final approval of the budget is made by the Board of Regents

Additionally, NMSU leadership is actively engaged through continuous dialog with NMSU-A leadership, including monthly meetings with the NMSU Chancellor and Provost.

NMSU Legal Counsel addresses all legal issues within NMSU.

Shared Governance

NMSU-A values shared governance, and initiatives may originate from any stakeholder or stakeholder group. For example, the sub-committee on shared governance is leading the reorganizing the campus committee structure to align with the reorganization of academics. Organizational structure promotes input from students, faculty, staff, administration, and the public in considering and acting on initiatives relative to the mission of the college.

A strong configuration of campus committees is the basis for faculty, staff, and student involvement promoting substantial contributions and collaborative efforts. The [NMSU-A Operations Manual](#) outlines each committee's purpose and function. The manual also addresses the role of part-time faculty, a vital component to the success of the college. College committees and democratically elected student government representatives support the concept and opportunity for students, faculty, and staff to contribute to the shared governance of NMSU-A.

The Faculty Consortium is a collective of all interested faculty members who wish to contribute to the governance of NMSU-A. This body meets monthly during the Fall and Spring semesters and provides a forum for faculty to address academic and institutional concerns.

Faculty members are involved in the governance of the campus through [Faculty Assembly Committee](#). Membership is elected by faculty and extended to all currently employed regular and part-time NMSU-A faculty. The primary function of the Faculty Assembly is to advise the NMSU-A administration on all matters that are of interest regarding instructional mission and academic policies.

[NMSU-A Academic Council](#) is made up of faculty members. It makes recommendations concerning academic-related issues to the Vice President for Academic Affairs (VPAA) and Administrative Council; interprets college and university administrative policies, rules and procedures; reviews and approves recommendations by the Curriculum Committee and forwards them to Administrative Council and/or the President; considers recommendations from college faculty; and coordinates instructional activities among educational disciplines.

[The Administrative Council](#) is comprised 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, and reviews and approves all academic and institutional propositions.

Elected NMSU-A faculty members hold two seats on the NMSU Faculty Senate. Faculty Senate must approve academic changes before they can be voted on by the University Academic Council and the BOR.

Faculty members are involved in the governance of the campus through Faculty Assembly as defined in the [NMSU-A Operations Manual](#). Committee membership is elected by faculty and extended to all currently employed regular and part-time NMSU-A faculty. Its primary function is to advise the NMSU-A administration on all matters that are of interest including, but not limited to, the instructional mission and academic policies.

Non-exempt staff employees are represented through the Non-Exempt Staff Consortium as defined in the NMSU-A Operations Manual. They provide input and contribute to policy and the daily function of campus life, including suggestions for developing harmonious working relations among all employees. Non-exempt staff are also represented as a bargaining unit by the [American Federation of State, County, and Municipal Employees](#) (AFSCME).

NMSU-A encourages and supports student input in the governance of the campus. The purpose of [Student Government](#) is to represent the academic and policy interests of students to the faculty and the NMSU-A administration. Students are involved in campus decisions through Student Government Council and hold a seat on the following:

- [President's Advisory Council](#)
- [Accommodations Committee](#)
- [Student Success Committee](#)

- [Teaching and Learning Committee](#)
- [Academic Appeals Board](#)
- [Non-Academic Appeals Board](#)
- [Technology Fee Committee](#)
- [Sustainability Committee](#)

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- State of New Mexico Statute 21-14-2

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.

Argument

NMSU-A acquires its resources through several sources as discussed in Core Component 5.A. It allocates funds in alignment with the core mission of the institution and the NMSU system through an annual budget review process that is carefully scrutinized to best support strategic goals. Division heads, administration, and unit managers review spending within their area annually to formulate anticipated expenditures for the next academic year's budget. This budget review process encompasses all facilities, administration, support staff, and academic units on the campus.

The NMSU-A budget is reviewed by multiple entities and includes input from faculty committees, directors, division heads, and other administrators. Multiple reviews ensure alignment of budget allocation to goals for student learning, effective operation, and strategic planning. For example, an assessment of English competency, particularly for developmental students exposed a need for additional support by the Division Head of Arts and Sciences. Resources were reallocated to this area for embedded tutors and to support inclusive strategies per national best practices. A similar scenario was determined in our developmental math courses and resources were also reallocated to that area as well. Student success is the motivation in both cases and is the college's first goal in the strategic plan.

Budgets are developed and maintained for each academic division - Arts and Sciences and Career and Technology and reviewed annually for relevance to the goals and outcomes of the academic program within their auspices. Budgetary planning begins at the program level and includes opportunities for faculty input. Finalized by the Division Head, budgets are submitted to the Vice President for Academic Affairs Office and the President for final approval.

Budget decisions are driven by the strategic plan. For example, community engagement and student success, two goals of the strategic plan, have resulted in efforts to direct more resources to the education of airmen and their families at Holloman Air Force Base. NMSU-A [added 7 face-to-face classes](#) taught on the base for the spring 2017 semester. In addition, [increased marketing](#) for classes that may be taken online by airmen and their families was added in an attempt to engage with this unique community located 6 miles from the campus. Although the efforts were responsive, work continues to formalize the allocation process

Non-academic support areas - Facilities (Security, Maintenance), Institutional Technology, Student Services (Advising, Admissions, Financial Aid), Human Resources, and Marketing also develop annual budgets relative to the mission of the institution. Budget decisions are made by the director of each area in agreement with the NMSU-A President. The Vice President for Budget and Finance generates spreadsheets that are reviewed by area directors for any suggested revisions that would enhance operations and support student success.

The [NMSU-A Strategic Plan](#) is the blueprint that guides decisions concerning the operation of the campus to meet student, faculty, and staff needs and goals. It inherently considers perspective from both internal and external constituents. The internal perspective and participation of campus planning is demonstrated through the consultation of faculty and staff within the context of the campus committee structure, which includes

- Accommodations Committee - Faculty, Staff, Students
- Program Assessment Committee - Faculty
- College Awards Committee – Faculty, Staff
- Curriculum Committee – Division Heads, VPAA, VPSS, Faculty
- Marketing and Public Relations Committee – Senior Administration, Faculty, Staff
- Student Success Committee – Faculty, Staff

Internal constituent participation also includes the Faculty Assembly, the President’s Advisory Council, and the Academic Council. These committees are charged with facilitating collaboration between the major areas of the college and administration and making recommendations concerning academic-related issues.

Student participation in the planning process occurs through Student Government. This body represents the interests of all students through the election of at-large members and organization senators to Student Government. Student Government meets at least once per semester with the NMSU-A President to provide prospective and suggestions for campus planning. Student Government has not been as active in Fall 2016 and attempts to reorganize Student Government reflective of a smaller face-to-face enrollment are underway.

External constituents integral in the planning of both non-academic and academic areas are consulted through a number of formal and informal avenues. Formal relationships between NMSU-A and the town of Alamogordo include organizational relationships with

- Alamogordo Public School Board
- Alamogordo Chamber of Commerce, NMSU-A is an ad hoc member
- Committee of 50 (a committee developed to offer local support to Holloman Air Force Base)
- Otero County Economic Development Committee, NMSU-A is an ad hoc member
- New Mexico State University Alamogordo Foundation
- Small Business Development Center

Informal external relationships with local service clubs, churches, businesses, and local politicians also contribute to community engagement opportunities for NMSU-A.

The [NMSU-A Strategic Plan](#) was updated during Summer 2016 and aligns with [New Mexico State University’s Vision 2020 Strategic Plan](#). The NMSU-A plan speaks to the uniqueness of the community college experience and mission in that it does not include a research component, instead, it places its highest value on teaching. Furthermore, it encompasses key performance indicators that measure completion of certificates and associate degrees in technology areas unique to the community

college.

The institution has taken proactive steps to manage all enrollment tendencies including the current decline in enrollment. The [enrollment statistics](#) show first-time enrollment, retention, and completion rates are dropping. To partially address a declining enrollment and simultaneously ensure long term sustainability of the institution, the campus completed a comprehensive reorganization [from three divisions to two](#): Arts and Sciences (A&S) and Career and Technology (C&T). Several benefits were realized in moving to this academic structure. The reorganization helps students successfully move from the Associate degree to the completion of a Bachelor's degree at NMSU by participating in a [meta-major approach](#) to degree attainment. The new divisions logically place students in areas of study that are defined by a common terminology representing various academic disciplines within the system. For example, a student in the Division of Arts and Sciences at NMSU-A who would like to complete a bachelor's degree at NMSU would matriculate to the College of Arts and Sciences at NMSU. All other disciplines in Career and Technology represent the 6 other colleges on the Main Campus.

Another long-term benefit in the reorganization is that it lowers the recurring expenditures budget without cutting programs. The salary of a Division Head, two Assistant Division Heads, and an Administrative Assistant are now permanently removed from recurring expenditures. It has also resulted in changes in [Student Services](#), including restructured responsibilities and assigned duties among advisers to improve student understanding of the enrollment process, class requirements, scheduling, and financial aid.

Another strategic initiative focused on supporting students includes the work of the Curriculum Committee to move the credit completion requirements for all degrees from a minimum 66 to a minimum 60 credits, and to 30 credits or less for certificates. This allows students to complete programs and enter the workforce or continue their education on a faster timeline, thus saving students time and money.

NMSU-A revenue is obtained through a mil levy from the city of Alamogordo, [funding from the State of New Mexico](#), and tuition from students. Revenue is influenced by the New Mexico Higher Education Department [funding formula](#) that includes several criteria such as enrollment, retention, and completion. Like all public entities in New Mexico, NMSU-A is also susceptible to budget cuts based on decreasing state revenue. Because of lower state funding and lower enrollment, NMSU-A has been challenged to reduce expenses without layoffs and decreased compensation. It has managed to do this through reorganization, attrition, and spending cuts. In addition, the campus is preparing for additional cuts, should they occur, and has a plan for increasing enrollment.

The Budget and Finance Office works with Institutional Research using [enrollment data](#) to determine budget expectations for each fiscal year. Revenue projections include scenarios that exemplify reduced state and tuition revenue at various percentage rates. Budget planning is based on projections of state, local, and tuition revenue anticipated through this process.

NMSU-A is aware of emerging technology needs. The [Campus Technology Plan](#) considers future and ongoing computer and technological requirements for the various divisions and units.

NMSU-A offers academic support to the airmen and women of Holloman Air Force Base, located 6 miles from the NMSU-A campus. A unique student population from various backgrounds, geographic locations, and cultures, they bring diversity and value to the institution. In addition, for the past 25 years the German Air Force has stationed pilots, mechanics, and their families at Holloman Air Force Base. These German pilots and their families have provided a student population that contributes

greatly to the diversity of NMSU-A. However, they will be leaving on a permanent basis by 2019, but the Air Force will move two F-16 squadrons to the base beginning summer of 2017. This new assignment by the Air Force will relocate approximately 700 service men and women to the area, which, though different from the current German population, will continue to contribute to the diverse student body that NMSU-A serves.

Sources

- New Mexico Higher Education Funding Formula
- New Mexico Higher Education Funding Formula (page number 13)
- NMSU Office of the Executive Vice President and Provost Meta Majors
- NMSU Vision 2020 Plan Adopted 7-21-2015
- NMSU-A Holloman AFB Marketing Materials
- NMSU-A Fiscal Year 2016 - Enrollment Data
- NMSU-A NMACC Fall 16 Quarterly Report Template 20161010
- NMSU-A NMACC Quarterly Report April 2016
- NMSU-A Operations Manual July 2016
- NMSU-A Operations Manual July 2016 (page number 14)
- NMSU-A Operations Manual July 2016 (page number 16)
- NMSU-A Purchase Order Request Form
- NMSU-A Schedule Spring 2017
- NMSU-A Strategic Plan 2016-2017
- NMSU-A Technology Plan 2016

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.

Argument

Documentation of Performance

NMSU Alamogordo documents its performance publicly in a number of ways:

The State of New Mexico requires a variety of performance measures to be reported annually, and has done so since 1999 as a result of the state's [Accountability in Government Act](#). Some of these measures are included in the appropriations legislation approved annually by the New Mexico legislature. For each of the measures, a target for improvement is set by the institution and is reviewed by legislative staff. The targets are for two years into the future, as the state funding formula is based on a two-year lag between enrollment data reported to the state and subsequent funding to higher education institutions through appropriations. There are a variety of institutional functions included in these performance measures. The [most recently submitted report](#) shows the type and data for each of the ten required performance measures. In 2016 the State revised the measures to be reported to the Department of Finance and Accounting. An [additional report](#) showing FY16 data with FY18 targets was also required and submitted.

In addition to the state performance measures above, NMSU-A reports on a variety of other performance indicators through the New Mexico Association of Community Colleges (NMACC). Three reports are submitted annually. The annual [Meeting Our Missions](#) report is shared with legislators, legislative staff, state executive agencies, and the public. A [Spring Report](#) and a [Fall Report](#) are also required of NMACC member schools and focus on retention with action plans required for failure to meet target goals.

NMSU-A has also participated in grant programs including a [Title V](#) that ended in 2016, an [Hispanic Serving Institution \(HSI\) Science, Technology, Engineering and Math \(STEM\)](#) grant that ends in 2017, and the statewide [Skill Up Network: Pathways Acceleration in Technology and Healthcare \(SUNPATH\)](#) consortium that also ends in 2017. Annual continuation of funding is usually dependent on satisfactory progress on a variety of performance measures. These measures are documented publicly in the annual grant reports. In addition to the U.S. Department of Education review of these outcomes, the Title V and HSI STEM grants require both internal and external evaluation teams to review performance levels as required by the individual grants.

The Adult Education (AE) program is funded principally by federal and state grants. Their [performance measures](#) are set within those structures, with funding for future years dependent upon performance.

IPEDS performance data is available to the public for all New Mexico higher education institutions through the [New Mexico Higher Education Department web site](#). A direct link to this information is available from all NMSU-A webpages.

NMSU-A also administers four national student focused surveys on a rotating basis. These include the [Community College Survey of Student Engagement \(CCSSE\)](#), [Survey of Entering Student Engagement \(SENSE\)](#), the [Ruffalo Noel Levitz Student Satisfaction Inventory \(SSI\)](#), and [Priorities Survey of Online Learners \(PSOL\)](#). Results of these surveys are traditionally used to guide strategic planning and retention initiatives, as well as creation of a [Student Services Improvement Plan](#).

Performance data is also reported to document progress of the [NMSU-A Strategic Plan Key Performance Indicators \(KPIs\)](#).

Use of Evidence to Improve

In Fall 2011, enrollment began a [steady decline](#) after several semesters of rapid growth. The decline was initially attributed to changes in NMSU operating procedures, which limited online enrollment between campuses. It became evident that this was not the only contributor, with data pointing to declines in enrollment of new students and retention of continuing students associated with the NMSU-A campus only. In response, a [Director of Institutional Effectiveness position](#) was created and filled. As documented in Core Component 4.C, a consultant was hired and a comprehensive [Retention Plan](#) was developed. Additionally, a KPI was added to the [NMSU-A Strategic Plan](#) to put emphasis on maintaining local enrollment at levels consistent with local population growth or decline. Results of the [Retention Plan efforts are documented each year](#) and used to revise the [next year's plan](#) as necessary.

In 2015, a system-wide strategic planning effort began as documented in Criterion 1.B. The effort identified that the previous Strategic Plan, [Vision in Progress](#), was heavily focused on outcomes with little emphasis on identifying the best processes to effect change identified in the plan. The new [NMSU-A Strategic Plan](#) uses a few strategies for each goal, all of which are reviewed frequently by the NMSU-A President with administrators and key institutional leaders to determine if the strategy is contributing to the desired outcome. Strategies that are effective are continued and/or institutionalized. Less than effective strategies are adjusted or replaced with a new strategy. This strategic direction steers the institution to make critical analysis of the processes that drive Strategic Plan goals.

As documented in Criterion 4, the institution is pursuing ongoing, meaningful and sustainable assessment processes. Based on experience in this area, NMSU-A continues to improve its assessment and review processes.

In response to HLC concerns about the quality of distance education courses, the institution developed and implemented a plan to require all distance education courses to meet Quality Matters™ (QM) design standards. In 2016, this was achieved so [all online courses](#) offered have satisfactorily completed an internal or external QM review. Some work remains to obtain satisfactory external reviews for all online courses. During this process, it was observed that quality classes are not solely met by good design but also require quality participation by instructors. As a result, the institution implemented an [online teaching course](#) to improve the instruction of online classes. NMSU-A noticed that the QM course design is also beneficial for face-to-face course design, and [some faculty have applied QM concepts](#) to their face-to-face courses.

Based on information that showed poor enrollment and completion rates in many of the certificate

programs offered at NMSU-A, efforts were focused on determining if these programs should continue. This review revealed that many of the certificates were designed to provide completion opportunities for students while they were on track for the Associate degree. The students who actually apply for certificate program completion usually do so in conjunction with application for the degree. Factors that contributed to this include:

- scheduling challenges made it difficult to complete required classes for a certificate in a year or less,
- certificates often required over 30 total credits, meaning it would take least three semesters to complete, and
- fees for degree and certificate application that made it difficult or nonsensical for students to apply for certificates that contributed little to their personal success.

As a result, the NMSU-A Strategic Plan includes [strategies](#) to help with program development and continuation as follows:

1. Build strong, positive relationships with public schools, private schools, and the military by engaging with faculty, staff, and counselors throughout the region to discover their needs.
2. Ensure program offerings meet the needs of new and existing students through a carefully planned two-year cycle of class offerings. This cycle will be consistent for academic planning purposes and allow students to “look ahead” to courses they may need in the coming semester.
3. Degree and certificate [application fees were terminated](#) in Spring 2016 for students applying by the application deadline. This produced a [small improvement](#) in the number of degree and certificate applications received after a significant two-year decline.
4. The number of credits required to obtain a certificate is being reduced where possible, and review of all certificates is underway to determine if they fulfill an educational need for the community.

Sources

- New Mexico Higher Education Department Institutional Dashboard
- NMSU-A Adult Education Annual Report 2015-16
- NMSU-A CCSSE 2015 Executive Summary
- NMSU-A Completed Annual Report Template for 2016
- NMSU-A Completed Spring 16 Template
- NMSU-A Degree Applications 2012 - 2016 20161206
- NMSU-A Distance Education Progress Report Fall 2016
- NMSU-A Distance Education Progress Report Fall 2016 (page number 41)
- NMSU-A Distance Education Progress Report Fall 2016 (page number 120)
- NMSU-A Distance Education Progress Report Fall 2016 (page number 133)
- NMSU-A FACTBOOK 2016
- NMSU-A FACTBOOK 2016 (page number 4)
- NMSU-A FY18 Agency Performance Plan
- NMSU-A HSI-STEM Grant Handout
- NMSU-A NMACC Fall 16 Quarterly Report Template 20161010
- NMSU-A Operations Manual July 2016
- NMSU-A Operations Manual July 2016 (page number 13)
- NMSU-A Performance Based Budget Indicators Template 2016
- NMSU-A Quality Matters(TM) Webpage

- NMSU-A Retention Plan 2015-16 Review of Actions - consolidated
- NMSU-A Retention Plan 2015-2016
- NMSU-A Retention plan 2016-2017
- NMSU-A Strategic Plan 2015-2016
- NMSU-A Strategic Plan 2016-2017
- NMSU-A Strategic Plan 2016-2017 (page number 3)
- NMSU-A Strategic Plan 2016-2017 (page number 4)
- NMSU-A Strategic Plan KPI Analysis 2015-2016
- NMSU-A Strategic_Plan A_Vision_in Progress– Progress-Report-2013
- NMSU-A Student Services Improvement Plan 15 - 16
- NMSU-A Title V Grant Summary
- NMSU-A Trade Adjustment Assistance Community College Career Training Skill Up Network: Pathways Acceleration in Technology and Healthcare (SUNPATH) Grant Webpage
- NMSU-A Waiver of Graduation Application Fee
- Ruffalo Noel Levitz NMSU-A Priorities Survey for Online Learners - 05-2016
- Ruffalo Noel Levitz NMSU-A Student Satisfaction InventoryFull - 05-2016
- SENSE NMSU-A 2014 Key Findings
- State of New Mexico Accountability in Government Act Statute

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.

Summary

NMSU- A has a clearly defined plan that drives its fiscal resources, physical resources, and educational programs in support of the mission. In addition, a strong fiscal contingency plan is in place. Although the current budget process is functional and responsive, the importance of developing a faculty-driven budget committee at NMSU-A has become evident because of the certainty of future challenges. Despite decreases in enrollment, sound fiscal management has allowed the college to meet its budgetary needs.

Resourcefulness continues to be paramount, and the college is always seeking creative funding sources to avoid overburdening the student population. More effectively linking assessment of student learning, evaluation of operations, and planning with budgeting will further assist the college in optimizing resources in the coming years. Anticipating new technologies, demographic shifts and other effects of globalization will continue to require attention by our campus. Taking a sustainable approach is critical. Because of the relatively small size of the college, limited staff, though adequate, creates unique challenges for succession planning. It is well understood that careful planning will be critical in maintaining stability and consistency college wide.

Sources

There are no sources.