Introduction .............................................................................................................. 1

Criterion One ........................................................................................................ I-1
Mission and Integrity—Eastern New Mexico University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component A .................................................................................................. I-1
Core Component B .................................................................................................. I-5
Core Component C .................................................................................................. I-7
Core Component D .................................................................................................. I-9
Core Component E .................................................................................................. I-16

Criterion Two ......................................................................................................... II-1
Preparing for the Future—Eastern New Mexico University’s allocation of resources and its evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component A .................................................................................................. II-2
Core Component B .................................................................................................. II-18
Core Component C .................................................................................................. II-26
Core Component D .................................................................................................. II-32

Criterion Three .................................................................................................... III-1
Student Learning and Effective Teaching—Eastern New Mexico University provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component A .................................................................................................. III-3
Core Component B .................................................................................................. III-12
Core Component C .................................................................................................. III-18
Core Component D .................................................................................................. III-26
Criterion Four

Acquisition, Discovery, and Application of Knowledge—Eastern New Mexico University promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component A ..................................................................................... IV-1
Core Component B ..................................................................................... IV-8
Core Component C ..................................................................................... IV-16
Core Component D ..................................................................................... IV-18

Criterion Five

Engagement and Service—As called for by its mission, Eastern New Mexico University identifies its constituents and serves them in ways both valuable.

Core Component A ..................................................................................... V-2
Core Component B ..................................................................................... V-9
Core Component C ..................................................................................... V-14
Core Component D ..................................................................................... V-19

Conclusion .................................................................................................. VI-1
Student Success
that’s what it’s all about
Introduction

Institutional Profile

Eastern New Mexico University is a public, comprehensive, master’s level, three-campus university with a constitutionally separate mission and Board of Regents. The main campus, now New Mexico’s third largest University, is located in Portales, New Mexico, and opened in 1934 as the youngest of six, four-year universities in New Mexico—three comprehensive and three doctoral. New Mexico has 18 two-year higher education institutions that are a mix of independent and branch institutions, mostly defined through State statute.

ENMU’s two additional campuses are classified as “Branch/Community Colleges.” One located at Roswell, is a larger, mature, two-year community college with a large physical plant and a strong mix of academic and vocational, two-year curricula. ENMU-Roswell functions as a branch in sponsoring upper-division and graduate programs of the Portales campus taught by visiting Portales campus faculty, by courses delivered by videoconferencing, and by online courses. The Roswell campus is separately accredited, undergoing its most recent decennial review in November 2006.

The third Eastern campus opened in 1991 as an ENMU Instructional Center and just last year converted to branch/community college status. The Ruidoso campus is accredited as a part of the ENMU-Portales campus until such time as its organizational complexity and unique mission argue for separate accreditation.

The Strategic Focuses of ENMU-Portales

Learning and Teaching. ENMU-Portales, in Roosevelt County, New Mexico, is located in the high plains agricultural region of New Mexico, which is characterized by widely dispersed communities that have developed around water sources, railheads, and school houses. The County once had 112 school districts, now reduced to five as motor vehicles, good roads, and centralized utilities made it possible for families to move to residential centers and then travel to their dispersed farm and ranch lands each day. This led to the reduction in the number of school districts but not a diminishing of the eastern New Mexico people’s love of learning.
It was this fundamental, regional core value for the love of learning that led to the constitutional establishment in 1911 of a higher education institution for eastern New Mexico and to the opening of its doors in 1934. ENMU began as a normal school, changing to a college in 1939, and to a University with graduate programs in 1949. In 2005–2006, Eastern conferred 12 associate’s degrees, 509 bachelor’s degrees and 131 master’s degrees.

**Student Academic Services.** For more than 70 years of ENMU’s history, the strategic focus of the institution has been on a close relationship between faculty and students and the resulting enriched teaching/learning climate. Realizing that student success, particularly for a primarily rural student body, included the full range of student support, Eastern developed strong student services and then centralized them organizationally and geographically in its Student Academic Services building, adding a second critical strategic focus for the institution.

**A Self-Regarding Institution.** As the institution grew, it went through occasional periods of financial stress and of competition for enrollment in the growing New Mexico and West Texas higher education environment. These cycles of hard times led the institution to develop planning and institutional research processes to aid decision-making by the Board of Regents, administration, and faculty. In the late 1970’s, in a pioneering effort, Eastern became the first New Mexico institution to inaugurate a comprehensive educational assessment program. Out of planning, analysis, and assessment, in part an effort to survive financial and enrollment ups and downs, Eastern added the “self-regarding” processes that are so important to its current operations. The sharing of information and a comprehensive (some say too complex) governance framework is a base upon which analysis and especially the now comprehensive assessment system aid Eastern in trying to control its own destiny in the current changing higher education environment. Eastern has also become a center for higher education assessment in the State of New Mexico, and the institution’s success has attracted national attention from the Pew Charitable Trusts and the American Association of Colleges and Universities, with membership in important peer groups focusing on learning and assessment.

**Diversity.** New Mexico has always been a diverse state with many Native American communities still vibrant and with historic Hispanic populations developing cultural centers and influences as early as the settlement of North America’s east coast by Europeans. New Mexico is the first of the continental United States to have a majority of “minority” peoples of voting age and has a long history of Hispanic, American Indian, and African-American participation in the government and commerce of the state. ENMU was a participant in the Western Interstate Commission on Higher Education’s first institutional diversity planning process. In 2000, ENMU-Roswell was certified as a Hispanic-Serving Institution and ENMU-Portales was certified in 2001. The ENMU-Ruidoso campus lies on the eastern edge of the Mescalero reservation, and as
that campus has grown, so have its programs to meet reservation needs. Both out of
demographic necessity and Regent and institutional commitment, diversity is one of the
strategic focuses of Eastern.

**Service to Regional Constituencies.** From its inception Eastern has had a strategic focus
to serve its regional constituencies. Initially, as a normal school, Eastern offered services
to school districts in its immediate surrounds. As time passed and Eastern became a
university, upper-division and graduate learning centers were developed in Roswell,
Clovis, and Hobbs. The economic changes in the region led to the development of a
broader perspective for such services, and the centers at Clovis and Roswell developed
into branch/community colleges and an Instructional Center (opened in 1991) in Ruidoso.

A critical part of the strategic focus on service to constituencies started in 1974, when
Eastern started a Public Broadcast System television station and, four years later, an
FM radio station that gradually expanded to reach throughout eastern New Mexico and
parts of west Texas. The support of the PBS station and its annual fund drive throughout
the region have further identified constituencies of interest to ENMU and led to new
connections. The Broadcast Center also provided the technology and expertise for
Eastern to start the first New Mexico instructional television program that now delivers
instructional videoconferencing to many two-year institutions and other sites.

Eastern also hosts the New Mexico Center for Teaching Excellence, the Assessment
Resource Office for higher education assessment, and the Blackwater Draw Museum
and National Historic Site. The University participates actively in business development
in the region, in the recent very successful campaign to find a new mission for Cannon
Air Force Base, and many other efforts to tie faculty and students to economic and
cultural development in the region. This strategic focus on regional service and
constituencies not only benefits the region but provides many cooperative education
ventures in professional service and application of knowledge of faculty and students.

**Facilities.** Long-term and short-term facilities planning assures that students and staff
have safe, attractive, and well-maintained learning and working environments, and
that realistic plans are in place to update and modernize these facilities. Although
many of the University’s buildings are over 40 years old, careful attention to deferred
and ongoing maintenance and a student body and staff who are respectful of campus
property help to maintain an inviting and a very professional looking campus.
Informally known as “the oasis” of the community, ENMU campus facilities, grounds,
classrooms, and meeting rooms are maintained in an exemplary manner.

**Regional Leadership.** Eastern New Mexico University pioneered public broadcasting
transmission on the high plains of eastern New Mexico and west Texas. It was the first
institution to deliver instruction via “instructional television” to its service area, in
1978, and it has a long history of delivering instruction off-site as community needs
required it. Its pioneering assessment program (in 1985) continues to set the standard for student learning assessment in the state. ENMU’s participation in national projects and initiatives assures that the University understands the broader role of higher education and meeting the needs of students now and in the future.

**Institutional History**

New Mexico’s Constitution (1911) included a provision for the creation of a teacher training institution for the eastern side of the state. Between 1927 and 1933, the state legislature authorized the creation of a normal school in Portales, appointed a Board of Regents, and funded completion of the Administration Building; no operating budget, however, was appropriated. By 1934, public lands assigned to the new institution had generated sufficient funds to establish an operating fund, and the new Eastern New Mexico Normal School opened in the summer of 1934 with 165 students, offering a two-year program.

Eastern New Mexico University has evolved into a multi-campus university over the years. In 1958, ENMU began offering courses in Roswell, New Mexico. In 1967, the campus was relocated to the site of the former Walker Air Force Base. Primarily serving Chaves County residents, ENMU-Roswell is a two-year public college with over 4,000 students in technical and academic programs. Hosting its first North Central Association site visit in 1971, the campus underwent its most recent site visit in November 2006. A copy of the ENMU-Roswell’s self-study report is available in the Resource Room.

In 1961, ENMU began offering classes in nearby Clovis, New Mexico, where it constructed a campus complex in 1980. This campus successfully transitioned to become a separate institution, Clovis Community College, in 1990. It continues to work closely with Eastern and hosts a distance education site for ENMU courses.

ENMU-Ruidoso began as an instructional center in 1991. It is now a branch community college in the mountain community of Ruidoso, New Mexico, and serves Lincoln County (population 22,500, swelling to over 35,000 during tourist seasons) at the southernmost end of the Rocky Mountains. ENMU-Ruidoso held its first graduation in May 2006, conferring 34 associate’s degrees.

**Ruidoso Programs**

- Associate’s degrees in both transfer and vocational programs
- Certificates of Completion
- Community education classes
- Customized training workshops
- Adult Basic Education courses
Because of the fledgling nature of Ruidoso as a branch campus and its small size, the University addresses the Ruidoso campus as a unit of the main campus for purposes of accreditation. This is different from the approach of the more established Roswell campus and the tradition there for separate accreditation. In most cases, the systems and procedures used by Ruidoso will parallel those of Portales. When the core components address issues for which there are differences between the two campuses, unique Ruidoso features will be clearly noted in the discussion.

In addition to campuses in Portales, Roswell, and Ruidoso, ENMU owns and manages the Blackwater Draw Museum and Blackwater Draw National Historic Landmark, a major prehistoric site located seven miles from the Portales campus. This site has provided a training venue for archaeology and historic preservation for ENMU students since 1963.

**NCA-HLC Accreditation History**

In 1947, five years after the graduation of the first bachelor’s candidates, the North Central Association granted Eastern New Mexico College accreditation as a four-year institution of higher education. Eastern inaugurated its first graduate program in 1949. Eastern New Mexico University received accreditation of its graduate program in 1953.

NCA concerns during the 1974 regular visit led to a focused visit in 1977. These concerns centered on the complexity and over centralization of administrative structure, inadequate budgets for academics, and faculty issues. After the 1977 focus visit, ENMU was placed on a decennial review cycle. The March 1987 comprehensive visit resulted in continuing accreditation, with a scheduled visit for 1997. The 1997 team recommended that the next comprehensive review would occur in 2006–2007.

In March 2004, ENMU submitted an institutional change request to the Higher Learning Commission for permission to offer online degree programs. After a focus visit in April 2004, the HLC approved this request. The next comprehensive review date of 2006–2007 remained unchanged.

**Response to Previous Challenges**

The 1997 accreditation team report identified no challenges to which ENMU would need to respond in subsequent visits. The 2004 focus visit regarding online degree programs did not specify areas requiring institutional attention. Although no challenges are identified in this section, the University has followed through on several pieces of advice offered by both visiting teams.

**Program Accreditations**

Many ENMU programs are accredited by the appropriate professional organization. Copies of the most recent institutional self-study reports and accreditation actions are available in the Resource Room.
### Programs Accreditation Status Accrediting Bodies

<table>
<thead>
<tr>
<th>Programs</th>
<th>Accreditation Status</th>
<th>Accrediting Bodies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>Ongoing</td>
<td>Association of Collegiate Business Schools and Programs</td>
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<tr>
<td>Chemistry</td>
<td>Ongoing</td>
<td>American Chemical Society</td>
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<td>Communicative Disorders</td>
<td>Ongoing</td>
<td>American Speech Language and Hearing Association</td>
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<tr>
<td>Education</td>
<td>Ongoing</td>
<td>National Council for Accreditation of Teacher Education</td>
</tr>
<tr>
<td>Music</td>
<td>Ongoing</td>
<td>National Association of Schools of Music</td>
</tr>
<tr>
<td>Nursing</td>
<td>Ongoing</td>
<td>National League for Nursing Accrediting Commission</td>
</tr>
<tr>
<td>Social Work</td>
<td>Candidacy status</td>
<td>Council on Social Work Education</td>
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</table>

### Significant Changes since 1997

#### Structural Changes

New Mexico Higher Education Changes. New Mexico’s higher education system has undergone two major changes since the last comprehensive visit. In 2000, the New Mexico legislature passed the Accountability in Government Act, calling for increased accountability reporting from educational institutions and laying the groundwork for state-wide performance-based funding. This legislation mandates institutional reporting of affordability and access for its students, student progress and success, academic quality, efficiency, and other mission-specific goals (discussed in more detail in Criterion 2). In 2004, a cabinet-level Department of Higher Education secretary was created to oversee post-secondary education for the state, replacing the New Mexico Commission on Higher Education (CHE). A cabinet-level secretary for public education was established at the same time. This change shifted oversight from a public commission, reporting through an executive director to the governor and the several legislative committees, to more direct oversight by the governor, the New Mexico Department of Finance and Administration, and legislative committees. This transition has increased the accountability reporting requirements. It is too soon to assess the long-term effects of this change.

**ENMU System Changes.** ENMU-Ruidoso was designated a branch campus by the New Mexico Legislature in July 2005. A College Board, elected from within the college district, oversees college operations. ENMU-Ruidoso also has a Community Advisory Council, whose invited members provide advice and input to the ENMU-Ruidoso provost. Since the award of branch campus status, the ENMU-Ruidoso provost reports directly to the president of ENMU. Previously, this dean-level position reported to the vice president for academic affairs. Branch campus status brought ENMU-Ruidoso its
first year of phased formula funding from the state as well as additional facilities funds. With its change of status, Ruidoso begins a transition to a more equal partnership within the system and greater service obligations to its community.

Prior to legislative action, ENMU contacted the Higher Learning Commission about this proposed change in status. Because Ruidoso’s administrative services have been and continue to be offered by the Portales campus, no institutional change request was required. Over time, as Ruidoso's administrative services gradually move from the Portales campus to the branch, ENMU will keep the Commission informed, should later action with HLC at some later time be appropriate.

System-wide planning has become much more direct and overt since the last HLC comprehensive visit. An emphasis on strategic planning based on ENMU’s mission permeates every aspect of the University. Annual strategic planning takes place throughout the University and at the Ruidoso campus. Budgeting derives directly from the strategic planning process (see Criterion 2). Academic program assessment informs the revision of strategic plans, making assessment of student learning outcomes more central to all academic programs and planning.

**Demographic Changes.** In the last decade, ENMU’s enrollment has increased from a low of 3,495 in 1997 to 4,042 in 2005, an increase of 11.5%. Student credit hour (SCH) production has increased from 38,982 to 45,773 (up 11.7%) for the same period. Gender diversity has remained stable throughout this period, though it may fluctuate slightly in any given year. In fall 2005, male students comprised 40.6% of the student body, while 59.4% of students were female. For Ruidoso, enrollment has grown steadily in the last decade, from 608 students in 1997 to 843 in fall 2006. For the same period, student credit hour production rose from 3376 to 5161.

The biggest changes in student demographics can be found in ethnicity, age, and enrollment status. As seen in the following table, ENMU’s minority student enrollment has increased from 28.3% of the total student population to 36.8% in the last 10 years. Hispanic students now comprise over one-fourth of the student population. Smaller increases have occurred in African American and American Indian enrollment. The percentage of white (non-Hispanic) students has declined by almost 13%. The Ruidoso campus population is comprised of 23% Hispanic, 8.6% American Indian, and 59% white students.

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<thead>
<tr>
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<tbody>
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<td>1.5</td>
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<td>American Indian</td>
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<td>2.7</td>
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<tr>
<td>Asian</td>
<td>1.4</td>
<td>1.0</td>
<td>1.0</td>
<td></td>
<td></td>
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<tr>
<td>Hispanic</td>
<td>21.1</td>
<td>27.3</td>
<td>26.8</td>
<td>23.0</td>
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<tr>
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<td>71.0</td>
<td>60.8</td>
<td>57.9</td>
<td>59.0</td>
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</table>
Responding to Changing Demographics. Reflecting ENMU’s changing demographics, the University was designated a Hispanic-Serving Institution in 2001, carrying with it eligibility for federal funding. A year later, ENMU was a successful applicant for Title V grant funds from the US Department of Education, enabling the University to undertake three institutionally-strengthening activities: to strengthen and increase ENMU’s academic learning communities; to develop a “Math Plus” program, enhancing the curriculum of beginning math courses; and to build an endowment fund. A second collaborative Title V grant, with Clovis Community College, was awarded in 2003. This grant focuses on transfer success and distance delivery of instruction to place-bound students. One assistant professor of agriculture has been awarded a U.S. Department of Agriculture HSI Fellowship. In 2000, ENMU was listed in the top 20 schools in the nation for graduating Hispanic students with bachelor’s degrees in education by Hispanic Outlook.

The percent of non-traditional students, defined as those who are age 25 or older, has decreased from 40.8% to 36.4%, since 1996. These figures may under-represent the non-traditional population, however. A student under 25 with a dependent or spouse may also be defined as non-traditional. More students now attend part-time, from 27% to 33.3% in the last ten years. Additional demographic information is available in Appendix A and in the Resource Room.

The demographics of first-time freshmen and transfer students suggest new challenges for Eastern. First-time freshmen have increased from 457 in 1996 to 556 in 2005; however, the average ACT score for this population has decreased from 20.4 to 19.12 for the same period. In 2002, the average ACT for new freshmen was 18.85. Recognizing the need to address the issue of quality, ENMU has taken steps to increase its admission standards and to expand its curriculum to deal with an under-prepared student population. Transfer student enrollment has remained steady, averaging 340 transfer students per year over the last decade. Even more striking is the changing gender ratio in first-time freshmen. Since 2004, more males have enrolled as freshmen than females, although the student body as a whole is more female than male.

ENMU’s commitment to increasing campus awareness and understanding of cultural diversity reflects the changing demographics of its service area. The number of international students has also grown, bringing even greater diversity to the campus. As these trends continue and as the numbers of foreign students continue to grow, the diversity of the overall student population will continue to increase as well.

Graduate programs particularly have grown substantially in the past ten years. Graduate student credit hours are up 76% in the last ten years. Most of this growth has come from the education departments of the College of Education and Technology. Graduate growth in the College of Liberal Arts and Sciences has come primarily from three programs: anthropology, communicative disorders, and communications. During this ten year
period, the number of graduate students grew from 533 to 749. In fall 2005, graduate students made up 18.5% of the student population and generated 7.8% of the University’s SCH production.

Changes in Academic Programs and Structures

Academic Program Review. Eastern has a long-standing tradition of systematic graduate program review, detailed in Criterion 4. Since 1985, this process has cyclically reviewed graduate programs in terms of resources, currency of curriculum, graduates’ progress through the program, and faculty research productivity. By contract, the University’s undergraduate program review relied on state flagging of low-enrollment or low degree productivity. At the time of the last accreditation visit, the University had devised a process where the Curriculum Committee added a program review function to its regular review of department’s catalog submissions. This process, however, was unworkably burdensome for the committee, and the institution began to rely on a less formal but far more robust undergraduate program review process that drew upon strong, ongoing program assessments, and department strategic planning, as well as course and catalog revisions.

In 2004–2005, a faculty committee prepared a recommendation for a more functional undergraduate program review process. That process is now in place, and by December 2007, the University will complete the first round of undergraduate program review for all programs. Programs that undergo external accreditation submit these reports in lieu of the ENMU program review. To assure the sustainability of this process, the faculty committee created a program review committee with the charge to monitor compliance with program review and the use by the programs of the recommendations of the external consultants. A copy of the committee review process, program review reports, and reports from consultant reviewers are available in the Resource Room.

Curriculum Changes. In the past decade, several programs have dropped or added majors, minors, or emphasis areas (concentrations within the major). Added majors are identified in the table below.

<table>
<thead>
<tr>
<th>Majors Added</th>
<th>Year</th>
<th>Note</th>
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</thead>
<tbody>
<tr>
<td>Digital Cinema Arts</td>
<td>2006</td>
<td>UG—New major</td>
</tr>
<tr>
<td>Applied Arts and Sciences</td>
<td>2003</td>
<td>UG—New major</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>2005</td>
<td>UG—Changed from emphasis to major</td>
</tr>
<tr>
<td>Physical Education composite</td>
<td>2005</td>
<td>UG—Revised HPE major</td>
</tr>
<tr>
<td>Social Work</td>
<td>2003</td>
<td>UG—New major</td>
</tr>
<tr>
<td>Professional Technical Education</td>
<td>2003</td>
<td>UG—New major</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>1997</td>
<td>UG—Changed from emphasis (Sociology)</td>
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<tr>
<td>Counseling</td>
<td>1998</td>
<td>Graduate. Changed from Counseling and Guidance emphasis to major</td>
</tr>
<tr>
<td>School Guidance</td>
<td>1998</td>
<td>Graduate. Changed from Counseling and Guidance emphasis to major</td>
</tr>
</tbody>
</table>
For a complete listing of emphases, minors, and majors added or dropped in the past ten years, please see Appendix B.

**General Education.** Eastern New Mexico University has drawn on several national conferences, including AAC&U’s Asheville Institute on General Education and AAC&U’s ongoing discussion of the role of comprehensive universities in underscoring the importance of a liberal education. In 2001, Eastern’s general education core was revised to focus more effectively on student learning requirements. General education requirements were changed to provide students with skills for the 21st century, specifically with the addition of a computer literacy course (CIS 151 or CS 114) and the requirements of laboratories with all science courses. A required course in nutrition and life-long wellness was added to the one-hour required activities class.

A significant addition to General Education was a three-hour upper division Diversity/Global course required of all non-teaching majors. Interdisciplinary in nature and designed to heighten students’ awareness of cultural diversity and global interconnectedness, these courses reflect the campus commitment to global awareness, civic engagement, and cross-disciplinary thinking. The General Education program continues to undergo revision in 2006–2007, prompted by a mandate from the New Mexico Higher Education Department that limits general education to 41 hours. Modifications to the general education core requirements will be available in the Resource Room. A fuller discussion of the Diversity/Global requirements and ENMU’s general education philosophy appears in Criterion 3.

**Technology.** Probably the most dramatic change at ENMU in the last ten years is the omnipresence of technology, both in and out of the classroom. Students’ need for computer literacy has grown dramatically, but the effect on the business of the campus has been monumental as well. All of these changes have increased the need for ongoing technology training for students and ENMU employees. In particular, opportunities for faculty to update their skills or to add expertise in online course design, management of WebCT, or the use of other forms of teaching technology have been expanded. The addition of a Faculty Resource Center and an Instructional Technologist staff person to assist faculty is evidence of institutional commitment to technology that enhances teaching. Technology has become so deeply a part of life at ENMU that few programs or initiatives exist without a technological component, a situation that will only increase over time. A more detailed discussion of technology resources appears in Criterion 2.

<table>
<thead>
<tr>
<th>Technology at ENMU</th>
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<tbody>
<tr>
<td>Smart Classrooms</td>
</tr>
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<td>Digital Technology</td>
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<td>Wireless Connectivity</td>
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<tr>
<td>Digital broadcast equipment</td>
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<tr>
<td>State-of-the-Art laboratory facilities</td>
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<td>Sungard Banner</td>
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<td>EMAS</td>
</tr>
<tr>
<td>GoalQuest</td>
</tr>
<tr>
<td>Intranet Capability</td>
</tr>
</tbody>
</table>


Changes in Institutional Operations

Staffing and Reorganization. In 2001, ENMU initiated changes in the administrative structure to heighten efficiency. This process began with a review of all academic support positions in an effort to assess critical campus needs and allocate resources to support them. As a result of this review, 30 non-faculty positions were eliminated across campus through attrition and transfers, and 8 new staff positions were created. No employees were released as part of these efforts. The same scrutiny was given to faculty lines, with the resulting elimination of two faculty positions and 19 faculty positions created. These included new faculty line positions in Bilingual Education, Counseling, Education Administration, and an Education faculty member assigned to the Roswell campus, among others.

Complementing the University’s focus on assessment and student persistence, three significant staff positions were added. Following the 1997 accreditation visit, a position of “Freshman Year Coordinator” was created to inaugurate the University’s Freshman Seminar and freshman advising initiatives. In 2003, the role of Student Learning Assessment Coordinator was reassigned from a staff member to a member of the faculty. A full-time grant and contract manager was added in fall 2005, a role previously filled as a part-time assignment. As mentioned earlier, an Instructional Technology position was also added to assist faculty and enhance the use of teaching technology.

In addition to position changes at the institution, the University also reviews periodically its organizational structure and the structure of the four colleges. This occurred most recently in 2002 when consideration was given to the roles of the deans of the smaller colleges. After careful review by an ad hoc faculty committee and campus discussion, the institutional decision was made to maintain the structure of four colleges and a graduate school. The program identity of the four-college structure, and the addition of programs in the smaller colleges, justified retaining the existing administrative structure. The load of the graduate dean has increased from half-time to three-quarter time, reflecting graduate program growth.

Since 2001 additional changes in the reporting alignment of major units have also been made. Admissions, Information Technology, and KENW radio and television now report to the vice president for University Relations and Enrollment Services. Alumni Affairs and Athletics report to the vice president for Student Affairs. For the executive director of Planning and Analysis and Institutional Renewal, new supervisory responsibilities were given in the areas of Advising, Retention, Title V grants, and the Pew Grant. The Center for Teaching Excellence now reports to the dean of the College of Education and Technology. The senior administrative team, the president’s Core Staff, continues to be the clearinghouse and advisory body to the president for major Portales campus or system decisions. The provosts for Ruidoso and Roswell are members of this team, as well as the vice presidents and executive director of the Portales campus. For a more detailed review of formal reporting lines and University structure, the administrative organizational chart is available in Appendix C.
**Facilities.** A new Communications Building houses classrooms, faculty offices, and a new broadcast center for KENW public television and radio station. New apartment-style student residences are currently under construction. Renovations to ENMU-Portales buildings have included improvement to the heating and cooling system, upgrades to the fiber-optic backbone, and a major renovation to Lea Hall. Additional improvements have been made to the Field House, the Campus Union, Greyhound Arena, and the Library. Over $10+ million renovation of the Science building is currently underway. With the successful passage of the 2006 General Obligation Bond, the Music building is scheduled for renovation in spring 2008.

In Ruidoso, expansion into a new facility in 1998 entailed significant renovations to the site, originally a hardware store. Recent additional renovations include expanding the Library, roof replacement, and additional classrooms and office space. (See Criterion 2 for further details.) With the expansion of services and the addition of faculty and staff positions at ENMU-Ruidoso, the facility’s needs will also expand in the coming years. Planned expansions of staffing, facilities, and services are detailed in Ruidoso’s self study and accompanying materials, available in the Resource Room.

Between 2005 and 2010, the University will spend over $40 million dollars in major renovations and infrastructural improvements on the Portales and Ruidoso campuses.

<table>
<thead>
<tr>
<th>Ruidoso Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>HVAC modification</td>
</tr>
<tr>
<td>Smart Classroom and new bookstore</td>
</tr>
<tr>
<td>Expanded library facilities</td>
</tr>
<tr>
<td>Expanded student services facilities</td>
</tr>
</tbody>
</table>

**Policies and Procedures.** In response to state mandates for post-tenure review and Regent interest in merit pay, the University engaged in lengthy campus discussions of “performance pay,” post-tenure review, and the need for increased efficiency of evaluation processes. Since then, the University has implemented a new Annual Performance Evaluation for faculty and staff and a regularized post-tenure review process. In 2002, the post-tenure review was incorporated into the annual review cycle for faculty. The promotion and tenure process for faculty members was considerably simplified in 2002, so that faculty members learn the results of their requests for promotion and tenure earlier in the year. In addition, the policy regarding load for faculty teaching graduate-only courses was revised beginning in spring 2005. The Faculty Handbook details the evaluation processes; the banked load credit policy is available in the Resource Room. The promotion and tenure process is detailed in the Faculty Handbook, and administrative employees are also evaluated annually, with performance pay awarded as a result of these evaluations. Workshops are conducted to acquaint managers as well as those being evaluated with the process and how best to optimize the experience for employees. Forms for these evaluations are available on the web pages of Personnel Services and the processes are detailed in the ENMU Faculty Handbook.

A multiple-year review of all institutional policies and procedures has resulted in a reformatting and updating of the Administrative and Governance Policies and
Procedures Manual, which now appears online as well as in notebooks in key offices and in Golden Library. ENMU policies now use a standard format and are fully indexed. The review and revision process involved consultation between the Office for Planning and Analysis, charged with governance oversight, and all affected constituencies as well as the offices most involved in the policy’s implementation. Policies were checked for accuracy, in some instances with the University’s lawyers. Draft policies were published on the ENMU intranet and presented to the University Council, where comment was solicited from University senates and key constituencies. Policies were publicly discussed, revised, or recommended at the University Policy Committee. Policies endorsed by the Committee were then reviewed by the Board of Regents for final approval. Given the importance of this policy revision and updating project, this review process was followed for new policies as well as all revised policies. The result is high visibility of institutional policies and a more convenient strategy for their access and review.

Distance Education Expansion. ENMU’s commitment to meet student needs has led to the expansion of its distant education sites. In 2005, courses taught by videoconferencing reached sites at Cannon Air Force Base, Clovis Community College, New Mexico Junior College in Hobbs, ENMU-Roswell, and ENMU-Ruidoso. Over seventeen sites now receive ENMU courses through videoconferencing links, including Carlsbad, Logan, and Tucumcari. In addition, ENMU has expanded instructional and student services in Roswell, Hobbs, and Farmington, NM. Onsite instruction and academic advising are features of these new centers. The expansion in Hobbs is an outgrowth of ENMU’s distance education center at New Mexico Junior College. Responding to requests from Farmington residents, ENMU began offering classes there in education and business in 2005.

Fiscal Changes. Funding sources for comprehensive institutions in New Mexico have remained relatively stable in the past ten years, with slight declines in the percent of state revenues supporting higher education, though dollar amounts have continued to edge upwards. Three changes in the state formula have impacted the institution. First, full formula funding for summer courses (prior to this, summer classes were funded at one-third of the academic year formula); second, changes in the funding formula that reward growth of 3% or greater and penalize enrollment declines of 5% or more; and third, state-mandated performance-based funding on specific measures such as student persistence and graduation rates. In 2004 and 2005, ENMU was the only four-year institution to benefit from the increase to the funding formula based on growth.

Like most institutions, ENMU faces rising operations costs that have normally gone unfunded by the state. The largest costs result from maintenance of aging buildings, the
maintenance of technology and electrical infrastructures, health insurance and other mandated fringe benefit costs, and utilities. In the last decade, while maintaining the second lowest tuition in the region, the University has undertaken several changes to enhance the institution’s fiscal strength:

- Diversification of the investments of the ENMU Foundation to increase endowment earnings.
- Innovative plans to pay for utilities renovations through cost savings from these improvements.
- Increased attention to federal and state funding opportunities, including continued funding for the TRiO programs, two Title V grants, and funding from the National Science Foundation and the National Institutes of Health.
- Strategic use of state funds to conduct systematic building and equipment renewal and replacement.

**Enrollment Management.** With the advent of new leadership in University Relations and Enrollment Services in 2001, ENMU has taken significant steps to diversify and expand recruiting efforts. Eastern conducted an analysis of image and branding and, as a result, a new logo, new web page design, and new publication standards were created. The University then began to expand its statewide recruiting presence with targeted recruiting of Hispanics and the use of bilingual recruiters. Four communication plans were established for different student groups, and the commercially developed Enrollment Management Action System (EMAS) was implemented to maintain better recruitment records and data. The result has been a better understanding of the recruiting process and better tracking of recruiting efforts.

**Intercollegiate Athletics.** Eastern has intentionally increased the number and size of its sports teams over the past ten years, adding, since 2000, women’s softball, men’s and women’s cross country, men’s and women’s track and field, men’s and women’s soccer in addition to football, baseball, volleyball, men’s and women’s basketball, and women’s tennis. Sixty students also participate in rodeo, a non-NCAA sport. The number of student athletes has grown to 399 in 2005. As a Division II institution with membership in the National Collegiate Athletic Association (NCAA), ENMU Athletics complies with internal and external regulations. Information on team participation is available in the Resource Room.

**Self Study Process**

ENMU’s interactions with the Higher Learning Commission have continued throughout the decade. ENMU has had three peer reviewers coming from the ranks of its faculty and administration. In both 2004 and 2005, ENMU sent two people to the HLC’s annual meetings and Self-Study Institute.
President Gamble formally appointed the self-study coordinator in the fall of 2004. The self-study team was chosen and appointed in December, 2004. The team is broad-based, with representation from various campus constituencies. Team members who do not currently serve are marked with an asterisk.

**HLC-NCA Self-Study Team**

Linda Gies  History, CLAS, Self-Study Coordinator  
Mary Ayala  Dean, CLAS  
Suzanne Balch-Lindsay  History, CLAS; Office of Retention  
Steve Blakeley  Printing Services  
*Anne Cable  Mathematical Sciences, CLAS  
Patrice Caldwell  Planning and Analysis  
Mary Drabbs  Health and Physical Education, CET  
Joyce Eldridge  Financial Aid  
Michael Elrod  ENMU-Ruidoso  
David Hemley  Finance, COB  
*Thomas Howard  Student Senate Representative  
Romelia Hurtado de Vivas  Education, CET  
Kathy Knoll  Comptroller  
Marvin Lutnesky  Biology, CLAS  
Merlene Olmsted  Family and Consumer Sciences, CET  
Orlando Ortega  Broadcast Center; mayor, City of Portales  
*Jennifer Poyer  Publications  
Tamara Raatz  Music, CFA  
Sue Strickler  Political Science, CLAS; Coordinator, Student Learning Assessment  
*Kori Totten  Student Senate  
Michele Wood  Golden Library

The self-study team, representing all sectors of the University community, began meeting in January 2005. This began with training in and exploration of the five criteria and core components. The University president provided the self-study team with goals for the self-study process, encouraging candid examination of the University for the purpose of institutional improvement. The team completed a timeline and self-study design in April 2005, choosing to use HLC’s five criteria as the organizing structure for the report. In April and May 2005, the team formed five subcommittees based on the five criteria, to expand campus participation in the report. Two or three members of the self-study team co-chaired each subcommittee. The president’s memorandum, the membership of the subcommittees, the timeline, and the self-study plan are available in the Resource Room.
The criterion subcommittees began meeting in the fall of 2005, after returning to the University for the fall 2005 semester. They had extensive material available from the faculty workshops and were able to use faculty input as they determined the topics for inclusion in their chapters and rough outlines of the chapters. The team and subcommittees also prepared questions to better understand the criteria for Dr. Mary Breslin, BVM, ENMU’s HLC liaison. During her visit to ENMU in October 2005, Dr. Breslin met with University administrators and the self-study team.

In the spring of 2005, the self-study team also began designing the unit self-studies, both those for academic units and for academic support units. A subcommittee composed of a dean, assistant dean, former dean, and the self-study coordinator prepared self-study guidelines for the colleges. Another subcommittee composed of self-study team members from the professional staff and the self-study coordinator prepared self-study guidelines for the academic support units. These two groups completed their reports in the summer of 2006.

The academic departments prepared for intensive program reviews in 2005 and 2006. Determining that it was neither practical nor useful to have the departments prepare additional self-study materials because the program review documents were so thorough, the self-study team decided that the program reviews were sufficient for the self-study. All departments completed their submissions in 2006. Copies are available in the Resource Room.

The self-study subcommittees worked on criterion chapters throughout the academic year 2005–2006, completing outlines or talking points by summer 2006. Drafting of the chapters began in the summer of 2006 and continued until December 2006. First the outlines, then the drafts themselves, were placed on the University’s intranet, InsideENMU. All members of the community were asked to review the materials and provide feedback.

In August 2006, at the Back-to-Campus sessions, the entire ENMU community received information regarding the report and the upcoming March 2007 visit. Faculty participated in intensive workshops exploring the major points in the drafts; they commented and provided feedback, suggestions for revision, and any corrections.

In fall 2006, the self-study coordinator met with the Student Senate. Senators formed a committee to review the draft and give their viewpoints as students and suggestions for the final revision. (See the Resource Room for the membership of this committee.)

The self-study subcommittees continued to provide revision suggestions throughout fall 2006. In November, the self-study team met to contribute final revision suggestions. Final revisions took place from November 2006 to January 2007. A final review of the self study by the ENMU community is scheduled in January 2007.
Conclusion
ENMU has undergone significant changes during the past ten years. Through staffing realignments, resource allocation, facilities planning and enhancements, and adjustments to changing student demographics, the institution is stronger than it was a decade ago. At the same time, it faces new challenges in terms of declining population in the region, a changing political climate for higher education in New Mexico, and transitioning the University into the digital age. As will be seen in the chapters ahead, Eastern has carefully and strategically designed its resource allocations, processes, and policies to meet the needs of present and future students and its other valued constituencies.
Criterion 1

Mission and Integrity

Eastern New Mexico University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.
Criterion One

Introduction—Linking the Past to the Present

Eastern New Mexico University traces its mission to its origin as a state institution provided for in the Constitution of the State of New Mexico adopted on January 21, 1911. Its original purpose was to serve the eastern part of the state as a normal school. Its mission has evolved as Eastern has grown from a two-year institution, to a four-year college, to a comprehensive university granting master’s degrees. It has changed as Eastern developed from a single campus with only classroom-based instruction to become a multi-campus system offering alternative modes of course delivery.

Throughout these changes, Eastern remains a self-regarding institution. While cognizant of its origins, the University understands the dynamic relationships that shape its mission. Its current mission reflects its status as a regional, comprehensive institution serving the needs of a diverse, rural community and the greater society. The mission emphasizes student learning and excellent teaching as the cornerstones of institutional activity.

Core Component A

Eastern New Mexico University's mission documents are clear and articulate publicly its commitments.

Eastern New Mexico University articulates its commitments in several documents. Chief among these is the mission statement itself followed by the vision statement. Both documents are available in undergraduate and graduate catalogs, on the University website, in the Portales campus student handbook, and the mission is printed on a business card for easy distribution. The mission and vision statements are routinely shared with faculty and staff at opening meetings for the fall semester and reinforced in other faculty and staff meetings.

These two statements, the mission and the vision, provide the framework within which the University operates and through which all activities are conducted. As will be shown, the University’s strategic planning goals are derived from the mission. Academic and academic support units alike associate their respective missions with Eastern’s overarching mission. These documents inform the process for the assessment of student learning outcomes. As such, they are living documents that can be seen in the daily activities of the campus.

Mission Statement

ENMU’s mission statement reflects its status as a public, comprehensive university offering degrees at the associate’s, baccalaureate’s, and master’s level. The mission statement
incorporates the technologies by which the degrees are made available and the type of
learning environment in which students may pursue their programs. It is based on the
concept of student success, and includes a section on the focus of the University.

**ENMU Mission**

Eastern New Mexico University combines a traditional learning environment with 21st century
technology to provide a rich educational experience. Eastern emphasizes liberal learning, freedom
of inquiry, cultural diversity and whole student life. Excellent teaching and active learning define
campus relationships. Scholarship, both primary and applied, cultural enrichment, and professional
service are also important contributions of the university community.

ENMU, a state institution offering bachelor’s and master's degrees, serves students from New
Mexico, other states and other nations. Educational programs are offered at the Portales campus
and also by interactive distance education, public broadcast television, and a branch/community
college in Roswell, New Mexico, and Ruidoso, New Mexico.

Eastern’s Focus

- Prepare students for careers and advanced study,
- Impart citizenship and leadership skills and values,
- Support and expand the role of education and excellent teaching at all levels,
- Enable citizens to respond to a rapidly changing world.

**Vision Statement**

The vision statement describes, in the words of president Steven Gamble, “the
university Eastern aspires to be.” ENMU envisions continuing its mission of student
success, lifelong learning, and regional service for its community members who will
live in a global and increasingly technological world. It appears along with the mission
statement in institutional publications. (See Appendix C.)

**ENMU-Ruidoso Mission**

ENMU-Ruidoso is Eastern’s newest branch/community campus. It offers certificate
and associate degree programs in academic and vocational areas and hosts upper-
division and graduate courses from the Portales campus. The Ruidoso campus mission
incorporates many of the aspects of the mission of the University as a whole. In addition,
it includes purposes within the mission and vision that are specific to the campus and
that recognize its relationship to the region it serves. Specifically, while providing lower
division academic preparation, ENMU-Ruidoso also sees as its mission work force
education and training services, adult basic education, and institutional leadership in the
economic development of the region. ENMU-Ruidoso’s focus includes “contributing to
the economic viability and well-being of our community.” As does the Portales campus,
the Ruidoso campus includes its mission and vision statements in its catalog. (See
Appendix D.)
Board Approval of the Mission Statement

The Board of Regents formally approved the mission statement for the University on March 12, 1996, prior to the last comprehensive visit in spring 1997. The statement incorporated ideas from all campus constituencies. The vision statement is the more recently updated of the two documents. With the arrival of the current president, a new vision statement was drafted and shared with all campus constituencies.

University Slogan:
Student Success—That’s what it’s all about!

The values and philosophy articulated in the mission and vision can be encapsulated in the University’s slogan: “Student success—that’s what it’s all about!” The use of this slogan displays Eastern’s long-articulated core value that student learning is not restricted to the classroom and, that while faculty are the primary instruments for learning, student learning extends far beyond the curriculum. Student learning is thus broadly defined and is central to all institutional activities. This slogan reflects the idea that meeting students’ academic, social, career, and personal needs is the central mission of the institution.

Accomplishment

ENMU’s mission and vision statements are clearly articulated and available online and in University publications. The Ruidoso branch provides clear and public statements about its unique mission as a part of the ENMU system.

Interaction within the System

Administrators on all three campuses have a role in decision making in system matters. The University also provides structures and processes that assure regular communication and alignment of missions across system campuses. Examples include:

- Three-campus retreat bringing together the executive level administrators from Portales, Ruidoso, and Roswell.
- Shared “Banner” management information system. Roswell has one instance or database, while Ruidoso and Portales share the same database. Select employees from each campus have access to data in both instances.
- One-system admissions application. (The student may use one application form to apply for admission through any of the three campuses.)
- Consultation across campuses regarding curriculum, shared course numbers, and course descriptions.
- Shared WebCT. The server for the WebCT system to support web and other courses is housed at the Roswell campus and shared by the other campuses.
• Joint building project planning (most recently for residence halls in Portales and Roswell).
• Joint lobbying efforts with the state legislature and the national congressional delegation.

Challenges

As a multi-campus institution in an age of rapid change, Eastern faces challenges in the articulation of its mission. During the self-study process, some expressed concern that perhaps Eastern could and should take additional measures to make its mission more visible on campus, both in publications and throughout the educational experience. Strategies such as posting copies of documents in buildings and classrooms were identified to answer this concern.

During the self study, constituents also engaged in discussions about the mission. Their conversations affirmed the mission and Eastern's commitment to liberal learning. Some, however, raised questions about the currency of the mission statement and the need to undertake a more extensive mission review particularly regarding distance education, 21st century technology, and a changing global environment. While no consensus to change the mission evolved from the discussions, the University determined that periodic, systematic review of the mission would be beneficial in the near future. ENMU will conduct a comprehensive mission review in conjunction with the next strategic planning cycle.

Opportunity for Improvement

ENMU can formally revisit the mission statements periodically to ensure that they reflect the dynamics of the University’s engagement with a changing global environment.

Eastern also faces challenges as a multi-campus institution with an overarching mission and missions specific to the Roswell and Ruidoso branches. The Portales campus houses the four-year and graduate programs along with five two-year programs. Roswell and Ruidoso branches offer two-year programs in both academic and technical areas, and they host upper-division and graduate courses from Portales and, in some cases (e.g., social work and dental assisting), from other institutions. The campus-specific missions reflect the fact that the two different kinds of campuses within the system have different kinds of relationships with and responsibilities to their respective communities. Indeed, state funding structures, existence of local mil levies for branch/community colleges, national versus local hiring practices, internal campus processes, and unique campus cultures serve to underscore mission differences and campus responsiveness.

These differences create challenges and a predictable tension in working as a system. They were a contributing factor in the early 1990’s to a situation that could have resulted in the termination of the formal relationship between the Portales and Roswell
The University faces the proverbial two-horned dilemma. On one hand, the Portales campus may seem to value traditional academic programs over the immediate needs of the region it serves. On the other, Roswell and Ruidoso campuses may prefer to respond promptly to constituency demand, even before programs are fully vetted and refined. As Eastern continues to evolve as a system, it is challenged to better understand the unique campus environments within its system and to better articulate its multi-campus mission with unique missions at each campus.

### Opportunity for Improvement

ENMU can better articulate its mission as a multi-campus system and support the implementation of unique missions at each campus.

### Core Component B

**In its mission documents, Eastern New Mexico University recognizes the diversity of its learners, other constituencies, and the greater society it serves.**

Eastern New Mexico University’s mission documents emphasize a commitment to diversity in various ways. One may be seen in the mission statement itself with the statement that, “Eastern emphasizes … cultural diversity.” It further identifies cultural enrichment as an “important contribution of the University community.”

The second paragraph of the mission provides some indication of the types of diversity by the defined service region as is reflected in its designation as a Hispanic-Serving Institution (HSI) in 2001, shortly after Roswell’s designation. Eastern is a regional comprehensive institution serving the needs of an ethnically diverse region. The mission statement broadens the perspective on ethnic diversity by including other states and other nations. The student demographics reflect the diversity of the service region.

As can be seen from the following table, about 38% of Eastern’s students identify themselves as members of an ethnic minority group.

<table>
<thead>
<tr>
<th>Fall 2005 Students</th>
<th>Portales Campus</th>
<th>Ruidoso Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>57</td>
<td>1.4</td>
</tr>
<tr>
<td>African American</td>
<td>257</td>
<td>6.3</td>
</tr>
<tr>
<td>American Indian</td>
<td>109</td>
<td>2.7</td>
</tr>
<tr>
<td>Asian</td>
<td>41</td>
<td>1.0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1085</td>
<td>26.8</td>
</tr>
<tr>
<td>White</td>
<td>2344</td>
<td>57.9</td>
</tr>
<tr>
<td>Unknown/No Response</td>
<td>159</td>
<td>3.9</td>
</tr>
<tr>
<td>Total</td>
<td>4052</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The University’s commitment to diversity can best be summarized from the Vision Statement:

The Eastern community envisions a university where each faculty and staff member instills in one another and in the students a sense of social and cultural awareness and responsibility. The University accomplishes this by embracing ethnic, racial, and cultural diversity as a core value and by actively building greater diversity among students, faculty, and staff. This environment facilitates personal and social growth for all members of the University community.

This philosophy permeates curricula, campus activities, and institutional policies.

ENMU is committed to affirming and fostering the study of ideas and values in an environment that supports each person’s full development. To that end, the University seeks a diverse mix of employees and students, an enriched curriculum, and campus programming and staff development that incorporate global and diversity issues. This vision is embodied in the institution’s strategic plan and the accompanying objectives. (Appendix E, Strategic Plan)

The commitment to diversity extends beyond words and documents. As will be seen later in the report, Eastern commits extensive resources to support the diversity it values. It does this through infrastructure, programs, and personnel. It seeks to attract and retain a diverse campus population through national advertising of faculty and administrative positions, vigilance of EEO policies, and extensive recruiting of students from around the state. (For information on employee demographics, see Criterion 2.) The rise of student diversity suggests the need for a more diverse faculty to serve as role models. This is a challenge for any institution. In serving a region that is geographically isolated from major metropolitan areas, Eastern recognizes the need to expand its perspective of diversity to include a broader awareness of national and global issues.

In the 2005 National Survey of Student Engagement (NSSE), ENMU students report participating in diversity-related experiences at a slightly higher rate than their peers at selected peer institutions. Eastern’s freshmen, especially, benefit from exposure to programming related to diversity. A fuller discussion of ENMU’s diversity programming and its assessment is included in Criterion 3. A copy of the NSSE report for 2005 is available in the Resource Room.

Eastern’s student population is diverse in many other ways. About 36% of its students are considered non-traditional with respect to age. While students begin as full-time students in their freshmen year, by the time they are seniors they are increasingly attending part-time, and are working and/or caring for dependents. Students also bring with them many different abilities, and about 10% have some type of circumstance requiring special accommodations.
Eastern includes offices and organizations that both provide services to diverse student populations and heighten awareness of diversity on the campus through activities, speakers, and other forums. The Multicultural Affairs Office assists in the promotion of activities, events, and organizations that promote cultural diversity and awareness throughout the campus community. It is an umbrella organization supporting the African-American Affairs, Hispanic Affairs, International Student Affairs, and Native American Affairs offices. ENMU also has an active Non-Traditional Student Affairs office. In addition, the office of Disability Services/Testing provides support for students and training for faculty.

ENMU-Ruidoso has included “recruitment and retention of a diverse student population with special emphasis on Mescalero Apache Tribal members and our growing Hispanic population” in its planning. To that end, ENMU-Ruidoso offers college coursework and community education classes that reflect the rich heritage that the institution serves. Recent offerings include Mescalero Apache history, language, and culture classes and courses that illuminate Lincoln County’s history.

### Accomplishment
The mission and vision statements as well as the Strategic Plan all emphasize diversity as a core value.

### Core Component C
**Understanding of and support for the mission pervade Eastern New Mexico University.**

Eastern recognizes the importance of clear understanding and support for its mission by all constituents. As will be seen in later criteria, the University carefully allocates resources in support of the mission. The result is a well-maintained traditional campus with modern technology and a learning environment supportive of students. Aside from the aspects of the campus that are self-evident, e.g., the facilities, smart classrooms, distance education systems, the curriculum, and so on, the University also demonstrates a clear understanding in less visible ways. What follows then is more evidence of different ways the mission is understood and supported.

**Units Understand their Link to the Mission**

That academic departments and administrative units understand their link to the mission can be seen in the strategic planning process. Each year with the submission of the strategic plan, units are asked to articulate their mission and its relationship or link to the institutional mission. A review of the strategic plans reveals commonality of missions and an understanding of that mission.
Strategic Decisions and Planning and Budgeting Priorities are Mission-driven

Criterion 2 demonstrates that planning and budget priorities start from the institutional mission and are developed or clarified through campus consultation. These priorities are then reflected in the institution’s strategic plan and budget allocations.

Administrative and Academic Goals are Congruent with the Mission

Each administrator is responsible for the development of mission-driven annual goals. These goals are shared with the supervising administrator. In addition, each summer at an administrative retreat, unit administrators are asked to present their goals for the coming academic year and identify necessary collaborative actions for goal implementation. Administrative and academic goals for 2005–2006 are available in the Resource Room.

Faculty and Administrative Hiring Practices Support the Mission

Practices that encourage the hiring of faculty and administrators who understand and support the mission of a regional comprehensive university are vital in sustaining campus support for the mission. During interviews with prospective employees, supervisors stress key core values and activities of Eastern: commitment to teaching, student diversity, assessment, strategic planning, and research and creative activity. The goal is to be clear at the beginning about the focus of Eastern in an effort to assure a good fit with employees. The core values and activities are again stressed during new employee orientations.

The Mission is Congruent with Students’ Goals

ENMU has a history of assessing the congruity of its mission with the goals and lives of its students. Use of the Cooperative Institutional Research Program (CIRP) Freshman Survey dates to the 1980’s. Eastern used the student self-reported data to examine students’ readiness for college, persistence potential, and skill level self assessment. CIRP data and trend-data for ENMU CIRP results are discussed in issues of the DataWave, available in the Resource Room.

The National Survey of Student Engagement documents that Eastern’s students hold values and goals that dovetail with the mission of the University. Critical thinking and acquiring a broad general education were the two academic skills that Eastern students, both freshmen and senior, valued highly. Freshmen also valued learning to use information technology and to work effectively with others. Seniors rated third the acquisition of job or work-related knowledge and skills. Students expressed support for a rich educational experience in a traditional environment with 21st century technology. Their goals were to prepare for careers and life in a rapidly changing world.
Students’ confidence in ENMU was affirmed by community comments elicited during the summer and fall of 2006. ENMU asked community members to complete a survey regarding their perception of how well ENMU fulfills its mission. Two hundred and eighty-two people from the local community, including service organizations and participants in Portales Heritage Days, completed the survey with the following results:

<table>
<thead>
<tr>
<th>Eastern New Mexico University:</th>
<th>Agree</th>
<th>Disagree</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepares students for careers and advanced study</td>
<td>271</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Imparts citizenship and leadership skills and values</td>
<td>260</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Supports and expands the role of education and excellent teaching at all levels</td>
<td>245</td>
<td>28</td>
<td>9</td>
</tr>
<tr>
<td>Enables citizens to respond to a rapidly changing world</td>
<td>237</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>Supports multicultural awareness and multicultural education through programs, speakers, and other events</td>
<td>252</td>
<td>21</td>
<td>9</td>
</tr>
</tbody>
</table>

These results indicate that the local community perceives ENMU to be fulfilling its mission. A full summary of the survey results is available in the Resource Room.

**Core Component D**

**Eastern New Mexico University’s governance and administrative structures promote effective leadership and support collaborative processes that enable the University to fulfill its mission.**

Both the governance structure and the administrative structure have been developed and refined over time to enable the University to fulfill its mission. The University uses formal and informal processes to promote effective leadership and support collaborative programs.

**Administrative Structure—Portales**

As can be seen in the organizational chart (Appendix C) the University follows a traditional approach to its administrative structure. The University is governed by a Board of Regents. The president is the chief executive for the three-campus system. Four vice presidents, an executive director, the internal auditor, and the provosts of the two branch campuses report directly to him. The next level of administration includes various unit directors and deans who report to the vice presidents.

**Board of Regents.** As stipulated in the Constitution of the State of New Mexico, Eastern is governed by a five-member Board of Regents. Regents are nominated by the state Governor and confirmed by the state Senate. Regents must be qualified electors of the
state. No more than three at the time of their appointment shall be members of the same political party. The terms of the members are six years with the exception of the member who is also a student. According to the constitutional amendment passed in 1994, the Regent who is also a student serves a two-year term. (Constitution, Art. XII, §12-13) All five board members have full voting powers.

Dr. Jay Gurley, president
Mr. Alva Carter
Mrs. Pauline Ponce
Mr. Diego Espinoza (student)
Mr. Marshall Stinnett

Clov
Portales
Roswell
Portales
Portales

Regents have constitutional authority for the “control and management” of the University. The Board has “power to sue and be sued, to contract and be contracted with, and the title to all property belonging to … [Eastern].” Other responsibilities delegated within the Constitution include the hiring of the chief executive officer, determination of programs to be offered, and determination of compensation.

Board of Regents’ Relationship with Branch Campuses. The relationship between a two-year and a four-year institution is voluntary. A general operating agreement sets out the responsibilities of both parties. The agreement must be approved by the Board of Regents and a community college board, and it is subject to periodic review. These agreements can be rescinded by either party. The operating agreement for the Ruidoso campus is available in Appendix D. Both the Roswell and Ruidoso agreements are available in the Resource Room.

ENMU-Ruidoso Community Involvement in Governance. As a two-year branch campus, ENMU-Ruidoso is required to have advisory bodies. These bodies are the College Board and the Community College Advisory Council. The former has authority over taxing and local bonding, calling board elections, and other fiscal issues relating to the campus, and also serves in an advisory capacity to the ENMU Board of Regents. The Advisory Council serves as a sounding board for the provost and a rich source of community input. For current membership on the Community College Board and Community College Advisory Council see Appendix D. The operating agreements for both the Ruidoso and Roswell campuses are available in the Resource Room.

President. The President is the chief executive officer of the University. He is responsible for implementing programs, policies, and procedures established by the Board and for the day-to-day running of the University. The operating manual for the Board of Regents (available in the Resource Room) provides specifics about the interactions of the president with the Board.

Qualifications of Personnel and Commitment to Mission. Eastern’s administrators are well-qualified and experienced leaders. The core administrators are the president,
four vice presidents, executive director, and provosts of the Roswell and Ruidoso branch campuses. Each has more than 25 years of experience in higher education. This group serves as the president’s Core Staff and meets regularly to exchange information and discuss University initiatives. The president has nine years experience as president at another comprehensive university before joining Eastern over five years ago. The two newest members of the team are the provost of the Ruidoso campus, who joined Eastern two years ago from the branch campus of another New Mexico university, and the vice president for Academic Affairs who came a year ago. Résumés and job descriptions for all administrative positions are located in the Resource Room.

The next level of administration consists of an assistant vice president in Academic Affairs, five deans, and 23 directors at the Portales campus. This group of administrators has the common characteristic of reporting to the president, a vice president, executive director, or assistant vice president. They have “at will” or professional contracts. Their responsibilities include supervision of personnel and budgets.

This second level of administrators might be considered two groups with distinct characteristics. The directors or professional category tends to have the greater longevity at Eastern. The smaller “at will” group, assistant vice president and five deans, are more variable in their terms of service. While the graduate dean and assistant vice president have been in their current positions eight and 16 years respectively, the four college deans are all relatively new to their positions.

Eastern has 20 academic department chairs and a program director to lead the academic units within the colleges. These individuals are chosen for their experience at ENMU, their familiarity with University policies and procedures, and their leadership ability. The administration holds training for all chairs in the University, and college deans also provide training as well as guidance for chairs. College councils meet, on the average, bimonthly where chairs further learn about the University’s policies and procedures. Chairs also are responsible for coordinating their departments’ strategic plans, assessment plans, and reports.

**Support for the Mission.** That the administrative leadership members understand Eastern’s mission and the role of a comprehensive institution can be seen in their performance in their positions. At the executive leadership level, the president has 14 years experience as president in comprehensive universities. The vice presidents and executive director also have spent their careers at comprehensive universities. The two branch campus provosts have extensive experience within branch campus systems. All are attracted to the kinds of campuses on which they serve and the missions that come with such campuses. Their support for the mission can be seen through their decisions and actions as reflected in unit policies and practices, minutes of committee and staff meetings, strategic plans, and other documents.
**Challenges.** One of Eastern’s most obvious challenges has been the turnover in academic leadership. The hiring of the College of Education and Technology dean in January 2005 was the first in a series of hires every six months for other members of the Academic Affairs leadership team. Though these new hires were prompted by a mix of retirements and resignations, approximately two years of continual turnover has presented some challenges and opportunities for Eastern. It has taken time for the academic leadership team to stabilize and form a cohesive unit. Much attention has been given to sharing institutional “memory,” practices, and procedures with newer team members. This training will continue because in the fall 2006, half of the department chairs were new to their positions. While Eastern must spend considerable time in training and orientation, it also enjoys the benefits of different perspectives and approaches for carrying out the mission.

Another challenge for leadership is uneven representation of gender and ethnicity. Among the eight executive administrators, three are women including a vice president, executive director, and branch campus provost. More than half the department chairs are women. None belongs to an ethnic minority. A campus in which 37% of the students are ethnic minority may suggest a need for greater diversification of its work force. A more complete profile of employees by ethnicity and gender is provided in Appendix F.

**Opportunity for Improvement**

Eastern can continue to address the issue of diversity of personnel throughout the work force.

**Governance Structure**

The current governance structure was conceived and initially developed as a result of the 1974 North Central Association accreditation visit. Task forces were created to develop a consultative governance structure to serve the institution. The task forces extensively used focus groups involving hundreds of participants. Out of this effort came the articulation of a *Statement of Governance* that sets forth policies and procedures through which governance processes shall work. The current *Statement* was approved by the Board of Regents on May 15, 1987, and amended most recently in November 2005.

Responsibility for development of University policy is shared by administrators and representatives of effected constituencies. The governance structure and procedures are designed to ensure participation by and/or consultation with the entire University community. Governance is founded on the principles of disclosure, responsiveness, and accountability.

At the Portales campus, the steering committee for governance is the University Council. It reviews governance processes and directs actions to the various constituency senates, standing committees, or other groups. It maintains and evaluates the governance
processes of the University. Voting membership includes executive administrators, six faculty, and the president and vice presidents of the senates for professional employees, support staff, and students. The Council elects a chair from among its faculty members.

Administrative decisions are informed by input from the constituency senates and the committees and councils of the University. A reporting flow chart of the University’s major committees and councils appears in Appendix C.

ENMU-Ruidoso has begun to craft an independent academic structure in keeping with its new status within the ENMU system as a branch/community college. Creation of a dean of Student Learning position and of an Academic Council, comprised of full-time departmental lead faculty, insure that Ruidoso can monitor its growth responsibly and responsively, as its service role within Lincoln County grows. The dean of Student Learning and the Academic Council have already undertaken significant catalog revisions to reflect new courses and certificate offerings.

**Accomplishment**

The University regularly monitors governance procedures and publishes minutes of committee proceedings for campus review.

The governance process differentiates between University standing committees, standing committees of the constituency senates, ad hoc committees, and councils. All are consultative groups. The governance structure includes senates of four of the five constituencies, i.e., students, faculty, professional employees, and support employees. The exception is at-will administrative employees. Committees report through the constituent assemblies to a vice president or executive director.

A governance review committee is appointed periodically (most recently in 2002–03) to review governance effectiveness and efficiency. At the last review, several recommendations to disband some committees and combine others went to a constituency vote. Several improvements to governance have been implemented, including: (1) closer consultation with the constituencies to assure prompt appointment of members to committees; (2) online posting of committee rosters, charges, and meeting minutes; (3) preparation of summaries of committee and council minutes for University Council, the major organ of governance; (4) sharing of college council minutes with faculty; (5) steady collaboration between Faculty Senate and the University president and vice president for Academic Affairs (both of whom attend all Faculty Senate meetings to provide a University update) to address identified concerns; and (6) senior administrative presence at Professional Senate and Support Senate meetings to address any concerns.
Governance Challenges. In preparing for this self study, some faculty members indicated that they found governance to be “burdensome” or “cumbersome.” In the smaller colleges, there are fewer people available to represent their colleagues than in CLAS and CET; therefore, one individual may serve on several University standing committees, a responsibility that could easily feel burdensome. In 2002 and 2003, university standing committees were reorganized to reduce this type of burden; however, for CFA and COB faculty, the problem remains. Another explanation for the concern over governance may be a failure of communication. While committee minutes are available on the ENMU website, they must be approved before being posted, delaying the availability of information. In the last several years, minutes of the Deans’ Council and some of the college councils have been sent to all faculty through email. Major university-wide committees such as General Education and Curriculum, however, post minutes to the website. ENMU must continue to find ways to make governance a transparent process to the University community.

Opportunity for Improvement

ENMU can make its governance procedures more transparent to the ENMU community.

Another concern faculty members have raised is the administrative use of ad hoc committees, rather than standing committees. Such committees have been created in the last five years to reorganize standing committees, to propose college reorganizations, and to plan for faculty professional development, among other issues. In most instances, these ad hoc committees addressed issues for which there were no appropriate standing committees; however, ENMU must monitor the use of such bodies and ensure that issues are considered by the standing committees whenever possible.

A third challenge is the result of ENMU’s growth as a system in the last decade. While the University monitors governance processes and regulates representation of constituent groups within a given campus, it is more difficult to insure consultation across the three-campus system, except at the executive administrator level. The growth of distance education, for example, has recently highlighted differences in procedures and in seemingly mundane issues such as registration schedules. Because the University is committed to planning its operations in ways that harmonize with local communities’ needs and with the structures and missions of the local campuses, disconnects among the three campuses can and do occur. Joint membership on key committees could, in the future, address this concern.

Shared Responsibility for Curriculum. The use of collaborative processes is demonstrated in the University’s curriculum process where faculty and administrators share responsibility. Most proposals for curriculum revisions and new programs
originate with program faculty and move through a series of steps including reviews by the college council and dean, the appropriate curriculum review committee (Curriculum Committee, General Education Committee, Graduate Committee), and the academic vice president.

The academic vice president has final authority over most curriculum proposals. Depending on the nature of the proposal, he may choose to consult with program leadership, the college dean, or committee members, or he may act based on the written recommendation presented to him. If the proposal is for the creation of a new major or degree, the role of the academic vice president changes to one of recommender to the president. The president then submits the proposal to the Board of Regents for approval. Proposals for new graduate majors and degrees receive external review and approval through statewide councils of graduate deans, academic vice presidents, and the New Mexico Higher Education Department (HED). In the case of new undergraduate majors and degrees, approval for a Classification of Instructional Programs (CIP) code is given by the HED.

Proposals for new programs are more likely to be initiated outside of academic departments. Campus administrators may recognize opportunities for new programs that are not part of existing departments. The most recent examples of such programs at Eastern include the majors in Professional Technical Education and in Applied Arts and Sciences. These programs indicate commitments to existing processes and consultation as well as tensions that can be generated during these processes. In particular, the proposal for these majors and the new degrees of Bachelor of Occupational Education and Bachelor of Applied Arts and Sciences had no departmental sponsor and thus no obvious departmental or college champion. Targeting transfer students with a two-year technical or vocational degree, these degrees represented a departure from the norm. The approval processes for these majors revealed a predictable tension between faculty accustomed to initiating all curriculum changes, as opposed to filling roles as approvers and implementers of programs initiated from outside their ranks. Given the University’s commitment to serve the needs of its internal and external constituencies, such issues of governance require careful consideration.

**Effective Communication.** Eastern relies on formal and informal processes to communicate effectively and to facilitate sound decision-making. In addition to communication through standard administrative and formal governance lines, Eastern uses other opportunities to communicate and to inform campus leaders.

- A summer administrative retreat for the three campuses’ executive administrators focuses on major issues and the goals of each campus for the coming year. Administrative retreats are also held for the Portales campus allowing executive administrators and deans to discuss unit goals for the upcoming year.
- Fall campus-wide breakfast to introduce new employees and identify key initiatives for the year.
• Fall Back-to-Campus meetings required of all regular University employees. Includes presentations from major sectors of the campus on issues like FERPA, confidentiality, sexual harassment, affirmative action, insurance updates, safety, campus events, and progress on major initiatives.

• Management Information Exchange (MIE) meeting held at least once during each fall and spring semester for executive administrators, directors, and deans.

• General meetings of faculty and staff hosted by the president at least twice each fall and spring semester. Members of the president’s Core Staff also present or respond to questions.

• The *Monday Memo*, an electronic newsletter, distributed to all campus employees.

• Broadcast emails to provide time-sensitive information to all students, faculty, and staff.

**Communication Concerns.** Communicating within a three-campus system presents challenges. While the University has systems in place for sharing data and information, few processes encourage personnel to communicate with colleagues at sister campuses. This is particularly an issue for academic programs when curricular changes at one campus have an impact on other campuses. Programs are expected to communicate with other campuses prior to submitting a proposal, but there is no confirmation that this consultation occurs.

The use of administrative and governance structures to communicate provides broad opportunities to share information. At the same time, communication breakdowns frequently occur. Committee representatives may speak for their units without consulting their colleagues about issues. Similarly, unit managers may not see the importance of sharing information promptly and regularly with staff. The variety of venues through which information is shared is designed to minimize these problems.

**Core Component E**

**Eastern New Mexico University upholds and protects its integrity.**

In its vision statement, Eastern articulates an expectation that forms the foundation for operating with integrity: “well-qualified and caring faculty and staff who treat each other with respect and work together to accomplish institutional goals.” It further envisions an institution in which members “instill in one another and in the students a sense of social and cultural awareness and responsibility.” The key word here is *responsibility*. This vision extends far beyond the relationships with students or immediate colleagues to encompass relationships with all constituents, whether internal or external. It guides the development of policies and procedures, the wise use of resources to protect the institution into the future, and the protection of public trust.
Upholding Expectations

Articulating Expectations. The expectation that each member of the University community will treat others with respect assumes that individuals know what is expected of them. To that end, Eastern establishes policies and procedures that articulate employee rights and responsibilities and that set limits for appropriate behavior in the workplace. The most basic of these is the “Bill of Rights and Responsibilities for All Members of the University” available in the *ENMU Statement on Governance* and the “Student Code of Conduct.” Both of these documents state the obligations of Eastern and all members of the University community to respect the basic civil rights of all constituents and delineates their rights in the educational process. These rights and responsibilities, along with state and federal law, guide the policies found in constituency handbooks. Such policies deal with privacy, due process, sexual harassment, safety, equal opportunity, drug use, and more recently, conflicts of interest.

Disseminating Expectations. Articulation of expectations may do little to shape the behavior of an institution if the expectations are not disseminated widely. Policies appear in the *Policies and Procedures Manual*, which has been reformatted, updated, and posted online; constituency handbooks for students, faculty, support staff, and professional staff; and undergraduate and graduate catalogs (available online and in print). Policies relating to students are explained and discussed in Freshman Seminar.

Employee contracts also articulate the expectation that University personnel will abide by state laws and the rules, policies, regulations, and directives of the institution. Back-to-Campus meetings reinforce compliance with policies such as FERPA and sexual harassment. These meetings also introduce new policies such as a conflict of interest document signed by all employees, introduced in the fall of 2006.

Other guides have been developed to help orient personnel to workplace expectations. These include the guides for graduate assistants and department chairs on unit internal policies, and, for the Ruidoso campus, a guide for adjunct faculty.

Vigilance in Protecting Rights. Published and disseminated policies are only part of the picture for protecting the rights of individuals. Eastern's infrastructure and procedures address allegations that rights have been violated and assist managers making personnel decisions to insure that they act in accordance with policy. The Office of Personnel Services and the Affirmative Action/Grievance officer are central points for helping the University protect the rights of its people. In addition, the University insuresthat all employees are informed of their obligation to report violations of such policies. The University takes violations seriously and last year terminated contracts of two employees following investigations into policy violations. The Human Subjects and the Animal Care and Use committees provide oversight and protection for research participants.

Student Integrity. Students learn of Eastern's policies and expectations of integrity beginning their first semester. Freshman Seminars discuss the “Student Code of
Conduct,” the University’s expectations with respect to issues such as academic honesty and plagiarism, controlled substances (Drug-Free Schools Act) and alcohol, sexual misconduct, and firearms, among others. The vice president for Student Affairs is responsible for administration of the Code. The Code delineates the procedures and appeal rights of students under these provisions. Students may have their cases heard by a Student Discipline Committee, an adjudication officer, or a judicial body. The student may appeal any decision to the president of the University.

While faculty members regularly inform students of policies pertaining to academic dishonesty, the University has attempted to find standard procedures to avoid instances of dishonesty such as plagiarism. Many instructors require students to submit written work through commercial anti-plagiarism software. This software eliminates much concern about the honesty of student work and helps many students, unclear on the concept of plagiarism, learn what is not acceptable.

Accomplishment

Eastern New Mexico University clearly articulates, exercises, and models ethical principles and integrity for all of its constituencies.

Compliances with External Regulations

The University relies on external regulations at the state and federal level and other regulations to demonstrate integrity of practice. In these cases, evidence of compliance consists of timely reporting and the absence of sanctions or findings. Offices and units that demonstrate this type of compliance include the Comptroller, Intercollegiate Athletics, Purchasing, Personnel, the Broadcast Center, Affirmative Action, and the Safety Officer. The following items illustrate successful efforts to comply with external regulations:

• The Comptroller, in compliance with state and federal regulations, produces an annual financial statement and submits materials for a compliance audit. An independent accounting firm conducts the audit according to federal standards.

• The Office of Internal Audit and certain Business Affairs personnel conduct periodic audits of individual departments’ budgets and purchases.

• As a member of the National Collegiate Athletic Association (NCAA), Intercollegiate Athletics complies with policies of the Lone Star Conference in which it participates and all University policies. A compliance officer works with coaches and the Registrar to assure policy adherence.

• The Broadcast Center is federally licensed and receives regular inspections by the Federal Communications Commission (FCC). The Board of Regents and ENMU administration have final responsibility for its operations.
• The Purchasing Office reviews all purchases to assure that state regulations have been followed. Expenditures that exceed certain levels require solicitation of bids. Purchasing monitors that process.

• The Safety Officer regularly tours the campus to check for compliance with external safety standards and conducts employee training. An external inspector also visits the campus periodically to assure compliance with safety codes.

• The University satisfies the Higher Learning Commission’s Federal Compliance Requirements. For details, see Appendix H.

**Board Responsibility**

The Board of Regents is responsible for representing the public’s interest. As a state institution, Eastern's primary source of funding is state tax dollars. There is an inherent responsibility to use resources wisely and consistently with the mission. To make sure that the Board acts responsibly, members follow the *ENMU Board of Regents Manual*, which details the Board’s powers, functions, and operations under the New Mexico Constitution. The Board and president have access to legal consultation to help assure that the University complies with all applicable laws, statutes, regulations, and policies.

The Board operates in accordance with the New Mexico Open Meetings Act. Under this act, agendas are announced at least ten days in advance, and meetings are open to the public with the exception of sessions closed to discuss personnel or litigation matters. Minutes of the Regents’ meetings are available online.

This openness of process and decision-making by the Board assures the integrity and accountability of their actions. In the extremely unusual event of Board member malfeasance, the Governor may propose that a Board member be removed.

**Dealing Fairly with External Constituents**

Eastern practices a principle of openness to assure that it treats others with respect. Eastern complies with the New Mexico Open Records Act and the Open Meetings Act. With few exceptions, such as personnel files, records are open to the public. Open information includes budget, individual salaries, procurement processes, hiring processes, and requests for proposals for services.

Eastern makes every effort to assure that publications accurately reflect the institution and its programs. Changes to curricular programs must be approved before they can be incorporated into the catalogs. Published information is regularly reviewed by administrative offices and academic departments. The Department of Communication Services in Portales and the Marketing Director at the Ruidoso campus oversee the publication of other brochures and ensure the accuracy of the information for their respective campuses.
Conclusion
Following a review of its mission and integrity, Eastern New Mexico University concludes that its mission is clear and publicly articulates its commitments. The University appropriately recognizes and values diversity and enjoys broad-based understanding and support for the mission from all its constituencies. Its governance and administrative structures enable the fulfillment of mission. The University operates with integrity. Based on the evidence, ENMU concludes that it meets Criterion 1.

Accomplishments

• ENMU’s mission and vision statements are clearly articulated and available online and in University publications. The Ruidoso branch provides clear and public statements about its unique mission as a part of the ENMU system.

• The mission and vision statements as well as the Strategic Plan all emphasize diversity as a core value.

• The University regularly monitors governance procedures and publishes minutes of committee proceedings for campus review.

• Eastern New Mexico University clearly articulates, exercises, and models ethical principles and integrity for all of its constituencies.

Opportunities for Improvement

• ENMU can formally revisit the mission statements periodically to ensure that they reflect the dynamics of the University’s engagement with a changing global environment.

  **Action**: For the Portales campus, a review of mission will be included in the next strategic planning cycle.

• ENMU can better articulate its mission as a multi-campus system and support the implementation of unique missions at each campus.

  **Action**: Through three-campus retreats, the University will continue to identify niches for individual campuses and collaborative efforts.

• Eastern can continue to address the issue of diversity of personnel throughout the work force.

  **Action**: The University will vigorously pursue the widest possible pool of candidates to encourage a work force that reflects the diversity of its student body.

• ENMU can make its governance procedures more transparent to the ENMU community.

  **Action**: Through ENMU’s University Council, constituency assemblies must be encouraged to emphasize the role of governance, including active participation on committees and councils, consulting and information-sharing with constituency members, and the regular posting of minutes to the governance web pages.
Criterion 2

Preparing for the Future

Eastern New Mexico University’s allocation of resources and its evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.
Criterion Two

Introduction

Eastern New Mexico University secures and builds its capacity to fulfill its mission, now and for years to come, through careful stewardship and planning of its resources and by future-proofing its initiatives and daily operations. In addition to being the most cost-efficient four-year institution in the state, Eastern has positioned itself to provide quality programs, to monitor and improve student learning, and to assure professional development for faculty, staff, and administrators. Processes of strategic planning, program and budget review, satisfaction surveys, and data-driven decision making assure that these processes are a part of the institutional culture.

Applied to institutional planning practices, “future-proofing” means that the institution plans for tomorrow while serving the immediate needs of the University, staff, and students. ENMU monitors and continuously updates its strategic plan, its technology planning for on-campus connectivity and off-campus delivery of programs and coursework, and its facilities and housing plans. Ongoing institutional efforts conserve costs through strategic upgrades of heating and cooling systems, xeriscaping, and utilities cost-saving initiatives. Linking all these initiatives is the University’s overarching objective: to place student learning at the center of every institutional action and activity.

Accomplishment

Eastern New Mexico University is the most efficient four-year institution in the state (measured by cost per FTE student).

To assure broad access for New Mexico students, ENMU has maintained its tuition at affordable levels and monitored student aid responsibly. Simultaneously, ENMU has increased its grant and federal funding through carefully targeted appeals and grant-writing. ENMU has also initiated strategic legislative initiatives, both for statewide appropriations and from individual New Mexico legislators. By managing institutional growth, ENMU has increased its appropriation from the State of New Mexico, leveraged institutional balances to increase faculty and staff salaries above the state appropriated across-the-board salary increases, and strengthened the University’s endowment.

Most significantly, ENMU has well-defined strategic planning processes in place that integrate assessments of student learning and of institutional effectiveness. ENMU’s policies and procedures (published online) and audit practices assure that these measures of fiscal oversight and monitoring will continue for years to come.
Accomplishment

Eastern New Mexico University has demonstrated its careful stewardship, leveraging resources to keep costs to students low with high institutional effectiveness and efficiency.

The following pages document these accomplishments and demonstrate how the institution fully complies with the components of Criterion 2, Preparing for the Future.

Core Component A
Eastern New Mexico University realistically prepares for a future shaped by multiple societal and economic trends.

Strategic planning is a significant part of Eastern New Mexico University’s history. As a self-regarding institution, ENMU uses institutional data and information from internal and external constituencies to inform decision-making. Participation in key initiatives connects the University with the national agenda for higher education, including projects addressing general education, technology, learning communities, persistence and the freshman year experience, and online learning. ENMU recognizes the importance of such environment scans to effectively position the institution for the future.

Building on a comprehensive strategic planning initiative begun in 1995, the University continues to refine its planning processes, beginning at the unit level, guided by key institutional priorities and strategic directions, culminating in an institutional strategic plan that reflects individual unit goals and accomplishments in support of mission-specific initiatives. Since 1995, the campus has steadily extended the parameters of campus planning. A review of its most recent iteration demonstrates how the process has clarified and advanced the mission, supported planning and student learning assessments, informed budgeting and fiscal allocation, and focused attention on student learning.

Recent History of Planning

In summer 2002, the campus began preparations to review its long-range 1995 Strategic Plan, beginning with the appointment of a planning steering committee and a committee review of mission and institutional vision. In fall 2002, this planning initiative was introduced at the Back-to-Campus faculty and staff breakfast. Unit meetings and
focus group meetings with students and community constituencies identified institutional strengths, weaknesses, opportunities, and threats (SWOTs). From these, key institutional priorities were identified and forwarded to the Strategic Planning Steering Committee. These were condensed into five institutional goals, submitted to the campus for comment and then to the Regents for approval.

The Strategic Plan 2003–2004, Eastern’s mission and vision, the five institutional goals, and the core values identified by the campus constituencies became the template for unit strategic planning, launched in spring 2003. Each unit prepared a SWOT for its unit, mirroring, in many instances, the strengths, weaknesses, opportunities, and threats detected in the institution-wide process. Units were assisted in their deliberations with critical internal and external data. This information, the workshops, and a well-defined process allowed units to become more comfortable with their planning and to begin a critical merging of strategic and assessment planning. All units included in their 2004 strategic plans at least one goal that addressed the support of student learning. The planning manual and materials provided for this planning process are available in the Resource Room.

With the completion of this planning cycle, the pattern was set for annual updates and new plan submissions. Requests for additional resources must demonstrate how the request is supported by the unit’s strategic plan and reported outcomes, thereby tying resource allocation to the strategic planning process. This review of plans and resource requests occurs at the area administrator level (deans, vice presidents), but the University president also meets with as many units as he can to review strategic plans, outcomes, and directions for the unit or programs.

Eastern New Mexico University’s next comprehensive strategic planning cycle and mission review will begin in spring 2007, as the current plan concludes. At that time, materials to support external environmental scans will be prepared to assist campus units in planning. While this planning cycle is now well established, ENMU has a continuing obligation to improve campus-wide recognition of planning as an effective means of unit consultation, budget allocation, and direction-setting for the University.

**ENMU-Ruidoso Planning Cycle**

Like the main campus, ENMU-Ruidoso’s strategic plan is tailored to meet the unique educational and work force training needs of its service area. Following the change to branch status in June 2005, ENMU-Ruidoso has created new certificate and degree programs based on these identified needs. Other career-technical programs are under development as well as collaboration with the Portales campus to ensure that Ruidoso students are prepared for advanced study as they seamlessly transfer to Portales or another four-year institution.
Further, ENMU-Ruidoso relies heavily on the community at-large, students, faculty, staff, the College Advisory Council, and the College Board members for advice. (For ENMU-Ruidoso’s Council and Board members, see Appendix D.) Led by the Provost’s office, the strategic planning process follows a two-year cycle, reviewed and updated annually. Strategic issues, initiatives, goals, and objectives evolve from coordinated meetings and annual planning sessions.

**Social Trends Affecting ENMU Planning**

Poverty, rural isolation, and a declining population characterize the region served by Eastern New Mexico University. For the three-year period 1999–2001, New Mexico had the highest poverty rate of the 50 states, with 18.4% of the population living in poverty. More than one-third of the counties served by ENMU have generational poverty rates exceeding 20%, nearly twice the national average. According to the US Census Small Area Income and Poverty Estimate (2005), in the immediate (two-county) area, 29.2% of families live in poverty, and 67% of K–12 students receive free or reduced-price school lunches. Geographic isolation also plays a role in low economic development and limited opportunities.

Communities are poorly connected, with limited air service. The nearest urban areas are over 100 miles away. With just 5 persons per square mile, next-day courier service is not available in the area. These small communities are, however, fiercely independent, most with their own small school districts and governance. This independence keeps rural character alive but perpetuates conditions of limited economic, cultural, and educational opportunity.

A critical challenge facing Eastern New Mexico University, therefore, is to serve students coming from poorly-funded school districts in counties where as many as one quarter of the residents speak Spanish as their primary language. Many residents have, by choice or economic necessity, dropped out of school or never pursued higher education. Compared to the US average of 27%, only 9.2% of residents over age 25 in the primary service area hold the bachelor’s degree. A discouraging 3.2% of Hispanics can make the same claim. Southeastern New Mexico is also the sector of the state most acutely suffering population decline in the past ten years. As Hispanics approach 50% of the K–12 school population, population overall continues to decline in southeastern New Mexico. US Census data (2000) and projections from the Western Interstate Commission for Higher Education (WICHE) document declining numbers of New Mexico high school graduates and continued declines in regional population.
Projections of New Mexico High School Graduates

<table>
<thead>
<tr>
<th>High School Graduates</th>
<th>2000</th>
<th>2018</th>
<th>% Change</th>
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<tbody>
<tr>
<td>American Indian</td>
<td>1,949</td>
<td>2,015</td>
<td>3.39%</td>
</tr>
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<td>Anglo</td>
<td>7,532</td>
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<td>Black, Non-Hispanic</td>
<td>426</td>
<td>365</td>
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</tr>
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<td>7,895</td>
<td>9,045</td>
<td>14.50%</td>
</tr>
<tr>
<td>Overall total</td>
<td>17,802</td>
<td>15,934</td>
<td>-10.50%</td>
</tr>
</tbody>
</table>

Source: WICHE Report on the Western States, 2004

Census data suggest that the best performing schools (“Best Cases”) in the United States will graduate 84% of their high school seniors, with 38.8% earning a college degree by age 44. New Mexico’s numbers are well below these best performers as well as the national average.

Pipeline

<table>
<thead>
<tr>
<th>Of 100 9th graders ...</th>
<th>Best Cases</th>
<th>US Average</th>
<th>New Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will graduate from HS</td>
<td>84</td>
<td>67</td>
<td>60</td>
</tr>
<tr>
<td>Will enter college</td>
<td>58</td>
<td>38</td>
<td>36</td>
</tr>
<tr>
<td>Will enroll sophomore yr</td>
<td>42</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>Will graduate in 6 years</td>
<td>28</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Will attain BA by age 44</td>
<td>38.8</td>
<td>26.7</td>
<td>21.2</td>
</tr>
</tbody>
</table>

Source: US Census Bureau, Public Use Microdata Samples, 2000

The scenario is worse when population growth in the college-attending years is examined. Roosevelt County, home to almost one quarter of ENMU students, is one of the six New Mexico counties with negative population growth in this critical age group. The challenge is statewide, since New Mexico’s track record for high school graduation and college attendance continues to lag well behind the national average. While this is a complex problem, Eastern New Mexico University is partnering with rural school districts to strengthen educational quality and encourage further educational attainment of these students. These efforts, clearly, need to be given a high priority.
Economic Trends Affecting ENMU Planning

Economic projections vary widely in the state of New Mexico. Ruidoso, with its year-round tourist industry, is experiencing dramatic growth. Portales, on the other hand, faces very different challenges. With very little industry, a growing number of dairies, and a ranching and agriculture-based community (the primary cash crop is Valencia peanuts), the economy of eastern New Mexico faces the same challenges of many rural, resource-poor areas. Water scarcity is a continuing concern, and water contamination issues are exacerbated by the rising number of dairies. Despite Portales’ recognition by Bizjournals.com as one of the top “micropolitan” communities in the country for quality of life, the fact remains that the community faces serious environmental challenges. Relatively low levels of connectivity to serve high tech industries and a poorly-educated work force complicate the problem of geographic isolation. Statistics from the New Mexico Department of Labor suggest some growth in the service sectors of the economy, with escalating needs in health care and social services. Defense, environment, education, agriculture, and land management are potential growth areas for the region, as well as some high tech manufacturing, if connectivity issues and water scarcity can be addressed. Clearly, the University must exercise a strong role in economic development for the region.

Portales ranked 15th in quality-of-life

If you’re looking for a small town with a great quality of life, Portales, N. M., is the place to be. According to a study conducted by Bizjournals.com, of 577 micropolitan areas, Portales ranked 15th in the nation and ninth in the western United States in overall quality of life. The goal of the study was to identify America’s most attractive micropolitan areas and points were given to small, well-rounded communities where the economy is strong, traffic is light, the cost of living is moderate, adults are well-educated, and access to big-city attractions is reasonably close. The ranking indicates that Portales, New Mexico is a great place to live and work.

The study identified 12 categories including population growth, per capita income, small business growth, professional jobs, commuting, cost of living, and advanced degrees. Cities were given points for positive results and negative scores if they were below the national averages. These scores were then totaled to determine its overall rank on the list of micropolitan areas.

Portales, the smallest city in the top 25, received a quality of life score of 8.96, the 15th highest score in the nation. According Scott Thomas, the author of the study, the income per capita, short commuting times, exceptionally low taxes, and substantial percentage of adults with a graduate degree are huge factors in why Portales is one of the top places to live in America. The only obstacle to overcome to be in the top 10 listing is our access to a large metropolitan area.

ENMU Monday Memo, 14 August 2006

Per capita income as a percent of the US average has declined steadily in New Mexico since 1960, from 82.8% of the national average to 73.4% in 2000. Not surprisingly, ENMU draws its students from some of the poorest counties in the
An additional threat to the local economy was narrowly averted when a strong community lobbying effort and congressional intervention saved Cannon Air Force Base (located between Portales and Clovis, NM) from closure.

Despite a funding formula that was not designed to respond to many factors impacting higher education today, New Mexico is committed to assisting New Mexico high school graduates to attend college. In particular, the state’s Lottery Success Scholarship program pays tuition for full-time college students earning a 2.5 cumulative grade point average from their second to their ninth semester of college enrollment. However, periodic discussions about modifying this scholarship program to needs-based criteria, increasing students’ share of tuition and costs, ending out-of-state tuition waivers for nearby Texas residents, changing formula funding, and shifting capital funding priorities are all potential threats to institutional funding. Since state appropriations are based solely on growth (3% growth triggers a positive formula adjustment), enrollment increases are the only certain avenue to fund workload increases. With the rising costs of utilities, technology infrastructure, and health care, the University faces substantial demands on its resourcefulness and efficiency to plan for the future.

The economy impacts the University’s facilities management as well as its program and curriculum planning. Aging buildings, a cost-efficient but high-maintenance heating and cooling system, and the critical need for information technology, coupled with rising energy and transportation costs, decreased availability of water, and escalating health insurance and fringe benefit costs in New Mexico place critical demands on the institution’s resources. These are discussed in more detail in Core Component B.

**University Response.** Eastern New Mexico University has been innovative and proactive in responding to the issues outlined above.

- **“Operation: Keep Cannon.”** The University collaborated with the county in an aggressive campaign to secure a new mission for Cannon Air Force Base. The campaign was recognized by the Base Reorganization and Alignment Committee as one of the most effective it had seen.

- **Targeted Recruiting.** The University has expanded its undergraduate and graduate recruitment through a complete revision of its image in promotional literature, new recruitment strategies, and new, expanded web-based information, including application and information web pages en español. Examples of these materials are in the Resource Room.

- **Leveraging HSI Status.** Named a Hispanic-Serving Institution in 2001, the University continues to explore opportunities to expand its reach, through partnerships with other Hispanic-Serving institutions, the Consortium of North America Higher Education Cooperative (CONAHEC), and the Organization of American States (OAS).
• **Expanding the Reach.** The University has expanded its off-campus programs, placing outreach coordinators in Farmington, Hobbs, and Roswell/Ruidoso; enhanced the technology and the reach of its instructional television; and dramatically increased its delivery of online courses and programs. ENMU-Ruidoso has increased its non-credit course offerings in Adult Basic Education, including GED tutoring, and ESL courses, to respond to community needs. Courses are also offered at the Mescalero Apache Tribal Empowerment Center and area high schools.

• **Supporting Distance Students.** The University actively supports off-campus students with a toll-free hotline for assistance and a 24/7 helpdesk for technology assistance with WebCT or other online problems.

• **New Degrees.** Responding to needs of local employers, the University has created new degrees that build on applied arts and sciences (Bachelor of Applied Arts and Sciences) or professional technical education (Bachelor of Occupational Education) with bachelor’s “completion” programs. A state-wide initiative from the Governor’s office to promote film production in New Mexico prompted the University to design an interdisciplinary Digital Cinema Arts degree. This degree accepted its first students in fall 2006. ENMU-Ruidoso inaugurated two new programs in 2005: an Associate of Applied Sciences program in Construction Trades and an Associate of Science in Natural Resources (Ruidoso is surrounded by National Forest lands).

• **Service to Educators.** The University created the first school-based alternative licensure program for practicing teachers for bilingual education endorsement and expanded online offerings in education to meet teachers’ needs.

• **Distance Delivery.** Recognizing the need for health care professionals, the University has strongly supported its Communicative Disorders, Social Work, and Nursing programs’ use of instructional television.

• **Social Services.** Responding to a critical local and state-wide shortage of social workers, the University developed a social work program, which has earned candidacy status from the Council on Social Work Education (CSWE).

• **ENMU-Ruidoso Work Force Programs.** ENMU-Ruidoso is developing new work force education programs to support the rapidly growing business community’s demands. Specifically, programs in hospitality and construction trades respond directly to community needs. ENMU-Ruidoso is the host institution for the Lincoln County Works Center. The Center is in joint partnership with ENMU-Ruidoso, New Mexico Department of Labor, and Region IX Educational Cooperative providing training and services for youth, students, and adults.

Through these and other initiatives, Eastern New Mexico University continues to address the challenges of the region and community with innovative and energetic solutions.

**Staffing Patterns**

Eastern New Mexico University is committed to planning for its work force’s enhancement and persistence by offering employees fair wages equitably distributed,
a strong benefits package, a strong and diverse program of professional development, educational and advancement opportunities, and employee recognitions. The University employs 630 part-time and full-time employees, exclusive of grant-funded personnel (an additional 35 employees). The largest employee category, 220, is faculty (148 are full-time tenure-track), 200 support (or non-exempt) employees, 157 professionals (exempt), and 12 administrators. While the work force is diverse, gender balanced, and reflects the local community, the University has worked to increase ethnic representation. Staff turnover is relatively light. An average of 10% will resign or retire from non-faculty job categories each year.

<table>
<thead>
<tr>
<th>Full-time Faculty, Fall 2005</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Alien</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>70</td>
<td>57</td>
<td>127</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>66</td>
<td>148</td>
</tr>
</tbody>
</table>

In Ruidoso, the largest employee category is part-time faculty (42), supported by 16 full-time staff, 5 full-time lead faculty members, and 3 part-time lead faculty members. Females outnumber males in the full-time and part-time work force. Employing part-time faculty has been an affordable, flexible solution for filling needed instructional positions at ENMU-Ruidoso, especially with limited resources available while the campus was restricted to the Instructional Center designation. The New Mexico Higher Education task force confirmed that “part-time faculty are an essential and valuable element of the instructional delivery system within New Mexico.” ENMU-Ruidoso anticipates continued reliance on part-time faculty to teach the core academics and portions of the career-technical programs. However, as additional new programs are introduced, especially those linked to the economic development of the region, the campus will pursue hiring additional full-time faculty. Full-time faculty will increasingly bear more responsibility for quality of instruction, providing leadership in development and maintenance of instructional programs and alleviating the uncertainty of relying on part-time instructors.


### ENMU Portales and Ruidoso Work Forces

<table>
<thead>
<tr>
<th>Fall 2005 (Full-Time)</th>
<th>Portales</th>
<th>Ruidoso</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Alien</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>96</td>
<td>4</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>408</td>
<td>20</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>534</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

On the Portales campus, retention of faculty is somewhat uneven. Between 2001 and 2006, turnover has been as high as 17.6% of tenure-track faculty (2001–2002) with 19 resignations and 5 retirements and as low as 6% in 2005–2006. In exit interviews, faculty cited the top four reasons for leaving as location (small town, rural isolation), salary, workload, and personal issues. Faculty retention and diversity are monitored carefully. As student evaluations and student satisfaction surveys document, faculty are exceptionally dedicated to teaching, frequently involving students in their research labs and projects. Faculty focus groups, however, identify turnover as a major concern for department continuity, curriculum delivery, and various advising and service obligations. In fall 2005, 58% of faculty were tenured; 26% had achieved the rank of full professor, 31% were associate professors, 38% were assistant professors, and 5% lecturers.

The “graying of the faculty” is a national trend, but the average age of ENMU faculty has held steady since fall 2002 (45 years of age in 2005, age 46 from 2002–2004). Gender breakdowns are approximately 55% males, 45% female. For the calculation of faculty salaries, ENMU has developed a salary model that uses a subset of the annual salary study of the College and University Professional Association (CUPA) as its benchmark. It should be noted, however, that CUPA data lag 12–24 months behind current market pressures. ENMU considers academic discipline, academic rank, years of service in rank, and terminal degree in determining beginning salary. The model tries to keep all faculty within the same percentage of the benchmark salary for their discipline and rank. Within any given discipline and academic rank, the faculty member receives an additional 2% on the model for each year of experience in rank, to a maximum number of years for that particular rank. Faculty without terminal degrees receive 5% less than they would with the degree.

**Salary Adjustments**

Annual adjustments to faculty salaries are partly “across the board” and partly distributed by discipline. Since certain discipline clusters earn higher salaries based
on market pressures for certain degrees (such as business), equity is always a concern, and salary compression is especially noted at the associate rank. The annual salary adjustment model, however, is endorsed by the Faculty Senate, which annually appoints a faculty committee to review the model and the salary adjustments with the vice president for Academic Affairs.

### Average ENMU Faculty Salaries

<table>
<thead>
<tr>
<th>Rank</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>AAUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>53,036</td>
<td>58,294</td>
<td>58,900</td>
<td>60,048</td>
<td>72,223</td>
</tr>
<tr>
<td>Associate</td>
<td>46,951</td>
<td>48,085</td>
<td>49,805</td>
<td>49,250</td>
<td>58,786</td>
</tr>
<tr>
<td>Assistant</td>
<td>41,649</td>
<td>43,094</td>
<td>44,628</td>
<td>45,467</td>
<td>50,552</td>
</tr>
<tr>
<td>Instructor</td>
<td>40,500</td>
<td>40,489</td>
<td>41,502</td>
<td>42,043</td>
<td>39,849</td>
</tr>
</tbody>
</table>


The Office of Personnel Services consults CUPA data and New Mexico Department of Labor statistics for prevailing salary ranges in southeastern New Mexico. The commitment to raise faculty and staff salaries has been an institutional priority for the past five years. Despite increases above those appropriated by the state, however, salaries are still low, measured by state and CUPA data, and (for faculty) by American Association of University Professors (AAUP) averages and the *Chronicle of Higher Education* annual salary report. Although salaries increased by over 3% in 2005–2006, the 3.5% inflation rate caused real salary earning levels to fall. It should be noted that New Mexico defines a unique peer grouping for salary purposes. This 16 member peer group informs state accountability measures but does not mirror the broader AAUP and CUPA databases.

### ENMU Faculty and Staff Salary

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Salary Increases</th>
<th>Faculty Average</th>
<th>Realized % Increase</th>
<th>Staff Average</th>
<th>Realized % of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999–00</td>
<td>4.5</td>
<td>$47,252</td>
<td>7.84</td>
<td>$26,484</td>
<td>4.22</td>
</tr>
<tr>
<td>2000–01</td>
<td>3.0</td>
<td>$48,481</td>
<td>2.54</td>
<td>$27,131</td>
<td>2.39</td>
</tr>
<tr>
<td>2001–02</td>
<td>5.0</td>
<td>$50,172</td>
<td>3.37</td>
<td>$28,692</td>
<td>5.44</td>
</tr>
<tr>
<td>2002–03</td>
<td>3.5</td>
<td>$50,039</td>
<td>-0.27</td>
<td>$29,576</td>
<td>2.99</td>
</tr>
<tr>
<td>2003–04</td>
<td>4.5</td>
<td>$52,846</td>
<td>5.31</td>
<td>$30,834</td>
<td>4.08</td>
</tr>
<tr>
<td>2004–05</td>
<td>3.0</td>
<td>$54,335</td>
<td>2.74</td>
<td>$31,560</td>
<td>2.30</td>
</tr>
<tr>
<td>2005–06</td>
<td>3.0</td>
<td>$54,815</td>
<td>0.88</td>
<td>$32,734</td>
<td>3.59</td>
</tr>
</tbody>
</table>

*Note: Faculty salary “average” for 2005–06 reflects summer salaries and 12-month contracts not calculated in the AAUP reporting above.*
Salary increases for faculty and staff are appropriated by the state legislature. However, ENMU administration has augmented these appropriations with institutional funds, whenever possible. For example, in 2004–05, and 2005–06, the state appropriated 2% raises, which ENMU augmented to 3%. In 2006–07, ENMU will add 1% to the state-appropriated 4.5% raise. Like salaries, low graduate assistantship stipends impact enrollment and retention. Of ENMU’s 749 graduate students, 35% are full-time. The Graduate School awards 28 assistantships each year, many of which are divided among two or more graduate students to allow more out-of-state students to pay in-state tuition rates. Responding to graduate program concerns that low graduate stipends limited recruitment of able graduate students, the Graduate School lobbied for and secured increases in graduate stipends (6% increase from 2003–2004 and an additional 6.5% beginning fall 2006).

No less than salary, benefits are a critical part of faculty and staff compensation packages. Unlike private industry, colleges and universities have not decreased the relative size of their contributions to retirement benefits over the past twenty years. Their contributions to other benefits—both legally mandated benefits such as Social Security and worker’s compensation and optional benefits such as long-term disability insurance and tuition benefits—also remained fairly constant. In contrast, the institutional contribution to health care and medical insurance for employees and retired employees covered by the University has increased dramatically in recent past years. ENMU employee benefits, including family and medical leave, vacation and sick leave accrual, bereavement, and other forms of leave, are detailed in Personnel policy 40-8, Employee Benefits and the various employee handbooks.

### Institutional Costs

<table>
<thead>
<tr>
<th>Type</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Insurance</td>
<td>$1,577,850</td>
<td>$1,747,421</td>
<td>$2,150,589</td>
<td>$2,204,473</td>
</tr>
<tr>
<td>Retirees Insurance</td>
<td>$194,070</td>
<td>$252,243</td>
<td>$270,712</td>
<td>$282,018</td>
</tr>
</tbody>
</table>

A striking example of escalating costs is the mandated contribution to the New Mexico Education Retirement Act. These substantial contributions, termed by some a “bail-out” of the retirement system, are in statute. Despite appeals to the New Mexico legislature, no relief from these costs is anticipated. Added to other costs of utilities, this burden is a continuing and critical concern for the institution, which chooses not to pass along to its employees any more of this payment. Clearly, the University is challenged to find ways to improve faculty and staff salaries, while continuing to meet rising costs of health insurance and benefits.
### Mandatory Contributions to NM Educational Retirement (projected)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total Salaries</th>
<th>(%) Employer Contribution</th>
<th>($) Employer Contribution</th>
<th>Increases over 2005 Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004–2005</td>
<td>$21,855,593</td>
<td>8.6%</td>
<td>$1,890,509</td>
<td></td>
</tr>
<tr>
<td>2006–2007</td>
<td>$23,411,711</td>
<td>10.2%</td>
<td>$2,376,289</td>
<td>$485,780</td>
</tr>
<tr>
<td>2007–2008</td>
<td>$24,348,180</td>
<td>10.9%</td>
<td>$2,653,952</td>
<td>$763,443</td>
</tr>
<tr>
<td>2008–2009</td>
<td>$25,322,107</td>
<td>11.6%</td>
<td>$2,950,025</td>
<td>$1,059,517</td>
</tr>
<tr>
<td>2009–2010</td>
<td>$26,334,991</td>
<td>12.4%</td>
<td>$3,265,539</td>
<td>$1,375,030</td>
</tr>
<tr>
<td>2010–2011</td>
<td>$27,388,391</td>
<td>13.2%</td>
<td>$3,601,773</td>
<td>$1,711,065</td>
</tr>
<tr>
<td>2011–2012</td>
<td>$28,483,927</td>
<td>13.9%</td>
<td>$3,959,266</td>
<td>$2,088,757</td>
</tr>
</tbody>
</table>

**University Response.** Eastern New Mexico University has taken specific steps to address salary inequities through the following efforts:

- Kept pace with state-mandated institutional share of health insurance premiums
- Raised all salaries of full-time staff members earning less than $16,000 to at least that amount; instituted “incentive” raises for staff longevity in position
- Eliminated 30 staff positions and created 17 new tenure-track faculty lines
- Reviewed and adjusted salary in key classification such as plumbing, electrical, and heating technicians, computer technologists, and broadcast engineers
- Annually reviews salaries of faculty whose discipline clusters are historically low in the national data base (and who earn considerably less than colleagues in other disciplines and colleges; this resulted in 2 adjustments in 2004–2005)
- Prepared a faculty recruiting brochure to better inform potential faculty about institutional benefits and employment advantages
- Provides institutional opportunities for training, professional development, and educational advancement to ENMU employees. (These opportunities are discussed in Criterion 4.)

### Innovation, Efficiency, and Planning

Technology, facilities and plant planning, and housing are critical to the institution’s strategic efforts to advance student learning and prepare for the future.

**Technology.** Perhaps no other area has shown more dramatic growth in the past ten years than technology use at Eastern New Mexico University. Every area of campus life has been impacted by this change: enhanced instructional technology, analog to digital conversion of the public broadcast center and the instructional television transmission
signal, the campus-wide use of purchasing cards, use of the Banner system to monitor budgets, online requisitions, forms, applications, and communications, all underscored by the students’ increasing comfort level with technology. Examples are highlighted below.

### Changes in Technology

<table>
<thead>
<tr>
<th>Before 2000</th>
<th>21st Century teaching and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computers on all faculty desks; students accommodated by well-equipped computer labs</td>
<td>• “Roll-out” plan upgrades student labs and faculty/staff computers on a regular rotation</td>
</tr>
<tr>
<td>• All classrooms equipped with cable TV units, overhead projectors in some rooms; major instructional technology is chalk and chalk boards</td>
<td>• More “smart” classrooms, others served by COWs (computers on wheels). Plan in place for regularly upgrading classroom technology and increasing the number of “smart” classrooms</td>
</tr>
<tr>
<td>• Instructional television employs microwave and line-of-sight broadcast technology to serve Roswell, Ruidoso, Clovis, Hobbs, and Cannon AFB</td>
<td>• Conversion from analog to digital signal for instructional television, using state radio for Voice over IP transmission, and H-323 technology</td>
</tr>
<tr>
<td>• Administrative software CMDS connects offices and shares information across campus</td>
<td>• More robust, relational Sungard Banner system links Roswell, Ruidoso and Portales campuses; various offices share data through enrollment management software, EMAS</td>
</tr>
</tbody>
</table>

Technology planning at ENMU (2006–2011) outlines an aggressive program of security, expansion, and upgrades of systems, demonstrating the critical importance of “future-proofing.” The plan outlines campus migration to a gigabit backbone and full digital broadcast, increased wireless service, and the development of podcasting for the campus (2006–2007). The following year, the plan addresses off-site disaster recovery systems, Banner system upgrades, enhanced distance education sites, and enhanced streaming video, podcasting, and web-cast functions (2007–2008). The growth in computer technology has also changed the scope and security of campus systems. The ENMU Technology Plan is available in the Resource Room.
## Campus Infrastructure

<table>
<thead>
<tr>
<th>Before 2000</th>
<th>21st Century Learning Environments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Legacy computer architecture (FITTI Ring)</td>
<td>• Smart-switch backbone technology, scalable for growth</td>
</tr>
<tr>
<td>• Conversion from CMDS to Banner prompted by state consortium and Y2K concerns.</td>
<td>• Banner up-grade to version 7; Portales campus supports Roswell and Ruidoso Banner applications</td>
</tr>
<tr>
<td>• Email access for faculty and staff via MicroSoft Outlook, secure administrative server with good reliability. Students on a less secure “WebMail”</td>
<td>• Migration to Active Directory</td>
</tr>
<tr>
<td>• Computer network security somewhat unreliable, susceptible to periodic outrages and virus attacks</td>
<td>• Upgrade of core switching, firewall protection, re-engineering of all the IP space on the network</td>
</tr>
<tr>
<td>• Bandwidth adequate for users, but little expansion possible</td>
<td>• Increased bandwidth and high-speed connectivity by implementing an OC-3 connection to the internet (upgrading the DS-3 connection)</td>
</tr>
<tr>
<td>• Some buildings with unreliable or no connectivity</td>
<td>• Phase II of data infrastructure upgrade has enhanced networking equipment for Physical Plant, Purchasing, the Communications bldg, Child Development Center, Technology bldg, and Chavez and Bernalillo Halls. Fiber installation completed in the Library, Lea Hall, Roosevelt Hall, Greyhound Arena, Theatre, Broadcast Center, Campus Union</td>
</tr>
<tr>
<td>• No wireless connectivity on campus</td>
<td>• Several wireless sites on campus—Campus Union, University Computer Center, Library. Plans include wireless access point for each campus building</td>
</tr>
<tr>
<td>• Minimal interaction between IT and video conferencing operations</td>
<td>• Close collaboration between IT, KENW, and Distance Education and Outreach; increased bandwidth to support distance learning and Hobbs, NM data connection</td>
</tr>
</tbody>
</table>

## Accomplishment

Eastern New Mexico University has made considerable progress in improving technology to enhance teaching and the security and reliability of its infrastructure.
Opportunity for Improvement

ENMU can improve how the campus identifies and prioritizes instructional equipment needs and allocates resources to address them.

Facilities and Plant Planning. Eastern New Mexico University’s attractive 400-acre campus is a source of pride to its students, staff, and community. Maintaining facilities to provide excellent and safe teaching and learning environments is a continuing concern.

Utilities Costs

<table>
<thead>
<tr>
<th>Type</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity</td>
<td>$1,031,558</td>
<td>$905,219</td>
<td>$1,036,328</td>
<td>$1,130,078</td>
<td>$1,484,122</td>
</tr>
<tr>
<td>Natural Gas</td>
<td>$246,000</td>
<td>$304,953</td>
<td>$353,829</td>
<td>$347,068</td>
<td>$473,284</td>
</tr>
<tr>
<td>Other Utilities</td>
<td>$263,609</td>
<td>$297,968</td>
<td>$314,647</td>
<td>$161,015</td>
<td>$154,414</td>
</tr>
<tr>
<td>Overall</td>
<td>$1,541,167</td>
<td>$1,508,140</td>
<td>$1,704,804</td>
<td>$1,638,161</td>
<td>$2,111,820</td>
</tr>
</tbody>
</table>

To respond to these needs, in the spring of 2001 Eastern New Mexico University entered into a partnership with TAC Energy Solutions to take control of energy expenses; provide a comfortable environment for students, faculty, and staff; and increase the efficiency of the University’s facilities. TAC conducted a detailed energy audit of ENMU’s facilities and developed an energy solution that would guarantee an annual savings of $362,261. Through these guaranteed energy savings, a base project was funded without the University having to allocate additional funds. Also, during the detailed energy audit, additional energy improvement measures were identified and offered as options to the base project.

Two facilities audits in 2000 and 2006, conducted by 3D/I (now Parsons 3D/I) provided ENMU with detailed estimates on deferred and needed maintenance for campus facilities. Outlines of these projects, cost estimates, and a timeline for their completion are a part of the Facilities Master Plan (available in the Resource Room), submitted regularly to the New Mexico Higher Education Department. Efforts to conserve natural resources have taken a number of directions, including the use of low-flow toilets, the use of well water for campus irrigation rather than City of Portales water, an informal “turn out the lights” information campaign to reduce electricity usage, information about the safe nightly shut-down of computers and other office equipment, and the introduction of xeriscaping on the campus grounds. The University’s efforts to improve campus facilities, reduce energy costs, and continue environmental stewardship guide facilities planning.

Housing. Meeting the needs of ENMU students includes meeting their residential needs. In fall 2005, 692 students lived in ENMU’s residence halls (Bernalillo, Curry, Eddy,
and Lincoln), the lowest occupancy rate in five years (59.8% of capacity). While the yearly room rates over a three-year period have increased 1.68% or less, and internet connectivity has been enhanced in all halls, other factors are influencing students who elect not to live in the residence halls. For example, the fact that there are waiting lists for apartments and for Eddy Hall (private bedroom, shared bathroom with 1 or 2 other residents) suggests that today’s students expect more privacy and amenities in their living environments than were the expectations in the 1960s, when many of ENMU’s residence halls were constructed.

![Number of ENMU Residence Hall Occupants by Term—2001–2006](image)

**University Response.** To address the changing expectations of our students, an online survey, conducted by MGT of America, Inc., in 2005, collected data from 475 students about their priorities for campus living, including housing options, degree of privacy preferred, and willingness to pay. This survey reported that the majority of students expressed satisfaction with their on-campus living experience but were dissatisfied with dining service/meal plans and laundry facilities.

Based on these data, several decisions were made for campus housing. First, the University entered into an agreement with Collegiate Development, Inc., to construct a new privatized residential facility. Costs are borne entirely by the construction firm; ENMU will manage the completed facility, which will address student preferences for greater privacy, laundry facilities, and other amenities. As a result, two halls will be closed following the 2007 academic year. Beginning fall 2007, remaining residence halls may be reassigned based on student housing preferences. If the new apartment complex is successful, ENMU will plan to build another privatized facility with suite-style rooms where Lincoln Hall now stands. Decisions about other halls are under discussion. Careful monitoring will be needed to track the growth of online courses and distance learning as well as the possible expansion of on-campus summer programs and their impact on campus residential life.
Eastern New Mexico University has made the enhancement of student learning resources and technology a planning priority and continues to explore effective ways to meet the needs of online and commuting students. Surveys from the housing office and the MGT of America survey have provided detailed data about students’ satisfaction with housing. Campus services surveys have monitored student use of and satisfaction with other services. Campus support for environmental responsibility has meant a favorable response to energy conservation efforts introduced by Physical Plant. Careful leveraging of energy savings to fund needed improvements to HVAC and other systems demonstrates the University’s responsible stewardship of its resources.

**Core Component B**

*Eastern New Mexico University’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.*

The University recognizes that the state of New Mexico faces many demands on its fiscal resources. With an average per capita income of $35,091 (US Census 2003), New Mexico citizens are poor. A sparsely-populated state such as New Mexico, with seventeen branch/community colleges and independent public two-year colleges, seven four-year public institutions, and five tribal colleges, means that state resources are stretched thin. Predictably, funding support for higher education has declined over the past years. In fiscal year 2005, 15.3% of the New Mexico General Fund was appropriated by the legislature for higher education, down from 16.3% appropriated in fiscal year 2004.

**ENMU Financial Resources and Planning for Growth.** The University’s management of its changing financial resources is a source of pride to the institution and recognition in the state. The University manages its endowment, reserves, and bonded indebtedness conservatively, allowing appropriate response to changes in operating costs and emerging instructional costs. The University draws on four sources of revenue: (1) state authorized funds, including legislative appropriations and capital funds (discussed below), and income from the Land and Permanent Funds, the University’s share of revenue from state lands held in trust; (2) funds generated by the University from auxiliary services and tuition; (3) grants and contracts for services; and (4) the University endowment, private gifts, and grants. The primary allocation model for higher education’s state appropriation is student credit hour production, weighted by discipline cluster. ENMU has capitalized on workload increases (when enrollment growth equals or exceeds 3%) in two of the
past three years, but a continuation of this growth is very unlikely, given regional decline in population and an anticipated decline in the number of high school graduates.

Nearly 22% of ENMU’s revenue comes to the institution through tuition and fees. This revenue is reduced by the state’s tuition base adjustment that, in effect, charges the institution a percentage (typically 3%) of all tuition revenue generated. For the past five years, there has been no funding adjustment from the state for increased utilities costs, insurance, health care, or retirement, although all of these costs have risen dramatically.

<table>
<thead>
<tr>
<th>ENMU Revenues 2005–2006</th>
<th>Projected Budget</th>
<th>Budgeted Actuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional</td>
<td>$19,946,752</td>
<td>$16,144,372</td>
</tr>
<tr>
<td>State Funding</td>
<td>$26,143,948</td>
<td>$29,918,149</td>
</tr>
<tr>
<td>Federal Grants</td>
<td>$10,643,829</td>
<td>$10,739,532</td>
</tr>
<tr>
<td>Private Gifts</td>
<td>$1,708,586</td>
<td>$1,641,062</td>
</tr>
</tbody>
</table>

The table above reflects revenue projections for 2005–2006. The budget actuals reflected a slight decline in institution revenues (from 34% to 28%) and increase in state funding (from 45% to 51%). To assist budget planning, the Business Office periodically projects formula funding outcomes to anticipate and balance formula surpluses to cover formula losses in lean enrollment periods.

**Quasi-Endowment Fund.** As a careful custodian of its finances, the University set aside a portion of its operating budget as a quasi-endowment, invested with the New Mexico State Investment Council. These funds earn a modest income and stand as a protected reserve for the University in the case of pressing fiscal emergencies.

**Tuition and Fees.** The University’s management of tuition and fees exemplifies its efforts to provide an affordable education to students and to meet pressing institutional obligations. In-state residents’ tuition rates, set by the University’s Board of Regents, are among the lowest in the region (of 76 regional institutions, only one institution, New Mexico Highlands University, had lower tuition in 2005). ENMU tuition was 62% of its state-designated peer institutions for residents’ tuition ($2,784 per year), and 88% of peers for non-resident undergraduate students in 2004–2005. ENMU-Ruidoso’s tuition was 63% of the average of tuition for New Mexico branch community colleges in 2005.
Despite every effort to make college affordable, over 67% of ENMU students require financial aid to attend college, and 52% of that aid is in loans that students must re-pay.

**Expenditures.** At ENMU, supporting educational programs is a priority. Not only is the largest percent of normal operating budgets allocated to instructional support, but $400,000 from the funded workload increase for 2006–2007 has been set aside for enhancements of academic programs. Comparisons with peer institutions reflect ENMU’s efficiency in terms of administrative costs and its parity in instructional support. As discussed above, utilities costs, health insurance, and retirement continue to rise, and competition is intense for additional funding. Mandated quarterly reports on budget expenditures are submitted to the state, and in-house audit procedures regularly monitor grant, departmental, and unit budgets. Despite unprecedented increases in several budget areas, ENMU has managed to leverage its bonded debt and secure legislative support for substantial building improvements on campus.

For ENMU-Ruidoso, state funding allocations have begun to increase incrementally. Beginning in July 2005 the branch campus received the first of five annual phased increases in the operational budget. A total of over $750,000 of recurring funding will be awarded annually to the campus by the end of the fifth year. ENMU-Ruidoso’s Strategic Plan and budgeting processes were used to determine where new resources would be

<table>
<thead>
<tr>
<th>ENMU-Portales Tuition</th>
<th>2006–07</th>
<th>05–06</th>
<th>04–05</th>
<th>03–04</th>
<th>02–03</th>
<th>01–02</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition per credit hour</td>
<td>$89.00</td>
<td>$83.00</td>
<td>$78.30</td>
<td>$74.00</td>
<td>$68.50</td>
<td>$62.50</td>
</tr>
<tr>
<td>Fees (per credit hour)</td>
<td>$34.50</td>
<td>$33.00</td>
<td>$30.80</td>
<td>$29.00</td>
<td>$27.00</td>
<td>$24.50</td>
</tr>
<tr>
<td>Tuition and Fees/semester</td>
<td>$1,482.00</td>
<td>$1,392.00</td>
<td>$1,308.00</td>
<td>$1,236.00</td>
<td>$1,146.00</td>
<td>$1,044.00</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition per credit hour</td>
<td>$103.25</td>
<td>$96.50</td>
<td>$91.00</td>
<td>$86.00</td>
<td>$79.50</td>
<td>$72.50</td>
</tr>
<tr>
<td>Fees (per credit hour)</td>
<td>$34.50</td>
<td>$33.00</td>
<td>$30.80</td>
<td>$29.00</td>
<td>$27.00</td>
<td>$24.50</td>
</tr>
<tr>
<td>Tuition and Fees/semester</td>
<td>$1,653.00</td>
<td>$1,554.00</td>
<td>$1,461.00</td>
<td>$1,380.00</td>
<td>$1,278.00</td>
<td>$1,164.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENMU-Ruidoso</th>
<th>2006–07</th>
<th>05–06</th>
<th>04–05</th>
<th>03–04</th>
<th>02–03</th>
<th>01–02</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition per credit hour</td>
<td>$27.00</td>
<td>$26.00</td>
<td>$26.00</td>
<td>$26.00</td>
<td>$26.00</td>
<td>$25.00</td>
</tr>
<tr>
<td>Fees</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Tuition and Fees/semester</td>
<td>$324.00</td>
<td>$312.00</td>
<td>$312.00</td>
<td>$312.00</td>
<td>$312.00</td>
<td>$300.00</td>
</tr>
</tbody>
</table>
invested and utilized. Facilities that enhance student learning are driving forces in fiscal allocations. A master facilities plan for the existing ENMU-Ruidoso campus has been developed for phased construction and build-out of the facility. Copies of the Portales and Ruidoso in-house budgets and audited financial statements are available in the Resource Room.

**Auxiliary Bonds.** State monies, normally, cannot be used to renovate or enhance auxiliary buildings, such as residence halls or the Campus Union. Because these buildings are critical to students’ positive campus experience, the Board of Regents has periodically authorized bond issues to fund special needs. A 1993 bond ($5.98M), retired in April 2006, funded the purchase of management information software (CMDS) and a major renovation to the Campus Union. The Regents authorized a second bond in 1998 ($3.53M) to remodel Eddy Hall, with minor renovations to other auxiliary facilities. In 2005, the Regents approved a $9.325M bond to construct facilities for three athletic teams as well as extensive renovations to the Campus Union and several residence halls.

**Facilities Improvement and Renovation.** Building renovations and improvements are funded through capital outlay allocations (prioritized through the state’s Legislative Finance subcommittee on facilities), Severance Tax bonds, and General Obligation bonds (a bi-annual state-wide vote). Occasional line items from the state legislature will allocate dollars for special projects. In past years, ENMU has received fewer dollars than other state institutions, but this trend has changed, prompted by very effective presidential lobbying efforts. A more complete listing of capital projects for the campus is available in the Resource Room.

### Capital Projects 2004–2006

<table>
<thead>
<tr>
<th>ENMU</th>
<th>ENMU-Ruidoso</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dollars</td>
<td>Major Project</td>
</tr>
<tr>
<td>$7,000,000</td>
<td>Science Building</td>
</tr>
<tr>
<td>$4,000,000</td>
<td>Communication Building</td>
</tr>
<tr>
<td>$1,103,250</td>
<td>Communication equipment</td>
</tr>
<tr>
<td>$1,750,000</td>
<td>Infrastructure / HVAC</td>
</tr>
<tr>
<td>$1,500,000</td>
<td>Field house, parking lot</td>
</tr>
<tr>
<td>$5,938,750</td>
<td>Lea Hall renovation</td>
</tr>
<tr>
<td>$150,738</td>
<td>Library acquisitions</td>
</tr>
</tbody>
</table>

In the next three years, the Portales campus will experience several major construction and renovation projects. In summer 2006, the renovation of the Science Building and the construction of a new residence hall began. The campus is also replacing its heating and cooling “loop” to better serve campus needs with the expanded footprint of facilities.
Funded by the 2006 auxiliary bond, renovations will also be underway in the Campus Union building and residence halls and apartments. Each of these projects was designed with a team of building or facility users and general discussion across campus. The results have maintained existing buildings and carefully planned for growth in needed areas for the coming years. The University’s information about construction and related inconveniences, featuring “Hard-Hat Hound,” keeps the campus informed about building and renovation projects.

Opportunity for Improvement

ENMU can involve a broader section of the campus community in planning for facilities needs.

Special State Allocations. In 2000–2001, the University received no state funds beyond its general operating budget. With the 2001–2002 legislative session, in a deliberate effort to increase funding levels from the state, the University’s president became an active lobbyist with state legislators to secure special project funding.

<table>
<thead>
<tr>
<th>State Appropriations</th>
<th>2005–06</th>
<th>2006–07</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Operating Budget</strong></td>
<td>$22,196,900</td>
<td>$24,074,400</td>
</tr>
<tr>
<td><strong>Special Appropriations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BR&amp;R Supplemental</td>
<td>$1,277,141</td>
<td></td>
</tr>
<tr>
<td>Nursing Program expansion</td>
<td>$42,000</td>
<td>$42,000</td>
</tr>
<tr>
<td>Social Work expansion</td>
<td>$149,400</td>
<td>$156,100</td>
</tr>
<tr>
<td>Distance Education Center (Hobbs)</td>
<td>$80,800</td>
<td>$67,200</td>
</tr>
<tr>
<td>Math &amp; Science enhancements</td>
<td>$25,000</td>
<td></td>
</tr>
<tr>
<td>Success Program expansion</td>
<td></td>
<td>$77,000</td>
</tr>
<tr>
<td>Math Education</td>
<td>$57,000</td>
<td>$47,500</td>
</tr>
<tr>
<td>Instructional television infrastructure</td>
<td>$23,800</td>
<td>$19,800</td>
</tr>
<tr>
<td>Nursing support (NMHED)</td>
<td>$59,050</td>
<td></td>
</tr>
<tr>
<td>Utility Relief (NMHED)</td>
<td>$119,812</td>
<td></td>
</tr>
<tr>
<td>Lea County Distance Ed (NMHED)</td>
<td>$6,786</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal—Special Appropriations</strong></td>
<td>$538,648</td>
<td>$1,869,881</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>$22,735,548</td>
<td>$25,944,281</td>
</tr>
</tbody>
</table>
Financial Support for Students. As mentioned above, many ENMU students rely on financial support to attend college. Through careful structuring of financial aid packages, balancing federal, state, work-study assistance, and loans, the Financial Aid office works to limit the debt liability of its students, to distribute resources equitably, and to communicate efficiently with students about their awards and the financing of their education. These efforts have yielded results: in 2001–2002, the federal loan default rate for ENMU students was 6.3%. By the 2003–2004 academic year, that rate had dropped to 3.8%. In addition, ENMU has dramatically increased scholarship support for high-ability freshman and transfer students. Some of these scholarships are renewable for up to eight semesters. The Lone Star Waiver allows Texas residents who meet certain qualifications to attend ENMU at in-state rates. ENMU students are over 70% Pell-eligible, the highest category of need. Without strong federal funding support, students would be unable to attend college, even with generous support from the Foundation in the form of scholarships. Additional information about financial support for students is available in the Resource Room.

<table>
<thead>
<tr>
<th>2005–2006</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Student Aid</td>
<td>$5,695,537</td>
</tr>
<tr>
<td>State Funds</td>
<td>$404,949</td>
</tr>
<tr>
<td>NM Lottery Success Scholarship</td>
<td>$1,306,126</td>
</tr>
<tr>
<td>Private Gifts</td>
<td>$625,027</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,031,639</strong></td>
</tr>
</tbody>
</table>

External funding sources. The University’s efforts to stabilize funding and capitalize on opportunities to enhance the institution have taken it in two important directions in the past ten years: increased efforts to seek external grant funds and the growth of the ENMU Foundation.

Grants. The University had enjoyed a long history of TRiO (Title III) funding—foundational support for tutoring, Upward Bound, Talent Search, and the College Success Program for at-risk students. Science faculty in particular have always sought grants from traditional funding sources (NIH, NSF, and in New Mexico, the Bureau of Land Management, the New Mexico Endowment for the Humanities, etc.), but many of these grants were highly specialized, geared to enhance a specific faculty member’s research projects or to assist particular programs. Excellent examples of new approaches to research funding are the EPSCoR and INBRe grants, secured by faculty in the biology and physical sciences (see box above). These grant partnerships with the University of New Mexico and New Mexico State University respectively have funded faculty collaborations with colleagues at other institutions and with ENMU students, producing cutting edge research such as gene cloning, development of patent-pending pH testing, as well as powerful learning opportunities. Five faculty researchers secured $191,000 in EPSCoR funding in 2005.
for various research projects. The same year, through INBRe funding, 5 faculty secured $461,000 for research and enhanced infrastructure for internet connectivity. Additional faculty research accomplishments are discussed in Criterion 4.

The institution’s direction was altered significantly in 1997, when ENMU was one of three recipients of the Pew Leadership Award for the Renewal of Undergraduate Education. This $250,000 unrestricted gift demonstrated the power of outside funding to accomplish institutional initiatives. This award funded ENMU’s “Freshman Seminar,” a college orientation course for all freshmen, launched in fall 1998. This course, designed to actively engage freshman students in their college careers, folded into the next institutional initiative, learning communities, funded by a Title V grant secured in 2001. A second Title V grant (2003) partnered with nearby Clovis Community College to enhance transfer processes and to recruit prospective teachers. In 2005, the University recognized the significant growth in grants as a funding opportunity and created a full-time professional position, coordinator of grants and contract management (a position previously held by .5 FTE professional or faculty).

This ten-year period for ENMU has reaped dramatic benefits. Grant funding has increased from $5.21M in 2003 to $8.3M in 2005 and the number of submitted grants has risen to 17 in the past year. Campus awareness of grant opportunities is also heightened by the addition of a full-time grants coordinator.

### Opportunity for Improvement

Eastern New Mexico University can capitalize on grant success to enhance educational programs and student services.

### ENMU Foundation

Formerly the Friends of Eastern, the ENMU Foundation is an incorporated, nonprofit organization supporting the University that raises and invests private money and disburses investment income, primarily through scholarships. In the past ten years, declining donor patterns and investment earnings marked the history of the ENMU Foundation, but with turnover in Board leadership and membership, several innovative efforts have been initiated since 2002:

- Board of Director membership expanded from 18 to 35 members and a $1,000 minimum gift level was established for board membership;
- A plan for centralized fundraising reporting/monitoring was implemented so that all gifts to the University are recorded in the ENMU Foundation office;
- A “Loyalty Card” program, offering discounts and savings to alums and donors, was offered;
• The Foundation president introduced a new direction for the Board, from an “oversight” to a “fundraising” emphasis;
• A Charitable Gift Annuity (CGA) Program and Student Giving Club were launched;
• The Board approved new by-laws, clarifying board members’ roles and responsibilities;
• Charitable giving by Board members has risen from $22,687 in 2001–02 to over $64,000 in 2005–06; and
• Donations since 2000 have increased 250% over earnings from 1994 to 2000.

<table>
<thead>
<tr>
<th>ENMU Foundation Assets 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endowment</td>
</tr>
<tr>
<td>Restricted fund</td>
</tr>
<tr>
<td>Unrestricted fund</td>
</tr>
<tr>
<td>Cash account</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
</tr>
</tbody>
</table>

This improvement in Foundation assets was also the result of a series of investment policy changes. These include (1) clearly defined investment policies that differentiate between unrestricted, restricted, and endowed funds; (2) use of rolling averages in fund disbursements to adjust for short-term gains or losses in earning values; (3) the introduction of a holding period of three years before scholarships or other awards are made from a designated gift, and perhaps most significantly (4) a change from previous investment managers to New Mexico’s State Investment Council (two-thirds of assets) and Edward Jones investment company. These changes, with the more aggressive investment policies adopted by the Board for unrestricted and endowed accounts, have allowed the Foundation to realize substantial gains in revenues in the past few years.

**Accomplishment**

Eastern New Mexico University has steadily increased its funding from state sources and the ENMU Foundation and has initiated processes that will sustain that growth.

By identifying specific resource goals for each fiscal year, the University has been able to approach the state of New Mexico and external grantors with specific instructional, technology, and facilities plans to support funding requests. These projects are carefully integrated into instructional and student learning goals. They are specifically referenced in the institutional strategic plan, as well as in the University’s facilities planning.

**Accomplishment**

Eastern New Mexico University integrates its strategic planning and budgeting.
The importance of integrating strategic planning and resource development and budgeting is critical. By monitoring resources closely and capitalizing on resource enhancements, Eastern New Mexico University has made significant progress in building its resource base and securing it to provide support for student learning for years to come.

**Core Component C**

**Eastern New Mexico University’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**

ENMU has processes in place to evaluate and reliably assess its effectiveness as an institution. Through a well-defined internal system of data reporting, budget monitoring, internal and external audits, and internal and external accountability measures, the institution demonstrates careful fiduciary responsibility and responsiveness to the constituents it serves. A regular system of reports and information-sharing supports evaluation and enables data-driven decision making. These processes complement the institutional strategic plan, providing clearly defined ways to validate progress on goals, define areas for improvement, and align resources with strategic initiatives.

**Data Availability**

The Office of Planning Services (OPS), with the Assessment Resource Office (see Criterion 3), is a major information artery on campus. OPS prepares all institutional data reports for state and federal entities and a wide range of standard and “specialty” data reports. The best known of these is the ENMU Fact Book, an annual compilation of the most frequently sought campus information. Key components of the Fact Book are also published on the ENMU intranet. Several publications such as the biannual work force report, annual Student and Faculty Data Report, the Course Enrollment History, and Recruiters’ Book also enjoy wide campus use. All of these publications are available in the Resource Room.

OPS also coordinates the annual administrators’ evaluation and (each semester and, as requested, in the summer) the administration of faculty teaching evaluations. In consultation with the Administrators Evaluation Committee and Academic Affairs, respectively, these evaluations are printed and packaged by the office, returned data is scanned, and several levels of data reports are prepared. Special reports are prepared regularly during each enrollment cycle. Detailed and longitudinal reports by discipline, program, and college are made available. In addition to these, “specialty” reports are frequently prepared for administrators and faculty. In 2005–2006, 126 such reports were prepared. The office plans to scan archival data, and, with Information Technology Services, will pursue data warehousing and/or remote storage of back-up documentation, to better secure data. The campus is well served by the amount and the availability of data to inform decision-making.
Budget Monitoring

In 2000, the University began its conversion from CMDS database management and information system to Banner, to assure compliance with security issues and to increase user access to budget history and reports through a powerful relational database. The training was time consuming and stressful, but deadlines were met for all Banner component implementations, beginning with payroll and concluding with student records. While some elements are still “in production,” the general consensus is that the Banner system (shared across ENMU’s system and used by many other New Mexico institutions) is more than adequate for the institution’s management. Using Banner applications, departments and other units can access their budgets, encumber expenses, and run reports to monitor fund balances, rather than waiting for the Business Office to run monthly reports for them.

In 2002, the University’s adoption of a purchasing card (p-card) system implemented a Business Office goal to reduce paperwork, tighten budget monitoring, and shorten “turn-around” time between incurred costs and payment. Administered through Wells Fargo Bank with University oversight, p-card purchases are limited by amount and type of purchase and are reviewed monthly by the unit budget manager or supervisor. This system has dramatically decreased the number of purchase orders issued and the number of checks cut for small-dollar amounts. Auditing of p-card purchases, although after the fact, is rigorous enough to assure good oversight and timeliness in securing supervisor approvals. With the implementation of this purchasing system, the Purchasing Office has been able to concentrate their efforts to secure the best prices for larger purchases and has allowed Accounts Payable to implement a document imaging system. P-cards can also save time for departments because they no longer have to prepare requisitions for these small-dollar transactions.

Accomplishment

ENMU has upgraded its budget and management information software and processes for more efficient budget monitoring and reporting.

Internal and External Audits

Internal and external auditing practices for the University are stipulated in the Board of Regents policies, in the Constitution of the state of New Mexico (Article V § 90), and by the Higher Education Department (see NMSA 1978, § 21-1-33 [2003]). The internal auditor performs periodic reviews of the records and operations of the University. The auditor also audits all departments at appropriate intervals determined by the president of the University. The internal auditor communicates the results of these reviews directly to the Audit and Finance Committee of the Board of Regents and to the president of the University.
The State of New Mexico requires the University to undergo an annual audit conducted either by the state auditor or by approved independent auditors (NMSA 1978, § 12-6-3 [2003]). Customarily, the Board of Regents retains certified public accountants to perform the audit for at least three consecutive years before accepting bids from other firms for this service. The accountants report their results to the Audit and Finance Committee and the president of the University. A formal written audit is also presented to the Board of Regents and submitted to the state auditor, the secretary of Higher Education, and the Legislative Finance Committee of the New Mexico Legislature. The responsibilities of the Regents regarding financial oversight are outlined in the Board of Regents Manual (see the Manual in the Resource Room).

Campus Budget Review

An area of continuing scrutiny and attention, faculty and staff input into the allocation of resources is collected several ways at ENMU. At least twice each semester, the president meets with faculty and staff to address campus issues such as budget priorities, legislative and institutional initiatives and funding projections at regular meetings or at the constituencies’ senates and to solicit feedback. Annual Back-to-Campus meetings for faculty and staff as well as Management Information Exchanges (MIEs) for campus managers also provide opportunities for input. These informal information sessions supplement formal consultation processes about budget prioritization and allocations.

Committee Charge:
The Budget and Planning Committee shall be the principal vehicle for consultation, information exchange, and discussion of financial affairs and planning initiatives at ENMU.

The Budget and Planning Committee meets monthly to monitor the institution’s progress on the strategic plan and to review budget issues, allocations, and expenditures. Currently, the committee’s role has been consultative rather than recommending, choosing to receive information about general funding directions, review goals of the area vice presidents, and share these with their constituents. Updates on progress on the strategic plan and other funding initiatives from the vice presidents and the president are a regular item of the committee’s business. Many of these issues are complex and, candidly, do not attract wide campus attention until complaints about campus facilities surface or major expenditures are pending.

Equipment Renewal and Replacement (ER&R). A designated percent of ENMU’s state appropriation is set aside for ER&R. Funding is allocated based on a list of prioritized needs prepared by each campus unit, and then allocated by Core Staff. Guidelines for these requests are set by the state of New Mexico, and, historically, ER&R has primarily funded requests from Academic Affairs, including the computer replacement cycle.

Building Renewal and Replacement (BR&R). Under the direct supervision of the vice president for Business Affairs but in consultation with Core Staff, allocations from this designated portion of ENMU’s state appropriation address deferred and other
maintenance for campus buildings. Requests from managers and deans are regularly invited, prioritized by Physical Plant, and presented to Core Staff, through the vice president for Business Affairs, for approval.

**Special Initiatives.** ENMU has used fund balances to jump-start and sustain institutional change. Recognizing the central role of technology to enhance teaching and learning, ENMU inaugurated a two-year program in 1996–1998 to increase faculty use of technology to enhance teaching. Faculty computers were upgraded and training was provided in the use of technology to enhance teaching and learning. ENMU’s use of Blackboard and WebCT both as hybrid course enhancements and stand-alone instructional platforms has helped keep pace with the rapidly expanding growth in distance education and online course offerings. A recent initiative used a state increase in work load funding ($500,000) to fund proposals from academic departments (either for recurring or non-recurring funding) enhancing program quality. Through careful leveraging of available plant balances, the University has been able to augment building projects such as the remodels of Education and Science buildings and the new Communication Center to include needed (or upgraded) technology, equipment purchases, and other instructional enhancements such as technologically “smart” classrooms.

**Internal and External Accountability**

Eastern New Mexico University uses special initiatives as well as annual reporting to address internal accountability. In 2001, the institution underwent a “right-sizing” exercise. All academic support units prepared reports for the president reviewing each employee line and justification for that line’s continuation. As a result, several units lost employees (Registrar, Physical Plant, Library) while others (Admissions, Grants and Contracts) gained lines. Several units were realigned, with some transfers of employees from one unit to another to enhance efficiency. Reporting lines for some units also changed to different area administrators. All of these changes were accomplished without layoffs or firings, with as little disruption as possible to campus operations. The resulting budget flexibility allowed the University to add additional faculty lines. Internal accountability and evaluation on the academic side is monitored by a series of faculty-driven and administratively guided review processes. These include Undergraduate Program Review, Graduate Program Review (discussed in the self-study introduction and Criterion 4), and Academic Support Review.

**Academic Support Review.** Each academic support unit annually submits an end-of-year report and an updated strategic plan to the area administrator in June. These are reviewed and, following any needed adjustments, forwarded to the Planning Office for inclusion in the institutional strategic plan update. These reports are also reviewed by the president in a scheduled meeting with the unit’s manager, any other member of the unit who wishes to attend, and the area vice president. These meetings provide the opportunity for units to present their requests for budget adjustments, using outcomes
data from their strategic plan and evidence of planning to support the request. These reports were pivotal in implementing the “right-sizing” exercise, discussed above.

**Opportunity for Improvement**

ENMU can explicitly link planning and budget reallocations in its internal review processes.

**External Accountability**

As indicated in the opening of this chapter, ENMU’s efficiency is the highest in the state (expenditures per full-time equivalent student). Institutional budget monitoring, internal accountability, and the use of data to drive analysis and decision-making contribute significantly to this outcome.

**Instruction-and-General Funding—New Mexico 4-year Institutions (2004–05)**

<table>
<thead>
<tr>
<th></th>
<th>Instruction $/FTE</th>
<th>Instruction % of I&amp;G</th>
<th>“General” $/FTE</th>
<th>General % of I&amp;G</th>
<th>Total $/FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NM Tech</td>
<td>$9,322</td>
<td>50.7%</td>
<td>$9,066</td>
<td>49.3%</td>
<td>$18,388</td>
</tr>
<tr>
<td>NMSU</td>
<td>$6,119</td>
<td>56.7%</td>
<td>$4,679</td>
<td>43.3%</td>
<td>$10,798</td>
</tr>
<tr>
<td>UNM</td>
<td>$6,130</td>
<td>55.7%</td>
<td>$4,866</td>
<td>44.3%</td>
<td>$10,996</td>
</tr>
<tr>
<td>Highlands</td>
<td>$5,982</td>
<td>49.7%</td>
<td>$6,046</td>
<td>50.3%</td>
<td>$12,027</td>
</tr>
<tr>
<td>WNMU</td>
<td>$4,861</td>
<td>53.5%</td>
<td>$4,217</td>
<td>46.5%</td>
<td>$9,077</td>
</tr>
<tr>
<td>ENMU</td>
<td>$4,905</td>
<td>54.4%</td>
<td>$4,111</td>
<td>45.6%</td>
<td>$9,016</td>
</tr>
</tbody>
</table>

* I = expenditures related directly to instruction
* G = all other costs related to facilities, plant, and employee and administrative salaries

ENMU also demonstrates its accountability and efficiency in terms of state-mandated measures. In compliance with the Accountability in Government Act (2000), the University annually reports on several accountability measures that demonstrate the institution’s commitment to affordability and access for the students it serves. These accountability measures, set in consultation with the New Mexico Department of Finance and Administration, the Legislative Finance Committee, and the New Mexico Higher Education Department, document the institution’s commitment to its constituencies and its stewardship of state monies.
**Reporting for the New Mexico Accountability in Government Act, 2004–05**

| Accountability and affordable education | • Tuition is affordable (approx. 62% of peer institutions)  
• Financial aid awards enhanced with institutional dollars in excess of state and federal requirements  
• Percent of students receiving aid is high (67.4%)  
• ENMU enrollment reflects the state’s diversity (27% Hispanic)  
• 58% of transfer students come from New Mexico 2-year colleges |
| --- | --- |
| Student progress and success | • Student retention is 58% (fall-to-fall, first-time freshmen, a focus of institutional attention)  
• Six-year graduation rates are 34.9% (Hispanic six-year graduation rates are 35.3%)  
• 555 degrees awarded 2004–2005  
• Alumni survey data reflect 80% employed, 24% continuing their education, and 54% working in New Mexico |
| Academic quality, a quality learning environment | • Faculty and staff are modestly diverse, 13% of faculty and 28% of staff are non-Anglo  
• Over 81% of faculty hold a doctorate degree  
• Faculty pay is within 92.4% of state-designated peers  
• Overall, 61% of all classroom instruction is delivered by tenure-track faculty: 49.2% of lower-division, 79% of upper-division, and 92% of graduate courses  
• Student-to-faculty ratio is 18 to 1. ENMU-Ruidoso student-to-faculty ratio is 14 to 1.  
• Average undergraduate class size (lower-division) is 22.8, upper-division average 10, and graduate level classes average is 7  
• Graduating seniors’ satisfaction with overall educational experience: 93.4%  
• Alumni overall satisfaction: 88% |
| Effective, efficient use of resources | • Percent of resources to instruction: 49.8%  
• Percent of resources to administrative costs: 8.6% |
| Mission-specific goals | • Number of internet-based courses offered: 101  
• ENMU student/staff ratio is 6:1  
• External grants $8.3M (2004–2005) |
In addition to state accountability reporting, the University prepares regular reports for the Board of Regents, advisory councils (including the President’s Advisory Council, Southeastern New Mexico Education Research Consortium [SNMERC], and Eastern New Mexico Education Research Consortium [ENMERC]), and state and local organizations with whom the president regularly meets. An excellent working relationship with local and area media assures that campus news and issues receive accurate and timely coverage. Finally, several programs (the business program, chemistry, communicative disorders, nursing, social work, and teacher education) hold additional accreditations through external agencies and must comply with their regulatory or reporting requirements.

Embedded in each of the measures reviewed above is an explicit “feedback” loop that assures that reporting efforts are authentic, meaningful, and relevant to day-to-day operations. While this process is always in need of reiteration and articulation, the annual reviews of budgets, strategic plans and outcomes, the linkage of department or unit needs to their strategic plans, and the commitment to aligning campus efforts with ENMU’s mission and strategic plan has, in the past five years, become a much deeper part of the campus culture.

**Core Component D**

All levels of planning align with Eastern New Mexico University’s mission, thereby enhancing its capacity to fulfill that mission.

**Evidence of Planning Effectiveness**

The newest planning cycle begun in 2002 reflects solid understanding of the University’s capacity to address emerging factors such as technology, demographic shifts, and globalization. A review of the 1995 goals and those of 2003–2004 and 2004–2007 reveals both continuity and progressive re-focusing.
## Eastern New Mexico University Strategic Planning Goals 1995–2007

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enrollment Management</td>
<td>• Enhance academic quality and instructional effectiveness</td>
<td>• Re-envision ENMU’s academic culture to advance student success.</td>
</tr>
<tr>
<td>• Quality Teaching and Learning</td>
<td>• Enhance ENMU’s caring learning environment, commitment to student success, and contributions to society</td>
<td>• Attract an increasingly diverse student body and enhance students’ successful progress toward their academic and personal goals.</td>
</tr>
<tr>
<td>• Whole Student Life</td>
<td>• Attract, retain qualified and diverse students, faculty, and staff</td>
<td>• Build effective collaborations on campus and with community, business, and educational partners</td>
</tr>
<tr>
<td>• Whole Employee Life</td>
<td>• Strengthen partnerships</td>
<td></td>
</tr>
<tr>
<td>• Technology</td>
<td>• Leverage fiscal resources to support quality instruction and support services</td>
<td></td>
</tr>
<tr>
<td>• Distance Education</td>
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<td></td>
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</tbody>
</table>

Since 1995, the University’s planning documents reflect its commitment to placing student learning first. The recognition of the diverse cultural backgrounds, multiple learning styles, and new, emerging instructional media is evident. Further, these plans reveal strong alignment of institutional plans with Eastern New Mexico University’s mission, reaffirmed in an extended campus review in 2002.

In an effort to connect internal goals with external accountability measures, beginning in 2003–2004, the University’s strategic plan now reflects the alignment of institutional efforts with national and state agendas for higher education. Complete copies of these plans, their objectives, measures, and updates, are available in the Resource Room and online.

### Strategic Planning, Data-Driven Decision Making

**Strategic Planning.** Strategic planning and review is part of the campus culture at ENMU. Initially stand-alone processes, strategic planning and assessment planning are now fully integrated in the reporting cycle. Academic support units perform the same cycle of strategic review, and each academic support unit includes at least one goal that supports student learning. Examples of these student learning goals include workshops for students on financial aid, tutoring initiatives, and student organization mentoring.
programs. Unit and academic department strategic plans become the foundation of the institutional strategic plan, updated annually and reported to the campus community and the University’s constituencies.

ENMU’s strategic plan, therefore, responds to internally identified goals as well as external mandates. To demonstrate institutional alignment with these key external constituencies, these are highlighted and color-coded in ENMU’s strategic plan: (1) the Accountability in Governance Act mandates (discussed above), (2) ENMU’s participation in AAC&U’s “Greater Expectations” project (and related BEAMS initiative, discussion in Criterion 4), an initiative to provide students with greater specificity in our expectations of their learning mastery; and (3) the criteria of the Higher Learning Commission.

**Accomplishment**
ENMU has aligned strategic planning to address its internal, state, and national accountabilities and constituencies.

**Concerns Relating to Planning and Resource Allocation**
Planning processes are time-consuming and often frustrating. Early adopters want the University to move rapidly to implement needed reforms rather than waste time “talking the issues to death.” Others view campus-wide consensus as the appropriate preamble to any campus change. The concerns raised in focus groups and from other campus constituencies fall into several critical categories: concerns that ENMU cannot be “all things to all people”; the need for better information; the concern that ad hoc committees drive key decisions; concerns about the time-consuming report preparation; and finally, a sense that resource allocation is not closely tied to planning.

**University Response**
Eastern New Mexico University is working to address these concerns with the following behaviors and procedures:

**Clarity of Mission; Shared Commitment.** ENMU’s constituencies, both internal and external, have many expectations about what issues the University should address. While ENMU cannot “be all things to all people,” it can follow its mission, prioritize its efforts and its resources to advance that mission, and explain these decisions to its constituencies. This obligation is a challenging one. Annual Back-to-Campus meetings allow the president and other administrators to underscore the institution’s mission and how institutional actions are implementing that mission. Mission review will initiate the institution’s next cyclical planning process. By recognizing what
ENMU is, as well as what it is not, these discussions recalibrate campus perceptions to focus and align efforts with the primary mission: providing an excellent education to students.

**Consultation and Communication.** ENMU has processes in place that encourage excellent communication and consultation. The weekly (electronic) *Monday Memo* provides an avenue for campus news, meeting announcements, and other event information as do staff and faculty meetings and MIEs. Numerous informal opportunities also exist for consultation and communication. The president and all Core Staff maintain an “open door” policy, where anyone can come to talk about any issue of concern. The president and other administrators regularly attend campus events, and the president in particular makes a point of walking across campus to visit with faculty and staff. Almost daily, he can be found sharing a meal in the campus cafeteria with students, faculty, or staff, providing them with informal opportunities to air a concern or share ideas. Still, regular communication and consultation must remain an institutional priority to build the trust and confidence in institutional direction.

**Transparent Budget Information.** While budget-building is a complex process, New Mexico’s Open Records Act makes all budgetary data (including salary data) available to any New Mexican. Business Affairs staff conduct workshops, answer questions, and provide assistance with budget matters. Primary oversight for budget building consultation rests with the Budget and Planning Committee, which may be very proactive in its pursuit of budget information or may prefer simply to be kept informed. The committee’s efforts to disseminate information can vary greatly.

**University Governance.** Concerns about the complexity of University governance (its system of committees and chain-of-command approvals) are not new to ENMU. While there may be a perception that ad hoc committees make critical decisions, this is not common practice. A full discussion of University governance and the results of its most recent review are included in Criterion 1.

**Workload of Report Preparation.** To be effective, plans cannot be static documents that sit on shelves and gather dust. Living documents require managers and department heads to convene staff, consult about goals and objectives, and candidly monitor progress on measures. Since 2002, campus familiarity with the planning and assessment processes has increased dramatically. Unit heads receive electronic templates for these reports, data, and a copy of their past report to aid report preparation. Assistance is provided in workshops and with one-on-one consultation. However, there is no question that the burden of report preparation continues to be a considerable one for key faculty and staff. There is a continuing need to provide training to as many as possible about the benefits and efficiencies of good planning.
Conclusion

Preserving our History, Ready for the Future

ENMU’s state appropriations have increased in the past five years through deliberate efforts to capitalize on the state funding formula, to present focused appeals to legislators, to increase enrollment and secure the growth incentive funding, and to carefully leverage institutional strengths to secure external funding.

- Philosophical readiness—ENMU’s understanding of the challenges that it confronts; its awareness of changing demographic, economic, social, and cultural pressures on the institution; and its efforts to secure and expand its resource base to address these challenges mean that ENMU will continue to address its mission and the needs of future students.

- Practical readiness—ENMU’s efforts to conserve resources; its managed enhancements of classrooms, facilities, maintenance, HVAC, and technology; and its attention to staffing (recruitment, retention, training) affirm the institution’s ability to anticipate and meet future physical and human resources needs.

- Planning processes—ENMU’s institutional and unit strategic planning, tied to resource allocation, assures that all campus efforts align with the mission and with the commitment to place student learning at the center of every institutional action and activity.

Based on the evidence and analysis presented, Eastern New Mexico University concludes that it satisfies each of the core components of Criterion 2.

Accomplishments

- ENMU is the most efficient four-year institution in the state (measured by cost per FTE student).

- ENMU has demonstrated its careful stewardship, leveraging resources to keep costs to students low with high institutional effectiveness and efficiency.

- ENMU has made considerable progress in improving technology to enhance teaching and the security and reliability of its infrastructure.

- ENMU has steadily increased its funding from state sources and the ENMU Foundation and has initiated processes that will sustain that growth.

- ENMU integrates its strategic planning and budgeting.

- ENMU has upgraded its budget and management information software and processes for more efficient budget monitoring and reporting.

- ENMU has aligned strategic planning to address its internal, state, and national accountabilities and constituencies.
Opportunities for Improvement

- ENMU can improve how the campus identifies and prioritizes instructional equipment needs and allocates resources to address them.

  **Action.** A comprehensive listing of technology and equipment to enhance teaching would help academic units plan for emerging instructional needs and requests. Currently, the process of computer upgrades and additions and upgrades to “smart” classrooms are reviewed by the Computer Committee and systematically monitored; funding is appropriated annually. A systematic monitoring of maintenance costs and a plan for equipment upgrade in the sciences and other equipment-intensive areas would help to prioritize these needs and allow adequate lead-time for their replacement.

- ENMU can involve a broader section of the campus community in planning for facilities needs.

  **Action.** ENMU is currently engaged in construction projects totaling over $40M. Calls for proposals for funding initiatives went out to faculty and staff in fall 2006, and several innovative projects were identified. This process, mirroring the fall 2005 process, has been more effective in engaging the campus community in future planning. These proposals will also be addressed by the spring 2007 strategic planning process.

- ENMU can capitalize on grant success to enhance educational programs and student services.

  **Action.** At the three-campus retreat in summer 2005 and 2006, the identification of grant opportunities was set as a collaborative priority for the University system.

- ENMU can explicitly link planning and budget reallocations in its internal review processes.

  **Action.** ENMU’s internal review processes explicitly monitor the use of resources (and their adequacy). This information needs to be communicated to other budget oversight groups such as Budget and Planning Committee.
Criterion 3

Student Learning and Effective Teaching

Eastern New Mexico University provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
Criterion Three

Introduction

Eastern New Mexico University spends considerable time, effort, and resources to assess the effectiveness of student learning, to place the classroom at the center of campus life, and to assure that faculty and staff are supported in the delivery of excellent and effective instruction. These efforts take into account the academic preparation of students, the rapid pace of technological change, the unique demands that distance delivery places on learning environments, the evolving nature of academic assessment, and the faculty’s need for continued professional development to deliver quality instruction.

History of Assessment at ENMU

Eastern New Mexico University inaugurated its formal assessment processes in 1985, with end-of-program assessments and an assessment of general knowledge. The state of New Mexico approved a line item allocation for ENMU in 1987, providing permanent funding for the Assessment Resource Office (ARO) to provide assessment leadership for higher education in New Mexico. The ARO organizes a state-wide conference on assessment and retention issues each spring. On campus, the ARO provides workshops, web pages, and other assistance to faculty on topics such as classroom-based assessment, assessing online learning, assessing general education, and the scholarship of teaching. The University’s Assessment Committee guides the work of the ARO and focuses attention on gaps in the assessment process and strategies for improving the use of assessment data. Its members serve as the reviewers of the assessment plans of all academic units.

Key Assessments of Student Learning and Engagement at ENMU

<table>
<thead>
<tr>
<th>Seniors</th>
<th>End of program assessments, including national exams, senior projects, peer and community assessment boards, exit interviews with seniors in the major, senior satisfaction surveys at graduation, graduate satisfaction surveys, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juniors</td>
<td>Either by the Academic Profile Test (APT), superceded by the Measure of Academic Performance Proficiency (MAPP), or an in-house designed numerical literacy exam and a critical thinking/writing exercise (based on the ICAT instrument from The Center for Critical Thinking).</td>
</tr>
</tbody>
</table>
Freshmen

Cooperative Institutional Research Project (CIRP); ETS' Your First College Year (YFCY).

Seniors/Freshmen


The University has identified student engagement and persistence as an institutional focus. Extensive time and energy have been spent building special freshman-year support systems. The sophomore year, however, surfaces special concerns of academic and career choices. ENMU can seek more effective engagement strategies for its sophomore students that will smooth this transitional period.

Opportunity for Improvement

ENMU can focus more attention on the sophomore year as an opportunity to improve academic and career advising for students in their major or career interest and their academic performance.

ENMU’s DataWave allows faculty and staff to follow assessment efforts on campus, future directions, and trend data. Faculty workshops sponsored by the ARO have included the uses of classroom-based assessment (now widely used in academic departments) and invited guest speakers such as Barbara Walvoord and Janice Denton, nationally recognized leaders in assessment, to highlight aspects of assessment practice. Academic unit assessment reports (begun in 1995) are now prepared in connection with unit strategic plans—demonstrating the importance of integrating these critical mission-driven efforts. As an affirmation of its central importance on campus, the physical location of the ARO has moved to the heart of campus, and assessment efforts are supported from multiple sources.

Eastern New Mexico University is accountable to its students and constituents for delivering and assessing student learning and holding students to high expectations of achievement. ENMU remains a recognized leader in assessment in New Mexico and in the region.

Accomplishment

Since 1985, ENMU has actively supported the use of student learning assessment in its academic programs and as a measure of its institutional effectiveness, the first New Mexico institution to do so.
**Core Component A**

**Eastern New Mexico University’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

Eastern New Mexico University assesses student learning in multiple ways, from an institutional perspective, through the general education or core curriculum, and from the perspective of individual programs (undergraduate and graduate). This is a coherent and integrated approach to assessment that addresses the broad University experience from the freshman year through the capstone experience administered in the major discipline.

**General Education Assessment.** Perhaps no other area of assessment has created more challenges for faculty than the assessment of general education. Faculty are adept at assessing student learning in their own content areas and with students in their academic majors. More problematic is assessment of learning outcomes in general education. Faculty affirm the central importance of fundamental skills addressed in general education courses, but they do not necessarily see the link between results of the assessment exams given to rising juniors and student performance in general education classrooms. A second challenge is to avoid intruding into faculty’s domains, their classrooms. Assessment in the major is not viewed as intrusive, but many faculty perceive that assessment in general education courses is designed to assess instructor competence, not student learning. To address these issues, ENMU developed a number of flexible assessment tools that have provided multiple strategies for closing the assessment loop.

**Classroom-Based Assessment.** For many faculty, non-intrusive classroom assessments are useful and authentic measures of student learning in general education classes. These assessments have been incorporated into departmental assessment plans and now form a major component of student learning outcome assessments. Based on 2004–2005 and 2005–2006 assessment plan reports, all departments that assess general education courses employed some form of classroom-based assessment. Examples of classroom-based assessments are available in the Resource Room.

At ENMU-Ruidoso, a Faculty Assessment Coordinator leads faculty in the preparation of discipline-specific assessment rubrics for each content area. Outcomes for each class
are submitted to the Assessment Coordinator at the end of each semester. With over 90% of courses taught by adjunct faculty, the need for continued faculty development in the area of assessment is critical.

**Opportunity for Improvement**

ENMU-Ruidoso can strengthen faculty development programs for adjunct faculty in the area of assessment.

**National Examinations.** Eastern students take national standardized tests to evaluate whether their level of academic achievement as rising juniors is on a par with peers across the nation. The Academic Profile Test (APT), now the Measure of Academic Performance Proficiency (MAAP), focuses on the academic skills developed in general education courses. The percentage of Eastern students attaining at least Proficiency Level 2 (out of three levels) has increased marginally from 2002 to 2005, although average total scores have declined. ENMU’s comparison cohort is comprised of master’s (comprehensive) colleges and universities. While scores on these national tests have not shown dramatic improvements in ENMU student performance, they have demonstrated a level of proficiency that is consistent with the preparation of Eastern’s entering students.

### APT Scores (2002, 2005)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>ENMU N = 281 Fall 2002</th>
<th>ENMU N = 235 Spring 2005</th>
<th>Comparison Cohort 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average total score, APT</td>
<td>439.7 [16.1]*</td>
<td>437.9 [17.6]*</td>
<td>444.4 [18.7]*</td>
</tr>
<tr>
<td>Academic Profile Test</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Standard Deviation

**Critical Thinking /Writing Test and Numerical Literacy Examinations.** To supplement data gathered from national exams, ENMU piloted a critical thinking essay based in part on the Higher Order Critical Thinking Essay Test (ICAT) and administered a mathematics literacy test in spring 2005 and spring 2006. These locally-developed tests provide more detailed data by which to measure the success of ENMU’s general education program. Complete results for spring 2005 are reported in the October 2005 *DataWave*, available in the Resource Room.

Results of these examinations show that although critical reading and writing are a key part of the general education program, clearly, ENMU students are finding it difficult to write a critical response to a given reading prompt. The APT and Critical Thinking/Writing Tests find that ENMU students under-perform in critical thinking skills. Well over half (60.5%) of ENMU students scored at the low or unacceptable level on the ICAT.
measure. Responding to this concern, the English department has instituted rubrics that address these weaknesses for all general education English courses.

On the Numerical Literacy examination, designed by ENMU mathematics faculty, ENMU students understood numeric information well, but their computational skills were poor. Basic graph interpretation skills of tested students were high—between 64% and 94% of students answering all parts of the questions correctly. However, for questions asking for explanations of the figures within the graph, those percentages dropped dramatically, with only 3 to 11% answering all parts correctly. To assure that these skills are being addressed in general education mathematics courses, department faculty have instituted department-wide rubrics that address these weaknesses.

ENMU can take greater steps to insure that critical thinking skills are firmly embedded in the general education curriculum. Departments can develop more focused assessments of critical thinking skills that will match competencies mandated in common core general education offerings. Critical thinking is a focus that all faculty can address in classes and will be the subject of professional development opportunities for faculty in the coming year.

**Diversity/Global Upper-Division Requirement.** ENMU added a new upper-division, one-course requirement under the category “Diversity/Global” to the general education core. A curriculum revision project funded by the National Endowment for the Humanities prepared the faculty teaching the first courses in this new category with the skills and pedagogical tools to address global and interdisciplinary requirements. The first courses were offered in 2002. A listing of approved courses and their descriptions is included in Appendix C.

These junior-level writing intensive classes are designed to use interdisciplinary approaches to teach about cultural diversity and global interconnections. Highlighting issues of ethics, civic responsibility, and justice, the classes come from any discipline and carry no prerequisites other than the general education core.

Students surveyed in these courses in 2004 and 2006 have confirmed that the goals of the requirement are being met. In fall 2004, 66 students completed a special survey for this category. In 2006, 127 students completed the survey. Students rated their courses “Excellent” or “Above Average” in the following areas.

<table>
<thead>
<tr>
<th>Diversity/Global General Education Survey Fall 2004, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course ...</td>
</tr>
<tr>
<td>explored ways to changes our selves and our society</td>
</tr>
<tr>
<td>explored diversity in values</td>
</tr>
<tr>
<td>encouraged me to identify personal values</td>
</tr>
<tr>
<td>increased my sense of civic responsibility</td>
</tr>
</tbody>
</table>

Source: ENMU Assessment Resource Office
Survey results demonstrate progress in meeting learning objectives for this category of general education and that the intended learning outcomes are being achieved.

**Future Directions.** An intriguing possibility for future assessment is use of the Diversity/Global category of general education as a general education capstone course. These courses can assess general education writing, critical thinking, and numerical skills in an interdisciplinary context.

Another area for future assessment is a partnership with the Eastern Area Workforce Development Board to explore the use of ACT’s WorkKeys, a job skills assessment system measuring real-world skills, as a possible general education assessment. Administered in several area high schools as an exit exam, WorkKeys has the potential to measure the “value-added” by the first two years of college. A pilot administration of this instrument is scheduled for spring 2007.

**Undergraduate Program Assessments.** The general education assessment cluster of program-specific, national standardized tests, in-house assessments, and a projected capstone course is complemented by second-tier assessments in the student’s major and by other University-wide surveys and assessments. Discipline-specific assessments represent some of the most advanced and well-developed aspects of assessment at ENMU. Faculty investment in these assessments is high. They closely watch the progress of seniors to evaluate the effectiveness of program curriculum and to identify gaps in that curriculum. The range and variety of ENMU’s program assessments demonstrate the dynamic nature of campus learning assessments. Examples from each college follow. Program assessment plans and reports are available in the Resource Room.
• In the College of Fine Arts, panels of community, staff, and students assess theatre, dance, and art students’ presentations and written goal statements. These annual appraisals are videotaped and reviewed by the student before the presentation is discussed candidly with the panel. These videotapes are archived, providing a longitudinal study of the student’s performance over the course of his/her degree.

• In the College of Business, seniors in accounting must achieve the 85th percentile on the ETS Major Field Assessment Test (accounting sub-score) and participate in a capstone course (ACCT 422) to assess their ability to conduct an audit.

• In the College of Education and Technology, prospective teachers are assessed in their final semester as in-service teachers by their cooperating teacher, by a faculty member in their content area for content mastery, and by an Education faculty member for pedagogy and classroom management skills. Post-baccalaureate licensure students are held to the same standards as students completing the traditional undergraduate program. The New Mexico Teachers Assessment is discussed below as a unique, comprehensive formative and summative assessment.

• The College of Liberal Arts and Sciences includes a wide variety of assessments, including the completion of a senior project, demonstrated competencies in program-wide skills, pre- and post-testing using national examinations, and ETS Major Field Assessment Tests in the content area. Students planning to teach in secondary schools must successfully pass the New Mexico competency exam in their content area. Several programs also offer seniors a capstone course that allows for programmatic assessment and requires a final project.

Special Program Assessment: The New Mexico Teachers Assessment. Students preparing to teach in New Mexico schools are required to pass state examinations in basic skills, professional knowledge, and content area proficiency before receiving licensure. Acceptance into the teacher education program is contingent upon passing the first of these exams. Results for this battery of tests are presented below, although the content area test has recently been replaced by more specialized content-specific tests.

**ENMU Results—Basic Skills Test (NMTA)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>86%</td>
</tr>
<tr>
<td>2001</td>
<td>64%</td>
</tr>
<tr>
<td>2002</td>
<td>51%</td>
</tr>
<tr>
<td>2003</td>
<td>86%</td>
</tr>
<tr>
<td>2004</td>
<td>84%</td>
</tr>
<tr>
<td>2005</td>
<td>90%</td>
</tr>
</tbody>
</table>

*Source: New Mexico Department of Public Education*

The first testing area, Basic Skills, assesses reading, writing, and arithmetic skills. Pass rates on this exam have been improving. Workshops are offered by the Title V Cooperative grant personnel to acquaint students with the format of the test, with test-taking skills, and key study points. The second testing area, the Professional Education test, measures students’ mastery of pedagogical, legal, and classroom management practices. Content area tests measure students’ preparation in the academic content area. Students must pass all three examinations to receive licensure in New Mexico. Pass
rates are disappointing in some content areas. Weaknesses are evident in secondary mathematics, sciences, and social studies. At the “middle level,” language arts and social studies scores present problems. Overall, these assessments are useful to complete the assessment picture for general education as well as content discipline mastery.

New Mexico Teachers Assessment 1999–2005. ENMU students score favorably compared to all New Mexico test-takers in most areas. Recognizing the need to address low scores in some of the content areas, however, the president and vice president of Academic Affairs convened a faculty task force to address needed pedagogical changes and to assess the adequacy of student support services.

New Mexico Teacher Assessments Passage Rates 1999–2005

<table>
<thead>
<tr>
<th></th>
<th>ENMU (%)</th>
<th>Statewide (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Skills</strong></td>
<td>1,395 (93.4%)</td>
<td>16,903 (94%)</td>
</tr>
<tr>
<td><strong>Teacher Competency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>634 (97.8%)</td>
<td>7,552 (95.4%)</td>
</tr>
<tr>
<td>Secondary</td>
<td>315 (89.2%)</td>
<td>4,489 (90.9%)</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>26 (76.9%)</td>
<td>178 (67.4%)</td>
</tr>
<tr>
<td><strong>Content Knowledge Tests (since 2002)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>261 (96.9%)</td>
<td>3,459 (95.4%)</td>
</tr>
<tr>
<td>Language Arts Secondary</td>
<td>41 (97.6%)</td>
<td>642 (97.4%)</td>
</tr>
<tr>
<td>Reading K–12</td>
<td>9 (88.9%)</td>
<td>145 (82.8%)</td>
</tr>
<tr>
<td>Mathematics Secondary</td>
<td>39 (66.7%)</td>
<td>434 (72.8%)</td>
</tr>
<tr>
<td>Science Secondary</td>
<td>18 (66.7%)</td>
<td>429 (80.7%)</td>
</tr>
<tr>
<td>Social Studies Secondary</td>
<td>58 (63.8%)</td>
<td>598 (81.4%)</td>
</tr>
<tr>
<td>Spanish K–12</td>
<td>2 (100%)</td>
<td>52 (90.4%)</td>
</tr>
<tr>
<td>Music K–12</td>
<td>2 (100%)</td>
<td>55 (89.1%)</td>
</tr>
<tr>
<td>Language Arts Middle Level</td>
<td>9 (55.6%)</td>
<td>73 (78.1%)</td>
</tr>
<tr>
<td>Mathematics Middle Level</td>
<td>13 (92.3%)</td>
<td>167 (73.7%)</td>
</tr>
<tr>
<td>Science Middle Level</td>
<td>1 (100%)</td>
<td>77 (85.7%)</td>
</tr>
<tr>
<td>Social Studies Middle Level</td>
<td>4 (25%)</td>
<td>54 (61.1%)</td>
</tr>
<tr>
<td><strong>Alternative Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Skills</td>
<td>135 (91.9%)</td>
<td>Not available</td>
</tr>
<tr>
<td>Teacher Competency Elementary</td>
<td>38 (89.5%)</td>
<td>Not available</td>
</tr>
<tr>
<td>Teacher Competency Secondary</td>
<td>41 (92.7%)</td>
<td>Not available</td>
</tr>
</tbody>
</table>

Source: NM Higher Education Department
Graduate Program Assessments. The Graduate School oversees the program assessments for the University’s 13 graduate programs. While many departments have not fully codified the assessment stages in a graduate program, graduate student milestones such as preliminary course work are clearly marked and carefully monitored. All graduate programs require comprehensive internal or external exams or an extended project or research thesis, or both, evaluated by the student’s graduate committee and by the graduate dean. Copies of the Graduate School procedures and thesis guidelines are available in the Resource Room.

National Surveys of Engagement. Beginning in 1985, with the inauguration of Eastern New Mexico University’s assessment program, the institution began administering the Cooperative Institutional Research Program (CIRP) to its first-time full-time freshmen. This national survey helped Eastern to assess the characteristics, aspirations, and goals of incoming students. This data was invaluable in a number of ways. First, the demographic profile signaled the first shift to a more ethnically diverse student mix in ENMU’s freshmen. Data about the incoming freshmen were shared with faculty, informing campus discussion of the mix of high-ability and under-prepared students. Second, when Eastern launched its Freshman Seminar program in 1998, again CIRP data was instrumental in shaping the faculty orientation and syllabus development for that course, not only in terms of the diversity of freshmen but in term of the values and attitudes they brought to their college experience and their career expectations. Third, CIRP data has assisted grant and report writers on campus, who use the data to document the profile of incoming students. CIRP data also informed campus services such as tutoring, financial aid, wellness facilities managers, and others about the special interests and needs of students. Finally, CIRP data has informed the efforts of the recruiters in the Admissions office to define the issues and concerns of prior freshmen classes to shape the materials and outreach to potential students. The CIRP survey was a very useful institutional tool, setting the stage for the NSSE’s focus on engagement.

Student engagement serves as another measure of student learning. Eastern New Mexico University was a member of the pilot group of the National Survey of Student Engagement (NSSE) in 2001, one of 321 participating institutions. In 2002 and 2005, ENMU again participated in the NSSE. The University participated in the Faculty Survey of Student Engagement (FSSE) in 2004, and results were correlated with students’ NSSE data from 2002. Discussion of 2005 results appears in Criterion 4. Data from these surveys inform University practices in two ways: (1) the University’s emphasis has broadened from a notion of performance measures to measures of engagement to describe student learning; and (2) the University is interested in seeing how faculty goals for student learning diverge from or correspond to student goals. The University plans to continue its participation in engagement measurements such as these.

An examination of the assessment plans of the academic programs shows a wide range of assessments, including course, program, and national external exams, where
appropriate. ENMU recognizes the value of balancing in-house assessments that capture the unique qualities of programs with external norms that assure students are competitive with their peers.

Accomplishment

ENMU has a continuous process of assessment at all levels, for on- and off-campus students. Assessments include a wide variety of measures, closely monitored, the subject of faculty discussion and commitment.

Assessment and the Feedback Loop. Eastern New Mexico University collects its assessment data, shares it with campus members and constituents, and uses it to shape curriculum and other academic decision-making.

• **Clearly Stated Learning Objectives.** The first indication of intentionality in the assessment of student learning is the presence of learning objectives in the General Education Philosophy and in ENMU course syllabi (sample syllabi are available in the Resource Room).

• **Departmental Assessment Plans.** Departmental assessment plans clearly outline the assessments, the measures, performance criteria, findings, and actions taken for each departmental learning objective. Data are compiled and assessment reports are submitted annually to the college dean and to the ARO. Assessment Committee members also review each report and provide commentary to the departments through the ARO Coordinator. A standardized reporting template allows data to be archived electronically, updated easily, and compiled efficiently. (See Appendix G)

• **Assessment Days.** The University’s Assessment Day (each spring) is set aside for faculty professional development as well as student assessment. An in-service event provides speakers on a topic of student learning, followed by round-table discussions. These discussions are recorded in *Faculty Conversations* publications, compiled and distributed to faculty (copies are available in the Resource Room). Faculty also may use this day to meet as departments to explore assessment issues.

• **Assessment Cafés.** The ARO sponsors informal sessions where faculty or departments and the college deans can come together to discuss assessment issues or planning. These Cafés provide opportunities for informal but substantive discussion of assessment data, best practices, and unit planning.

• **DataWave.** Inaugurated in 1995, the ENMU *DataWave* provides the campus community with relevant data about students, student assessment, student demographics, and other campus data. This publication is designed to inform and encourage discussions about the use of data to raise questions, test assumptions, and inform decisions at all levels of the University. Copies of the *DataWave* are available in the Resource Room and archived on ARO’s web pages.
• **Information to Stakeholders.** The University broadly disseminates assessment information through the *Monday Memo*, web pages, and various campus meetings. Regular reports are made to the president’s Core Staff, the president provides the Regents with briefings of assessment and planning efforts, and press releases about assessment results are prepared for regional media. Faculty members also present their research and assessment data at state and national conferences and in campus forums.

*Responding to the Challenge of Assessment*

Eastern New Mexico University places considerable emphasis on the need to “close the assessment loop,” to design authentic assessments of student learning, and to use these to revise curriculum and pedagogy to enhance learning experiences for students.

• **Basic Skills/Developmental Studies.** Two strategies, learning communities composed of developmental studies students and intrusive advising for conditionally admitted students, are currently being employed to address the needs of under-prepared students. A cross-disciplinary, cross-college Developmental Education Advisory Group meets to discuss issues of concern for developmental curriculum and practice.

• **General Education.** The assessment of the general education core has made dramatic strides in the past ten years. The Assessment Committee has identified national exams that provide richer and more relevant data about students’ academic performance and has assisted in the design of in-house assessments to address faculty concerns about specific content. (See, for example, mathematics and English rubrics for General Education, available in the Resource Room).

However, ENMU’s general education assessment faces a critical problem of authentic performance. Unlike the end-of-program assessments that often are part of a grade or conducted by faculty whom students know personally, general education assessment is more impersonal, a paper-and-pencil test seemingly unconnected to students’ coursework. The University needs to consider how to integrate Developmental Education and General Education assessment in authentic ways into students’ educational experiences.

• **Cross-Disciplinary Programs.** Although program review is well established for traditional programs, new programs or those that are delivered primarily online may need to review how their program assessments must change to accommodate variations in delivery. In the case of the University’s newest degrees, in Applied Arts and Sciences (BAAS), Professional Technical Education (BOE), and the University Studies (BUS) degree, assessments that address this unique student population and delivery systems should be examined.

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**Opportunity for Improvement**

ENMU can increase its focus on developmental education, the assessment of general education, and the assessment of cross-disciplinary programs.
• **Undergraduate Program Assessment.** While the best established aspect of ENMU assessment, undergraduate program assessments still leave room for improvement. The process of peer review, administrative review, and forums to discuss effective assessment continue to foster a productive dialog about student learning.

• **Graduate Program Assessment.** Assessments in many graduate programs are among the most traditional on campus. The Graduate Committee has taken steps to include a broader examination of program assessments that extend beyond traditional “entry” screening and final project measures.

• **Faculty Commitment to Assessment.** Some faculty members feel burdened by assessment reporting requirements and are not convinced of their value. Many express the belief that they perform excellent assessments in their classrooms—tests and final grades. Other faculty see little connection between their assessment efforts and administrative decisions regarding staffing and budgeting. The University has a responsibility to make these connections clear to faculty and continue to seek authentic assessments that lead to enhanced student learning.

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**Opportunity for Improvement**

ENMU can integrate student learning assessment information into every facet of University decision-making, including planning and budgeting.

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Many institutions struggle with the difficult task of authentic assessment of learning. ENMU’s faculty include many who are well-informed and well-positioned champions of learning assessment and users of assessment data. The University also has a wider group of faculty members who acknowledge the need for and value of the assessment of student learning. The campus struggles with aligning the realizations of these critical groups with certain traditional notions of classroom sovereignty, academic freedom, and personal charisma as primary teaching methodologies, in lieu of assessments that are seen as intrusive, irrelevant to classroom curriculum, or externally mandated.

**Core Component B**

**Eastern New Mexico University values and supports effective teaching.**

In the words of the Pew Charitable Trusts site visitors, ENMU is “totally centered around student learning.” Eastern New Mexico University’s emphasis on excellent teaching has been a hallmark of the campus, a criterion for faculty and staff hires, and a focus for annual performance appraisals. This emphasis has gained ENMU national recognition.

**1992** ENMU is awarded funding for the Center for Teaching Excellence (CTE), which supports and disseminates effective and innovative teaching and learning practices in the public schools and universities of New Mexico. ENMU is the only New Mexico institution with a line item for this activity. Through grant programs, research, publications, resources, consultants,
and CTE-sponsored workshops, the Center encourages educators to implement a wide variety of successful teaching and assessment strategies, and share the results with others.

1997–1999 ENMU receives the Pew Leadership Award for the Renewal of Undergraduate Education. This award ($250,000) launched ENMU’s Freshman Seminar program.

1999 ENMU is one of twenty institutions showcased by AAC&U as an exemplar of comprehensive innovation in undergraduate education.

1999–2002 The Pew Charitable Trusts awards additional funding ($50,000) that allows ENMU to explore the use of electronic portfolios and to initiate classroom-based assessments.

2000 ENMU is one of 20 institutions selected to participate in AAC&U’s Greater Expectations project.

2001–2006 As a “Hispanic-Serving Institution,” ENMU is awarded a $1.9 million grant by the U.S. Department of Education to expand ENMU learning communities, enhance developmental mathematics, and build a scholarship endowment.

2002–2004 ENMU receives a NEH grant to develop and integrate courses on global diversity into the general education curriculum.

2003–2007 ENMU and Clovis Community College receive a $2.7 million Title V Cooperative grant to enhance transfer student success, improve technology of distance educational delivery, and provide faculty professional development in cultural fluency and technology.

2005 ENMU is selected by the Institute for Higher Education Policy to participate in the Building Engagement and Achievement for Minority Students project (BEAMS).

<table>
<thead>
<tr>
<th>Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMU receives state and national recognition for its quality teaching and programs to enhance faculty teaching and students’ engagement in their learning.</td>
</tr>
</tbody>
</table>

**Qualified Faculty.** ENMU starts with a faculty of the highest quality. Almost 80% of faculty members hold the highest degree in their fields. Over 50% of lower-division classes are taught by tenured/tenure-track faculty. For upper-division classes, the figure is 70% and 92.5% for graduate classes. Faculty curriculum vitae are available in the Resource Room.

ENMU-Ruidoso hires career and technical faculty based first on professional credentials, and second on educational attainment. The vast majority of faculty are part-time or temporary instructors. Orientation sessions are offered and new instructors are
trained by full-time lead faculty who offer continued support throughout the semester. Academic faculty hold the masters’ degree or higher.

In Portales, finalists for faculty positions demonstrate the quality of their teaching during the interview process, teaching at least one class during their on-campus interview. Further, candidates are asked about their familiarity with videoconferencing and online or web-based instruction, since all faculty are expected to deliver courses via multiple delivery systems.

**Evaluation of Teaching Effectiveness.** Once candidates are hired, ENMU’s policies on employment continuation, tenure, and promotion (outlined in the *ENMU Faculty Handbook*) require annual reviews of faculty teaching, scholarship/creative activity, and service. Student evaluations, peer reviews, and faculty self-reflection are required as supporting documentation. Periodic review of tenured faculty is also part of ENMU’s evaluation process. These processes ensure that all faculty members continue to receive support in enhancing their teaching skills and expertise. The award of Annual Performance Pay is heavily based on evidence of quality teaching.

To provide faculty with feedback about their teaching effectiveness, teaching evaluations are conducted each semester and during summer session, upon request, for all classes. Data is compiled by the Office for Planning Services, and faculty receive summaries of their results, along with transcriptions of student comments. College deans receive the department and college averages.

<table>
<thead>
<tr>
<th>College Averages</th>
<th>2001–02</th>
<th>02–03</th>
<th>03–04</th>
<th>04–05</th>
<th>05–06</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spr</td>
<td>Fall</td>
<td>Spr</td>
<td>Fall</td>
</tr>
<tr>
<td>Education and Technology</td>
<td>4.35</td>
<td>4.44</td>
<td>4.36</td>
<td>4.36</td>
<td>4.31</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>4.22</td>
<td>4.31</td>
<td>4.42</td>
<td>4.37</td>
<td>4.41</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>4.10</td>
<td>4.15</td>
<td>4.04</td>
<td>4.11</td>
<td>4.08</td>
</tr>
</tbody>
</table>

Source: ENMU Institutional Research, fall/spring semesters 2001–2006

Teaching evaluations form part of the faculty members’ annual review file and the Faculty Evaluation Committee (FEC) materials. Overall averages of teaching evaluations are above “4” on a five-point scale.

The fruits of this focus on teaching excellence are tangible ones: since 1996, four ENMU faculty members have been selected as New Mexico professors of the year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education.

Dr. Betty Lyon, professor of mathematics (1996)
Dr. Andy Sae, professor of chemistry (1999)
Faculty Responsibility for Curriculum. Faculty hold responsibility for curriculum-related decisions, whether these are determined within a department, in the college, or through governance entities. For example, ENMU’s general education core was modified by faculty to include a computer literacy requirement. The Diversity/Global requirement, discussed above, was another faculty-driven initiative.

Both the undergraduate and graduate program review processes require program faculty to document how current curricula address the standards and content of their disciplines as recommended by accrediting bodies and national associations. Faculty roles in program review and their membership on the Curriculum, Graduate, and General Education committees firmly place responsibility and oversight for curriculum with the faculty. Committee charges, membership rosters, and minutes of meetings are archived on the governance pages on InsideENMU.

Institutional Support of Teaching Excellence. ENMU provides extensive support to faculty to ensure that their teaching continues to be of the highest quality.

• New faculty are assigned faculty mentors who help newcomers adjust to ENMU’s standards, culture of assessment, and expectations for ongoing improvement.

• Workshops on pedagogy are frequent, including brown-bag lunches and Assessment Day activities.

• Instructional development grants, reviewed by a faculty committee and overseen by the office of Academic Affairs, are awarded every year to faculty members with innovative projects to improve pedagogy. Similar grants are awarded to support faculty research, for a combined award of $42,699 in 2005–2006.

• The Center for Teaching Excellence makes available grants to K-12 teachers and their University partners to improve teaching. Grants are also available to ENMU faculty to conduct action-based research at the University level.

• The Teaching/Learning Committee, established in 2003, designs faculty-wide in-service efforts with funding from the vice president for Academic Affairs.

• The relative isolation of the campus from major urban areas or research libraries and institutions makes the availability of travel funds critical to professional development. As reflected in the travel budgets for faculty, it is an institutional priority to support faculty travel for professional enrichment. In addition to these funds, college deans have funds to supplement faculty travel.
As a result of the support documented above, faculty at Eastern New Mexico University actively publish in their fields. A recap of these accomplishments and curriculum vitae of all instructional staff are available in the Resource Room.

**Innovation and Expanding the Reach: Distance Education.** The service area of Eastern New Mexico University is a large one, characterized by widely-spaced rural communities, some poorly served with highways or internet connectivity. Technological advances, however, have created new methods of course delivery, providing innovative educational outreach options.

- ENMU was the first institution in New Mexico to deliver courses via instructional television. In compliance with the FCC mandate to convert all public broadcast systems from analog to digital signal by 2008, ENMU is migrating from its analog and microwave transmission system to a more efficient, more reliable, and less costly digital system. This system utilizes videoconferencing and voice-over-IP to transmit audio and video to instructional sites and to reverse-send audio and video from the sites back to the main campus, connecting students and instructors across various locations.

- Using Blackboard™ and now WebCT™ as a platform for online and “web-assisted” traditional courses, the University has provided a secure space for the electronic archiving of course materials, secure file exchange, and opportunities for “real time” or asynchronous threaded discussion. The StarBak™ system allows students to view tapes of class meetings. The capacity for streaming video and other features is being added. The growth in internet course offerings continues, with 200 courses planned for the 2006–2007 year. ENMU-Ruidoso is also an active contributor to ENMU system offerings on the internet.
• ENMU provides not only courses but online programs. In 2004, the University secured approval from the Higher Learning Commission to offer the degrees of bachelor of University Studies, Occupational Education (BOE), and Applied Arts and Sciences (BAAS) online. At the same time, ENMU received permission to offer its MBA program online. The University has approval to offer existing degree programs online when it believes itself ready to do so.

Student Enrollment by Alternative Delivery Mode (Duplicated Headcount)

<table>
<thead>
<tr>
<th></th>
<th>1998–99</th>
<th>99–00</th>
<th>00–01</th>
<th>01–02</th>
<th>02–03</th>
<th>03–04</th>
<th>04–05</th>
<th>05–06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-Site</td>
<td>259</td>
<td>316</td>
<td>636</td>
<td>536</td>
<td>531</td>
<td>831</td>
<td>668</td>
<td>725</td>
</tr>
<tr>
<td>Instructional TV</td>
<td>1068</td>
<td>1071</td>
<td>1226</td>
<td>1096</td>
<td>1129</td>
<td>1175</td>
<td>1134</td>
<td>917</td>
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<tr>
<td>HS ITV/on-site</td>
<td>78</td>
<td>52</td>
<td>63</td>
<td>23</td>
<td>34</td>
<td>30</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Web courses</td>
<td>134</td>
<td>90</td>
<td>152</td>
<td>374</td>
<td>380</td>
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<td>0</td>
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<td>2</td>
<td>102</td>
<td>137</td>
</tr>
<tr>
<td>Total</td>
<td>1539</td>
<td>1529</td>
<td>2097</td>
<td>2027</td>
<td>2074</td>
<td>2904</td>
<td>3866</td>
<td>4685</td>
</tr>
</tbody>
</table>

• The office for Distance Education and Outreach (DEO), KENW’s Broadcast Center, and Information Technology Services (ITS) offer support for instructors and students. This support includes:
  • Training sessions for instructional television teaching and video-conferencing.
  • In-class technology aides at the Portales campus.
  • Site facilitators to assist students with class-related issues.
  • Back-up tapes of all classes.
  • A 24/7 “hotline.”
  • Instructors can view taped classes and receive training to improve on-air performance.
  • Online tutoring support.
  • A skilled instructional specialist offers support for online course development. On-demand training is available.
  • Faculty stipends for developing and teaching online courses. Stipends for videoconferencing instruction.
  • A faculty committee working to clarify policy for professional development, compensation, and intellectual property issues.
  • Online textbook ordering from ENMU’s Bookstore.
  • Golden Library interlibrary loan and full-text database search functions.
  • Availability of online catalog, class schedule, advising, and registration.
* Online assistance from the Distance Education and Outreach office, including a Frequently Asked Questions page and a guided tour of distance education titled “Getting Started with an Online Course.”

**Accomplishment**

ENMU provides strong and regular support for faculty in their use of innovative teaching technology and distance delivery of courses.

**Recognition.** ENMU provides recognition for effective teaching in a variety of ways. First, the tenure and promotion process rewards effective teaching, as does the annual performance evaluation. Classroom successes are publicized in the online *Monday Memo*, in the student newspaper (*The Chase*), and in a weekly ENMU page in the local *Portales News-Tribune*. In 2004, President Gamble revived an annual “excellence in teaching” award (which includes a monetary component) given to a faculty member. This award, with separate awards for advising, scholarly/creative efforts, and service, is recognized at May graduation. ENMU is proud of the teaching effectiveness of its faculty members and insures that they are encouraged, recognized, and rewarded.

The dynamic expansion of online and distance delivery of coursework has changed many aspects of teaching effectiveness measures, assessment, and strategies. Eastern New Mexico University has made good progress toward planning for accommodating these changes. Despite turnover in the office of Distance Education and Outreach, processes are now well-defined for oversight and coordination of course development, delivery, and technical support. The teaching of distance education is treated as a natural extension of the University’s mission.

**Core Component C**

**Eastern New Mexico University creates effective learning environments**

As has been demonstrated, ENMU is committed to using assessment results to monitor, modify, and enhance teaching and its impact on students’ successful learning. Examples from unit assessment reports demonstrate that departmental assessments have informed significant changes in curriculum, pedagogy, and other strategies to enhance student learning. Assessment plans and reports are available in the Resource Room.

**Enhancing Academic Support**

Centrality and convenience are keys to enhancing access to services that enrich students’ academic experiences. At ENMU, this idea is expressed geographically by looking at the proximity of services to the students who need them. Admissions and Financial Aid now occupy adjacent spaces in the Student Academic Services Building. Freshman and transfer advising is facilitated in the Advising Center and the Office of Student Records,
also located conveniently near each other, and close to Admissions and Financial Aid. These four offices and Housing collaborated to offer new students a “Five Steps to Registration” for fall 2006, streamlining the registration process and reducing new student stress.

In another move to bring services closer to students, the Campus Union Building’s old bowling alley was specially renovated to provide a home for ENMU’s TRiO program, Multicultural Affairs offices, and the University’s tutoring services. Conveniently, “The Alley” is also located next to the University’s coffee shop, just steps away from the residence halls and Campus Crossroads, the University’s dining hall. Free tutoring is widely available at ENMU: in The Alley, in the residence halls, and elsewhere. Online tutoring, piloted in fall 2006, supports online learners and extends tutoring hours for on-campus students. On-campus tutoring is offered at hours convenient to students, including weekends and evenings. A complete listing of academic support services, hours of operation, and samples of program offerings are available in the Resource Room.

Grant-funded TRiO programs support the College Success Program (CSP), Upward Bound, and the Educational Talent Search. CSP monitors academic progress, provides student mentors, coaches students in academic and technology skills, provides referrals to on- and off-campus services, and generally offers intensive support to help its students achieve success in college. The College Success Program plays a significant role at ENMU and has worked to broaden student access to its services.

Many other offices provide programs that allow students to explore issues relating to college success, wellness, culture, entertainment, and the arts. Residence hall programming and the Office of Student Life have traditionally worked closely with the Freshman Seminar program and other campus offices to provide meaningful workshops and informational presentations to students.

**Serving ENMU’s Diversity of Learners**

Valuing diversity is a significant part of Eastern New Mexico University’s mission and heritage. ENMU serves an increasingly diverse student body. Several organizations, offices, and classes function specifically to provide a home base and special programs for diverse students.

- The Office of Multicultural Affairs sponsors over 100 programs each year. It houses the offices of African-American Affairs, Hispanic Affairs, Native-American Affairs, and International Student Affairs, where students can find support as well as academic assistance and guidance. The Office of Multicultural Affairs assists in locating internships, helps student organizations, and aids in the creation of special scholarships.

- To assist the non-traditional student, whether a veteran, a young parent, or an older student, in his or her adjustment to the University, ENMU has established an Office of Non-traditional/Re-Entry Services. Alpha Lambda Sigma (ALS), a national honorary society for non-traditional students, celebrated its first initiation in fall 2006. ENMU hosts New Mexico’s only chapter of ALS.
• The Associated Students Activities Board (ASAB), a student advisory board, offers entertainment and academic programming to ENMU’s students. ASAB is active in promoting leadership training on campus for students and participates in ENMU’s co-curricular transcript program.

• ENMU initiated a special joint degree program with several universities in the People’s Republic of China. Informally called the 1-2-1 program, the Chinese students take their first college year in China, their next two years at ENMU, and return for their senior year to China, earning a diploma from their Chinese university and from ENMU.

• Cultural diversity is an inherent part of many academic programs at ENMU. Many academic programs integrate the study of diverse cultures in their disciplines.

• The University offers a conversational Spanish course free to University employees. Initially part of a Title V Cooperative grant, the course is now regularly offered by the Spanish program.

• The need to support the online and distance education student is a special concern to the University. Distance Education and Outreach (discussed above) has provided a wide range of support services. Commuter students are another population underserved by the campus. This group, targeted in a recent survey of campus services, is a population that requires more attention and more access to support services. The student services survey is discussed in Criterion 5.

• ENMU’s Office for Students with Disabilities assists students who require special accommodations and faculty who need training in providing these accommodations. Through a grant from the Department of Education, the office organized training and web resources for 40 faculty and staff, raising awareness of these students’ needs. Along with Student Health Services and Counseling and Career Services, the office provides services for students who require special support.

• ENMU-Ruidoso offers an expanding range of support services on its campus and insures that students have easy access to Portales campus personnel as needed.

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**Accomplishment**

ENMU recognizes the unique opportunity it has to serve New Mexico’s diverse students with an education that is sensitive to their needs and focused on their success.

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**Opportunity for Improvement**

ENMU can strengthen access to campus services for the University’s commuter, online, and distance education students.
**Strong Advising Systems**

The role of the advisor as a critical partner in promoting students’ educational progress is another important support system at ENMU. Students’ advising experiences begin in the Advising Center, which provides accurate and responsible advising assistance to students through its model of intrusive “developmental” advising. This intensive advising model grew out of the “Freshman Year Experience” program initiated in 1998. Freshman Seminar instructors served as advisors to freshman students until 2002. There was no mandatory advising requirement after the freshman year. Then, concerns about consistency of advising assistance led to the establishment of the Advising Center. Highly-trained faculty members now serve as academic advisors for all undeclared students through the Advising Center. In addition to their primary roles as advisors, the staff of the Advising Center oversees other critical programs that support student success in the classroom. These include:

- **Early Alert.** Instructors can submit electronic notices to the Center when a student is absent or is experiencing academic or personal issues. Over 600 alerts are posted, on average, each semester. The Center contacts students, works with faculty, and makes referrals to other offices to help students overcome barriers to their success.

- **Interim Advising.** The Center has recently expanded its services to provide summer and between-semester advising for new transfer and distance education students, when assigned faculty advisors may not be on campus.

- **Academic and Career Planning.** The Advising Center makes frequent referrals to ENMU’s Office of Student Records, another centralized office supporting student learning on campus, for degree plan preparation, and to Counseling and Career Services for career exploration counseling.

- **Advising Workshops.** Presentations to Freshman Seminar classes, to athletes, to prospective students (new and transfer), and to faculty interested in advising issues are scheduled each semester. Included in these presentations may be discussions of general education and degree requirements; use of the Sungard Banner system’s self-help menus to check transcripts, financial aid awards, or other student records; availability of online degree plan templates and other planning tools; or “best practices” in building advisor-advisee partnerships.

- **Regular Communication.** Campus-wide communication via broadcast email, *The Chase*, or other methods to remind students about deadlines, policies, and other issues.

ENMU’s commitment to quality academic advising does not rest with the Advising Center alone. ENMU requires mandatory advising by faculty for all undergraduate students. Prior to this change, students with declared majors were allowed to register without consultation with their advisor. While convenient, this practice was not ideal. Students’ time at ENMU was lengthening due to poor self-advising. Clear advantages to students, including better course selection, better career counseling, better relationships with faculty in their fields, and a quicker graduation, result from ENMU’s mandatory advising policy.
Mandatory advising does have its problems, however. Individual advising is time-consuming, and advisors do not always feel comfortable advising in the area of general education. Communication of program changes or special information is not always uniform. An institutional focus on retention has led to a candid examination of assumptions about the importance of advising throughout students’ academic careers. The discussion is relevant to graduate advising as well. Some departments, notably Theatre and Art, have implemented advising programs that combine group information sessions with individual advising. Programs that offer distance education coursework are especially challenged. The vice president for Academic Affairs implemented funding to undergraduate departments to hold regular advising meetings for their students. Advising is a centerpiece of engaged learning, and ENMU has taken up that challenge.

**Accomplishment**

ENMU places academic advising at the center of effective partnerships with students to promote their learning.

**Quality Assurance—Regular Review**

Eastern New Mexico University’s assessments permeate every aspect of academic programs, part of an integrated plan for supporting student learning and monitoring effective teaching. Beginning with academic department assessments, collected and analyzed in the unit assessment plan and report, and submitted in the various institutional reviews, learning outcomes data impact all units’ planning.

The University mandates assessment of general education but does not specify how that assessment be done. Many academic departments use classroom-based assessments (for general education and program-specific skills) and capstone courses, as well as internal demonstrations of student performance such as portfolios or internships, external exams, and student self-assessment. Academic departments continue to seek strategies that will yield the most useful data to inform program directions, teaching strategies, and curriculum changes. Most importantly, assessment results have driven changes in course offerings and content, as well as revisions in course prerequisites. A sample of these changes is offered below, a summary table appears in Appendix G, and a complete set of assessment reports is available in the Resource Room.

- Rubrics in general education mathematics and in general education English assure that student learning objectives are uniform across multiple instructors and sections of basic math and college algebra courses and all freshman writing courses (rubrics designed 2003–2004).
- The History faculty redesigned general education requirements for majors adding specific coursework in economic theories and cultural development. These areas were
weaknesses for students taking the NMTA content examination in social studies. In addition, upper-division courses have been revised to reflect more specific learning objectives to strengthen content knowledge.

- When the Department of Anthropology and Applied Archaeology found poor student performance in some areas of excavation and analysis, additional material was introduced into ANTH 245/245L (Introduction to Archaeology/Lab) to better prepare students for field work. The ANTH 245 course is a general education science option.

- The Department of Music has broadened its assessment from traditional semester performances to classroom-embedded assessments that also gauge students’ progress through the program. The resulting formative assessment builds students’ confidence and success in approaching their more summative assessments.

Undergraduate and graduate program reviews are critical elements of program assessment. A faculty-elected Undergraduate Program Review Committee and the Graduate Committee conduct reviews on a cyclical basis. Changes to curriculum are reviewed by the Graduate Committee (for graduate courses), the Curriculum Committee (for undergraduate programs), and the General Education Committee (for new general education courses).

These committees review a wide range of program factors, including class size, rotation of offerings, enrollment, facilities, numbers of advisees, staffing concerns, and library holdings. Graduate program reviews also examine research activity by the program faculty. In the recently (2005) revised undergraduate program review process, external reviewers visit campus, meet with faculty, and prepare an assessment of the strength and relevance of the program’s curricular offerings to complement the internal review process. Department assessment plans are also part of the unit documentation that is part of program review.

**Accomplishment**

ENMU has well-established processes to use assessment to monitor and improve teaching effectiveness and institutional support of the mission.
Building a Learning Environment for General Education

An area of focused attention for the University is modification and improvement of General Education learning, assessment, and performance. As its student profile demonstrates, ENMU’s student body comes to college under-prepared for academic work. Data from the University’s general education assessment (discussed earlier in this criterion) reveal that students have not attained parity with their peers as rising juniors. These exams help the institution to monitor the progress students make against a national standard. Combined with classroom-based assessments and other in-house measures, these multiple measures provide data for faculty review and study.

Response to General Education Assessment. Performance by ENMU juniors on national tests has been monitored for several years, and while results are disappointing, several actions have been taken:

- Information about these tests, the scoring rubrics, and interpretations of student scores have been provided to faculty in DataWave and during Assessment Day workshops.
- The Assessment Committee supplies scores to departments, to students, and to faculty who want to review these outcomes more closely.
- The data have been reviewed by the General Education Committee and by the deans to aid future planning.
- The University recognizes that greater efforts must be made to insure that results of general education assessment are used effectively to improve learning.

The following actions are also under discussion in the Assessment Committee:

- A review of the need to expand the range of general education testing (use of in-house exams) and the use of national exams in conjunction with more authentic, high-stakes measures (such as the New Mexico Teachers Assessment).
- An investigation of ways to measure the value-added to under-prepared students’ education, perhaps through a pre/post-test model, for example, using the ACT test to measure students’ gains after two years of college or to compare writing samples in the freshman year against samples in the junior year.
- The General Education Committee, which is well-positioned to address issues with faculty teaching in the common core categories, could hold meetings with faculty teaching these classes to discuss meaningful assessment strategies.

Opportunity for Improvement

ENMU can continue the revision of general education assessment to integrate a wider range of authentic measures of student learning to close the assessment loop.

To monitor and enhance the quality of ENMU learning environments, the University looks at several surveys of student satisfaction, including the Exiting Seniors Satisfaction
Survey, the National Survey of Student Engagement, and the Your First College Year survey. The findings demonstrate significant satisfaction with education at ENMU. Based on a periodic survey of New Mexico seniors graduating from four-year institutions, ENMU ranks highest in the state, with an overall trend of continuing improvement.

**Exiting Seniors Satisfaction Survey**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Instruction</td>
<td>94.6</td>
<td>91.1</td>
<td>88.0</td>
<td>82.5</td>
<td>77.6</td>
<td>82.9</td>
<td>86.5</td>
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<td>Student Services</td>
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<td>80.2</td>
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<td>83.1</td>
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<td>89.5</td>
<td>86.0</td>
<td>76.0</td>
<td>87.8</td>
<td>86.8</td>
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</tbody>
</table>

*Source: Performance Effectiveness Report, 2003, 2006*

Certain aspects of this survey are of particular concern to faculty and student services. These are reported on campus in the *DataWave* and inform changes and improvements to students’ academic services. Distance Education has seen great changes as a result of this information. Reorganization of the office, including staff reassignments to better serve students, more visible and helpful internet aids for online students, and other improvements are some examples of the uses of this information to enhance the learning environment.

**ENMU Trends 2002–2006 (% satisfied)**

<table>
<thead>
<tr>
<th>Exiting Senior Survey</th>
<th>2002–03</th>
<th>2005</th>
<th>2006</th>
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<tr>
<td>Availability of courses in major</td>
<td>70.9</td>
<td>78.2</td>
<td>88.1</td>
</tr>
<tr>
<td>Lab Adequacy</td>
<td>76.0</td>
<td>88.1</td>
<td>81.8</td>
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<tr>
<td>Financial Assistance Adequacy</td>
<td>72.1</td>
<td>75.0</td>
<td>83.2</td>
</tr>
<tr>
<td>Quality of Academic Advising</td>
<td>86.8</td>
<td>85.0</td>
<td>91.9</td>
</tr>
</tbody>
</table>

Results for an online student survey of student satisfaction with campus services (spring 2006, discussed in Criteria 2 and 5) also helped the University to identify areas needing enhancement. Copies and complete results of these surveys are available in the Resource Room.

**Accomplishment**

ENMU’s students are highly satisfied with their educational experiences.

The creation of effective learning environments at ENMU is an ongoing effort. University personnel, at all levels, are involved in assessing and monitoring students’ educational experiences to improve student learning. Using multiple measures of
assessment, the University is coming closer to understanding how student performance in general knowledge can be linked to student performance in the major. Knitting together the educational experience by engaging students in their learning is the University’s goal.

**Core Component D**
**Eastern New Mexico University learning resources support student learning and effective teaching.**

ENMU continually evaluates, adjusts, updates, and expands its learning infrastructure to support student learning and effective teaching. Core Component C detailed many important learning resources. This section will showcase other resources that the University provides to support students and their learning.

**Information on Demand**

Easy access to information is a key to student learning. ENMU’s Golden Library provides extensive information resources and services to support student learning and the needs of instructors. While significantly expanding its electronic resources, the Library continues to maintain and update book and journal collections judiciously. In 2005, ENMU joined the LIBROS Consortium, providing ENMU students and faculty with access to the resources of 16 higher education institutions and one public library system. Interlibrary loan services are now automated to facilitate use of this service. Similar expansion has taken place with respect to electronic journals; today ENMU subscribes to 36 databases representing over 12,000 full-text journals. Students and faculty users of Golden Library have been growing at an average of 7,000 patron visits per year. To facilitate access to these electronic tools, Golden Library became the first building on campus to have wireless access to the internet. In addition, an open computer lab of thirty computers is located in the lobby of the Library, and technical and reference help is always available.

Golden Library provides library instruction in any format desired: individual, group, online, via telephone or via chat. Freshman Seminars include library training in all classes. The facility accommodates research opportunities from the simplest to the most complex. Golden Library’s specialized collections include a superb science fiction collection (the 4th largest in the country before recent acquisitions in the fall of 2006) and a southwest regional collection that includes several decades of oral histories recorded by local residents in English or Spanish. The Library also maintains satellite libraries such as the Instruction Resource Center, the Center for Teaching Excellence, and libraries of theatre and music literature.

The University Library Committee, with members from faculty and professional support staff, meets with the Director of Golden Library monthly to discuss updates, changes, and any recommendations. Annual user satisfaction surveys address the resources
available, facilities, and the quality of assistance given by library personnel. The library collection is reviewed through a physical analysis of use, a collection analysis service, and faculty input. All this data informs the Library’s strategic plan. Academic departments and programs receive allocations each year that are used to expand the Library’s holdings. New faculty members are allocated additional funds to purchase holdings related to their area of expertise.

**Technology for Learning**

Advances in technology are transforming higher education, and ENMU is committed to keeping pace with that transformation. Information technology needs on campus are monitored and directed by the University Computer and Technology Committee, composed of faculty, key services area personnel, and IT representatives. This committee reviews and approves an Information and Technology Plan (available in the Resource Room) that includes a replacement schedule for computer equipment campus-wide. ENMU has expanded the number of smart classrooms in buildings throughout campus. Plans are in place for more. Computer labs for students are widely available. The University Computing Center has four labs; others can be found in most classroom buildings and throughout the Campus Union. Each room in the residence halls is equipped with two internet ports, and many floors have small computer labs with a networked printer. Wireless access points on campus include the Campus Union building and Golden Library. As has been discussed, training and assistance with computing technology is readily available for students and faculty.

**Preparing Faculty to Teach Online Courses**

The conversion of courses from a face-to-face to an online environment requires faculty time and the development of new skills. Some faculty are reluctant to change the course delivery platform because of these commitments. To support the development of online courses and ensure quality teaching and learning environments, ENMU allocates resources to support course development and implementation. Faculty who are developing an online course may apply for instructional reassigned time or a stipend. An instructional technologist creates the web shell for the course, provides instruction in the use of the online platform, and assists faculty in organizing course materials in the web shell. Faculty can receive additional on-demand assistance as other issues arise.

**Modern, Attractive Facilities**

New, updated facilities are transforming the campus.

*The Communication Building*, opened in 2006, houses the academic unit and the broadcast center for the public radio and television station, KENW. Students have the opportunity for hands-on training on state-of-the-art broadcast technology.
Previously the campus theatre (built in 1958), now remodeled in 1995 into the *University Computer Center*, this facility houses a presentation classroom, high-tech conference room, a small MAC lab, a 37-station open lab and two instructional computer labs, as well as the Client Support and Help Desk for the campus. The Instructional Technology and Telecommunication staff is housed in this building.

*Lea Hall* was renovated in 2002, expanding lab facilities for Anthropology faculty and assuring secure and confidential space for the Speech, Language, and Hearing Clinic clients. ENMU’s Bachelor of Science in Nursing is also housed in Lea Hall. Improved connectivity allows for videoconferencing and two smart classrooms to enhance instruction in Lea Hall.

*Roosevelt Hall* renovation was completed in 1998, expanding faculty lab facilities, upgrading classrooms, and improving the museum and workspace for the valuable specimen collections of plants, invertebrates, fishes, amphibians, reptiles, birds, and mammals; the Miles Mineral collection; and Natural History Museum. It is a site for distance education broadcasts to area high school students enrolling concurrently in high school and college coursework.

*The Education Building* was renovated in 1997–1998. With seven classrooms, one of these a classroom/origination site for distance education, a computer lab, and faculty offices, the building also houses the Center for Teaching Excellence, a grant-funded program enhancing K-16 teaching and learning across the state.

*The University Theatre Center*, opened in 1992, was the newest campus facility until the opening of the Communication Building. The UTC provides superb venues for theater and dance performances, including large areas for set design and construction, a costume shop, a 450 seat theatre, and a studio theatre for small performance events. A spacious lobby area offers opportunities for pre-and post-performance receptions and interactions between actors and audience.

*Golden Library* houses a 30-station computer lab, a media center, and large areas for students to work, individually or in groups. The facility’s special collections, mentioned above, a gallery space, and an Instructional Resource Center (IRC), a textbook adoption center, also occupy space in the Library. Extended hours during midterms and finals and helpful staff make this building a high-traffic area year-round.

The *College of Business* has been regularly renovated to modernize classrooms and improve heating and cooling. Housing 14 classrooms, most with “smart” technology, 3 computer labs, the Assessment Resource Office, University Printing Services, and faculty offices, this building also hosts many large campus and public meetings in Becky Sharp Auditorium, named in honor of a former dean of the College.

The *Jack Williamson Liberal Arts Building*, last renovated in 1986, accommodates 13 classrooms, 2 computer labs, art studios, and offices for four academic departments.
Campus Artwork. Eastern New Mexico University has been a careful steward of its artwork as well as its buildings. The campus holds superb examples of WPA era artwork in the form of murals in the Administration building and large paintings in Golden Library, Administration, and the Music Building. The New Mexico “Art in Public Places” program earmarks 1% of all building projects for artwork. This program has added several pieces to campus, including “Nucleus” (between Science and Roosevelt Hall), “Illuminations” (east of the Education Building), and “Art of Illumination,” in the lobby of the Communication Building, as well as paintings in the conference room of Lea Hall. Other pieces, including the bronze bust of Jack Williamson (in front of the building that bears his name), the “Greyhound” figure in front of the Campus Union, and “In the Loop,” a sculpture south of the Music Building, were gifts to the University.

As was discussed in Criterion 2, ENMU is in the midst of several critical construction projects. The Science Building (constructed in 1949) is currently under renovation to upgrade all classroom laboratories and to meet new air-change regulations. The 1958-era natatorium is also scheduled for remodeling in 2007, with new lockers, pipes, and the addition of an outdoor enclosed patio for student gatherings. A private partnership has been established to build a new apartment-style residence hall. The Campus Union is enjoying a face-lift, including new, energy-efficient windows and remodeled dining facilities for students. When complete, the Union will add a convenience store in the basement and additional meeting rooms, in addition to the popular campus coffee shop, Ground Zero. The 1957-era Music Building, home of ENMU’s highly-regarded music department, will undergo renovation beginning in 2008.

The University facilities plan outlines a five-year plan of building renovation, infrastructure upgrades, and other needed facilities modifications, including roof replacements, resurfacing of parking lots, and campus lighting. Periodic facilities audits (2002, 2006) allow the Physical Plant to track deferred maintenance and to prioritize needed repairs. (Copies of the Facilities Plan and campus audits are available in the Resource Room.)

Accomplishment
ENMU plans for and insures that it provides attractive facilities and access to research sources and technologies designed to support student learning.

Research
Along with its learning and teaching resources, ENMU includes support for faculty and student research. ENMU faculty collaborations with students have produced numerous joint paper presentations at conferences and publications. Departments support both graduate and undergraduate research. To highlight student research efforts, ENMU
hosts a Student Research Conference every spring, attracting students from colleges and universities throughout the southwest region. Faculty research is supported through Faculty Research grants and Instructional Research grants. Faculty engaged in large research projects can acquire more powerful computers and software as appropriate, another measure of institutional support. Research, applied and theoretical, is recognized and rewarded in the tenure and promotion system as well as in annual performance evaluations.

Through excellent information and technology services, a secure infrastructure to deliver instruction and reliable internet access, in facilities that are well maintained, on a campus that is safe and attractive, Eastern New Mexico University is using its resources wisely to provide the best teaching and learning environment that it can for students and faculty. Through facilities audits, surveys from students and users of services, and other measures of institutional effectiveness, the institution works continuously to improve its physical and its “virtual” campus as an optimal learning environment. Based on the evidence and discussion of this chapter Eastern New Mexico University believes that it fully meets each component of Criterion 3, Student Learning and Effective Teaching.

**Challenges and Future Directions**

Eastern New Mexico University is faced with significant challenges in balancing student demand for online courses, faculty need to re-train in new delivery strategies, and the institution’s historic, residential approach to social learning models. Faculty have reservations about online teaching models that appear to compromise the close faculty-student relationships they value and the quality of students’ learning in such environments. The institution already has collected data on student performance (based on course grades) and persistence in online versus traditional courses. Eastern must examine how student learning styles and learning outcomes vary from online to traditional classrooms to better inform its decision. Assessment strategies, the intervening effect of technology, and student access to high-end computer technology and support must also be reviewed to inform and shape the student services, faculty professional development, and institutional support that ENMU supplies to its online students and faculty.

While a seeming contradiction exists as the institution plans new residence halls as online course delivery has tripled since 2004, in fact, the University is confronting a national shift in higher education and student selection of course delivery. The hybridization of traditional and innovative models already characterizes many ENMU courses and programs. Over the next decade, ENMU is committed to finding the best strategies to provide excellent education to an increasingly technologically sophisticated and selective student body.

**Accomplishments**
Since 1985, ENMU has actively supported the use of student learning assessment in its academic programs and as a measure of its institutional effectiveness, the first New Mexico institution to do so.

ENMU has a continuous process of assessment at all levels, for on- and off-campus students. Assessments include a wide variety of measures, closely monitored, the subject of faculty discussion and commitment.

ENMU receives state and national recognition for its quality teaching and programs to enhance faculty teaching and students’ engagement in their learning.

ENMU provides strong and regular support for faculty in their use of innovative teaching technology and distance delivery of courses.

ENMU recognizes the unique opportunity it has to serve New Mexico’s diverse students with an education that is sensitive to their needs and focused on their success.

ENMU places academic advising at the center of effective partnerships with students to promote their learning.

ENMU has well-established processes to use assessment to monitor and improve teaching effectiveness and institutional support of the mission.

ENMU’s students are highly satisfied with their educational experiences.

ENMU plans for and insures that it provides attractive facilities and access to research sources and technologies designed to support student learning.

Opportunities for Improvement

ENMU can focus more attention on the sophomore year as an opportunity to improve academic and career advising for students in their major or career interest and their academic performance.

Action. Suggestions to schedule “meetings in the major” (used by several departments) for sophomores declaring an academic major and increased attention to clubs and activities that cluster students by discipline or interest area are proposed ways to address the sophomore “slump” defined by Karin Levin-Coburn in *Letting Go: A Parents’ Guide to Understanding the College Years* as “a stage when they appear to have fewer support networks than freshmen generally receive.”

ENMU-Ruidoso can strengthen faculty development programs for adjunct faculty in the area of assessment.

Action. ENMU-Ruidoso can continue to work with lead and adjunct faculty and with community stakeholders to design meaningful programs to insure that assessment of programs is useful and relevant for instructors. The Portales campus can partner with colleagues in Ruidoso to enhance both campuses’ professional development opportunities.

ENMU can increase its focus on developmental education, the assessment of general education, and the assessment of cross-disciplinary programs.
**Action.** The Developmental Education Advisory Group has been charged with addressing the success and persistence of developmental studies students. The group is investigating assessments that will gauge reading, math, writing, and other college-readiness skills at the end of the developmental course and at the end of the general education sequence. The General Education Committee is actively addressing the state-mandated common core. Further refinement of ENMU’s general education offerings can be tied to general education assessment as a part of the initial design of these changes. The use of ENMU’s Diversity/Global requirement as a capstone is also being explored. Finally, the Assessment Committee is the committee that may be best positioned to address assessment in majors that cross departmental and disciplinary boundaries.

- ENMU can integrate student learning assessment information into every facet of University decision-making, including planning and budgeting.

**Action.** ENMU strategic planning processes require units to justify additional budget requests in terms of the benefit to students and their learning. These justifications should be tied to assessment data, as well as programmatic needs, at all levels of the institution. The Budget and Planning Committee should be the vehicle for clarifying this process for the campus community.

- ENMU can strengthen access to campus services for the University’s commuter, online, and distance education students.

**Action.** The University can monitor the emerging needs of these populations more closely; expand services such as the 24/7 help hotline, web tutorials, and campus assistance as technology allows; and insure that on-campus support of commuter and distance students is consistent and efficient for students to use.
Criterion 4

Acquisition, Discovery, and Application of Knowledge

Eastern New Mexico University promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
Criterion Four

Eastern New Mexico University values its role as facilitator in the process of lifelong personal development and the contributions that its constituents make to academic disciplines. The University has a long tradition of expanding the logistical and philosophical definitions of “learning” to the communities that it serves, and it actively works to expand those communities. As ENMU enters the new millennium, the acquisition, discovery, and application of knowledge are changing rapidly. Eastern is keeping pace with those changes while maintaining its focus on individual achievement and responsibility.

Core Component A

**Eastern New Mexico University demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.**

Eastern demonstrates that it supports a life of learning. This report has already cited many patterns of evidence to document that it meets this core component. Some of these patterns include the level of funding for instruction (Criterion 2); opportunities for staff to take a tuition-free course with release time from work (Criterion 2); the importance of teaching in the faculty evaluation system (Criterion 3); faculty awards for recognition of teaching, scholarship and creative activity, service, and advising (Criterion 3); internal research and instructional development grants for faculty (Criterion 3); the annual Student Research Conference (Criterion 3); and professional development activities (Criterion 3). The following section documents the centrality of a life of learning through key institutional initiatives and in the supporting roles of faculty, staff, students, and administration.

Freshman Seminar

Eastern demonstrates the centrality of “a life of learning” to its mission in numerous ways. A step in creating a campus culture that promotes learning as a practical undertaking and as an end in itself was the implementation of a Freshman Seminar (UNIV 101) in 1998. The UNIV 101 course blends traditional study skills with institutional and academic engagement. The course description reflects the philosophy of the faculty and staff as they guide students through this critical time in their academic careers.

**UNIV 101 Freshman Seminar.** Aiding in academic and social transition to the University, this required interdisciplinary course focuses on critical thinking; research and writing; social issues for new students; exploration of campus resources; and community building.
The focus on community building is intended to develop students’ recognition that learning is a communal activity. Since 2002, staff have joined faculty as instructors of this three-credit academic degree requirement, reinforcing the institutional perception that it is a responsibility of all on campus to promote learning and personal growth. The program, initially funded with a Pew Excellence Award, has been a meeting point for faculty from the four colleges and staff that serve in Academic Support positions. Course objectives for Freshman Seminar are shared by all sections, and, like the course’s description, have evolved through the life of the course. Course objectives for UNIV 101 (available in the Resource Room), affirmed in instructor workshops, point to the following learning outcomes for students.

- Demonstrate increased personal independence as they transition to college life, including the development of professional behavior and skills, and citizenship.
- Recognize the role general education and its assessment has in providing a foundation for the student’s academic success and the student’s responsibilities in the academic community. Focus on the cross-disciplinary role of general education and its assessment.
- Take personal responsibility for making sound academic and life choices during college by balancing academic, personal, work, and community commitments.
- Identify collaborative skills and engage in team-building opportunities.
- Actively pursue learning success by being able to locate, access, and use information, technology, and campus services and resources.

**Learning Communities**

To augment the message of UNIV 101, an Eastern Learning Communities (ELC) initiative began in 2001, supported by a Title V (Developing Hispanic-Serving Institutions) grant. Until 2005, selected learning communities, some for specific majors and others for more general enrollment, were available as options for first-time students entering the University. In the fall of 2001, two communities were offered and the number of communities has increased steadily. By fall 2005, learning communities were required for every freshman entering the University for the first time. In addition to an expanded selection of learning communities for majors, thematic communities centered on general education courses and tied to UNIV 101 are now created each year. The program hopes to begin offering residential learning communities in 2007.

**Accomplishment**

ENMU supports a successful transition course for students, UNIV 101, that promotes critical thinking skills and aids in student transition to the University.
The goal of ENMU’s learning communities is to encourage student performance in the classroom and promote student engagement. Data from the inception of the program through the fall of 2004 indicate that students who participated in a learning community returned to the University for subsequent semesters at a higher rate than did their non-ELC counterparts. Persistence rates normalized for ACT and high school GPA showed similar advantages. Students who were enrolled in an ELC during their freshman year reported via institutional questionnaires that they were more engaged with instructors, their peers, and their academic coursework, and they were more likely to take leadership roles on campus than their non-ELC counterparts. The program now is fully institutionalized, and an ongoing examination of its value to students and support of their academic success is a regular part of the program. Learning community materials are available in the Resource Room.

**Two Newer Initiatives**

The University recognizes, however, that these efforts alone do not prove that a “life of learning” is a core goal of the institution. To that end, ENMU has embraced the goal of creating an overarching campus climate that supports the mission with two initiatives, AAC&U’s Greater Expectations (GE) and the Building Engagement and Achievement for Minority Students (BEAMS) project, sponsored by the Institute for Higher Education Policy, begun in 2004 and 2006 respectively. Through these the campus community can insure that “student success” is defined in ways that are relevant and meaningful at all stages of students’ academic careers. The steering committees preparing GE and BEAMS action plans are deliberately chosen from all areas of campus and, as is traditional with major ENMU initiatives, student membership in these groups is valued and promoted. Stressing greater student intentionality about learning and engagement in the educational process, the committees have hosted focus groups and other campus conversations to promote increased engagement, learning, persistence, and success.

Initial meetings have focused on strategies to improve classroom performance, including offering supplemental instruction in high-risk courses and examining class size. Eastern regularly prepares data for the Center for Institutional Data Exchange and Analysis, which tracks student persistence and graduation by ethnicity and gender. These data will inform steering committee decisions and plans. Additional information on these initiatives is available in the Resource Room.

**Recognizing Student Success**

Eastern is proud of students and their success and recognizes individuals as they achieve personal milestones in their quest for knowledge. The University celebrates student achievement through honors convocations each semester for graduating seniors, an awards ceremony for scholarship recipients and outstanding students in programs, a student research conference, pinning ceremonies for recipients of BSN degrees, and numerous discipline-specific and general honors societies. The University enrolls outstanding students on a Scholastic Honor Roll each semester. Student Affairs holds
an annual awards banquet, as do the Multicultural Affairs offices, athletics, and many of ENMU’s honors societies. The University also insures that student achievements are recognized in The Chase, Monday Memo, and regional newspapers.

Some disciplines have created special projects and events to display the talents and skills that students have acquired. One notable example is El Portal, an ENMU publication that showcases extraordinary examples of student writing. Winners of the Student Research Conference are given monetary prizes and certificates each spring at a banquet. Students, both undergraduate and graduate, frequently engage in research activities with faculty, allowing some students to leave the institution with impressive credentials of publications and presentations at professional conferences. The University has also begun to recognize success in multiple-section freshman classes like mathematics. In Basic Algebra (MATH 101), a developmental math course, the semester end brings a friendly “mathletes” competition between course sections. Each class provides a team to participate in the game-style competition. Winning teams receive monetary prizes. Faculty note anecdotally the value of this competition in promoting preparation for final exams. Communications faculty sponsor a Communications Festival that shares student work with the campus, from digital photography exhibits to excerpts from major writing projects. The Art department has established an impromptu gallery space in the Jack Williamson Liberal Arts building, where students can display works in progress from their classes. The Theatre and Dance department produces a diversity festival each year that highlights student-written, student-produced works. ENMU’s Department of Music offers recitals weekly that allow students to gain performance experience. These recitals are open to the public.

**Faculty Commitment**

Faculty demonstrate the value that they place on student learning by sponsoring student research and internship opportunities, serving as advisors to student organizations, and sponsoring relevant field experiences. Faculty present their research on and off campus and often use their own professional experiences and research as case studies in the classroom. Faculty are active researchers in their disciplines, presenting original research and creative performances at international, national, and regional conferences. A music faculty member heard the Czech Philharmonic Orchestra premiere one of his works, and a theatre professor was one of 42 scholars chosen to participate in the Kennedy Center Playwrights’ Intensive. An English faculty member spent a semester in Iceland and has a manuscript on translated Icelandic literature under consideration at Cambridge University Press. A history professor edits a regular publication for NASA. A faculty member in physics is participating in the establishment of an observatory outside of Socorro, New Mexico; this facility will provide data to an international team of researchers. This member of the faculty also holds monthly “star parties” at a nearby state park for the community. All of these faculty share their passion for learning in general education courses, as well as in upper-division offerings.
Faculty hold leadership positions, including membership on boards for state and national organizations, and many serve as consultants or reviewers for educational, governmental, and private agencies. Faculty and staff are encouraged to join professional organizations in their fields and to participate in professional development activities. Faculty and administrators are also active in the community (see Criterion 5), serving on local committees and in service organizations. Their contributions to the area reinforce ENMU’s commitment to be an active and responsible community resource. Faculty are honored for their contributions to ENMU’s intellectual and social community with four awards announced at commencement in the spring, acknowledging outstanding advising, service, scholarship and creative activity, and teaching. Faculty curriculum vitae, available in the Resource Room, document these contributions to the profession and the community.

### 2005–2006 President’s Award Winners

- **Teaching**—Kathleen Salter (Mathematics)
- **Scholarship**—Tamara Raatz (Music)
- **Service**—John Montgomery (Anthropology)
- **Advising**—Regina Aragón (Mathematics)

### Academic Support

Professional and support employees are also recognized for their practice of the “Spirit of Eastern” with awards announced each spring. Professional and support staff members are nominated for this award by their colleagues and students. These people are the ones who step forward in support of the University and its students. They teach Freshman Seminar, they volunteer to help students move in to the residence halls in August and move out in May, or they drive a student to Lubbock in bad weather to catch a plane home. These are the physical plant employees who maintain buildings and the grounds, prepare facilities, and mentor students in their employ. This award carries great prestige on campus, and the Spirit of Eastern award ceremony draws wide attendance, as ENMU employees show appreciation for their colleagues. Recognition is also given for years of service at the ceremony and at a spring retirement reception hosted by the president. To recognize the vital role that support and professional staff have in fulfilling the academic mission, the University has begun to use the term “Academic Support” for non-instructional units.

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### 2006 Spirit of Eastern Winners Support

- Manuel Bachicha, Physical Plant
- Lisa Obenhaus, ENMU Foundation
- Sandy Stambaugh, ENMU-Ruidoso ITS
- Bessie Tipton, Physical Plant

**Professional**

- Jolene Duran, Institutional Research
- Rena Garrett, KENW
- Mark Ribaudo, Athletics
- Oscar Robinson, Personnel Services
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### Other Recognitions

The University also recognizes those who continue to serve the ENMU community long after their graduation or retirement from the institution. At Homecoming, a breakfast is
held to recognize distinguished alumni and a Philanthropist of the Year honoree. ENMU graduates have achieved positions of importance in many fields. Their visits back to campus serve as chances for alumni to share their experiences with students aspiring to follow in their footsteps. “Honorary Alumni” is a lifetime service award given to outstanding individuals. A Hall of Honor is devoted to outstanding athletes. Council of Professor Emeritus (COPE) members honor retiring faculty at a luncheon each year, and Outstanding Faculty Awards are given to retired faculty nominated by students, faculty colleagues, or community members. The University’s highest faculty honor is emeritus status. Departmental faculty nominate a candidate, whose accomplishments are reviewed by their dean, the vice president for Academic Affairs, the president, and Board of Regents.

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**Accomplishment**

ENMU recognizes and promotes excellence through student, faculty, and professional/staff award ceremonies and celebrations.

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**Board of Regents**

The Board of Regents demonstrates its support of a life of learning through formal and informal actions. They serve as unpaid volunteers, regularly attend the Board meetings, and represent the University at other functions, attesting to their commitment to education. A review of Board minutes (available on ENMU web pages) demonstrates that the Board members regularly approve policies and practices that support a life of learning. Board actions include approval of expenditures to improve the campus and student living facilities, personnel handbook policies, faculty leaves and sabbaticals, and every aspect of campus operation. The Board subscribes to the AAUP Statement on Academic Freedom. Board members visit campus often, to speak with students and participate in campus activities.

Several examples of Regent engagement with campus issues reveal the depth of their commitment to advancing institutional goals. Recognized as an “exemplar” of campus and Board collaborations, in 1998, ENMU was asked to send a team of the president of the Board, the University president, and vice president for Academic Affairs to the national meeting of the Association of Governing Boards to discuss issues of institutional change. Regents were deeply involved in discussions regarding the implementation of performance pay, hosting campus meetings, talking with faculty and employee groups, and closely following the outcomes of the process. The president of the Board of Regents serves on the ENMU Foundation Board; the student Regent is a member of the institutional BEAMS team, an initiative to strengthen engagement of diverse students; another Regent regularly attends athletic events and visits with campus
and community supporters. All of the Regents attend lectures, concerts, and cultural events on campus whenever possible and travel to Roswell and Ruidoso for key events as well. Both personally and as a unit, the Board of Regents members promote all aspects of campus life and the quality of its campus interactions.

Institutional Challenges

Despite the achievements of its students, and the quality and expertise of its faculty and staff, recognized in public venues, there have been underlying, sometimes uncorroborated, concerns on campus that the slogan “Student Success—that’s what it’s all about” is being achieved at a price. In Faculty Senate and as part of mandatory faculty-wide training in “Advanced Connections,” a customer-service model for improving communication between campus constituencies and with students, many faculty expressed concern that the institution is not realistically considering the changing abilities and needs of students when it promises “success.” These faculty members charge that student definitions of “success” may well mean the “easy A” or a degree gained without the bother of challenging courses. They further charge that student evaluation of instructors, a major component of annual performance evaluation, is biased toward the popular (or lax) instructor, to the detriment of the less popular course or more rigorous instructor.

Faculty expressed their concerns in more concrete terms as well. They queried whether the institution is being consumed by a “numbers-driven” model of recruitment that has not translated into funding of new faculty lines to meet the need for developmental education or to provide relief to departments suffering from faculty attrition. Some faculty perceive that teaching is valued above research, others that research is valued before teaching. While faculty lines have continued to increase, at the expense of Academic Support units, these concerns document a tension between institutional direction and some faculty members’ support or understanding of the direction.

The University expects much of its faculty, and the faculty work hard. The standard instructional load is 12 credit hours, and many faculty spend considerable time serving on the Faculty Senate and other committees, advising students, sponsoring students organizations, attending performances, events, and activities with students and assisting student persistence activities. Several are critically involved in designing online courses and programs or updating their own or helping colleagues update their technology expertise. Some feel burdened by large class loads or administrative tasks that detract from research efforts, which, they add, are under-supported by the institution. Finally, some faculty suggest that the University’s message should be “Student learning is what it’s all about,” to more appropriately recognize the academic focus of the institution.
Institutional Response

None of these concerns are unique to ENMU and are faced by many regional comprehensive institutions. The campus’ willingness to raise and discuss these issues openly reflects the self-regarding nature of the institution. The University’s responses to these concerns honors open discussion and the spirit in which these criticisms are raised.

- Greater efforts have been made at the administrative level to inform faculty of the intricacies of New Mexico’s state funding formulas and to communicate faculty concerns at the state-wide level through educational summits and other meetings.

- The president has earmarked funds for a “Teaching and Learning Committee” made up of faculty appointed by the administration to address faculty concerns regarding academic culture. That committee has sponsored informational presentations on general education and distance education.

- Faculty committees that supervise instructional and research funds for distribution have been consolidated into one body, and application procedures have been streamlined.

- Consistent policies on banking credit for graduate classes have been revised after extensive campus discussion. This policy recognizes the demands of scholarship and creative activity on faculty who offer courses at the graduate level. The policy provides for faculty to take a three-credit-hour load reduction upon offering three courses at the graduate level and/or the supervision of three completed master’s theses. The college dean oversees the tracking of the banked load credits. A copy of the policy is available in the Resource Room.

- To address student academic preparation, the University has increased its minimum standard of admission from a 2.25 high school GPA or a 17 ACT composite to a 2.5 high school GPA or a 17 ACT composite. A consistent conditional admission policy has been put in place to monitor at-risk students.

- An Academic Intervention Program (AIP) has been piloted to provide additional monitoring and support for undergraduate students on probation or returning from suspension.

Core Component B

Eastern New Mexico University demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Eastern takes pride in its support of a liberal education. While structured curricula are typically used to demonstrate an emphasis on liberal education and the breadth of knowledge and skills students gain, Eastern’s focus on whole student life broadens the scope to include other student activities that build skills and facilitate the exercise of intellectual inquiry. Regardless of a student’s graduate or undergraduate status or the student’s major, he or she is expected to demonstrate skills and breadth of knowledge for the degree being sought.
Eastern begins its support of a liberal education early in a student’s educational experiences. Beginning in the Freshman Seminar, students are introduced to critical thinking, which is reinforced in subsequent courses. Thinking across disciplines is encouraged by the linking of general education courses in the freshman learning communities and extended in students’ upper-division coursework in the major. The intent of this strategy is to present learning as a communal and social activity that lasts through students’ college experience and into their careers.

**General Education**

A primary system for emphasizing liberal learning is the general education component of the undergraduate degree. An articulated philosophy of general education is presented in the undergraduate catalog and includes the three basic purposes of general education *(Undergraduate Catalog, 2005–2007, page 37)*. The purposes support the University mission and define the function of general education within an undergraduate degree.

<table>
<thead>
<tr>
<th>General Education Philosophy</th>
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<td><strong>Purpose</strong>—The General Education curriculum at Eastern New Mexico is designed to:</td>
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<tr>
<td>• Prepare graduates for a lifetime of learning and responsible citizenship</td>
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<tr>
<td>• Provide for the study of a broad spectrum of subjects beyond the student’s chosen field and</td>
</tr>
<tr>
<td>• Help students develop substantial analytical and communicative skills; gain a sense of social, ethical, and cultural values and appreciate the application of these values in societies.</td>
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The current general education curriculum for baccalaureate students consists of 46–50 hours (variation depends on background in mathematics) distributed across eight general categories: communicating effectively, understanding and applying mathematical principles, wellness, science, arts, social science, humanities, and diversity/global.

Learning outcomes for general education (listed below) provide guidance for courses offered within these categories. The final learning requirement expresses the broad liberal learning goal to explore beyond an intended major or minor.
The General Education curriculum is designed to fulfill the following learning outcomes:

- Use written and spoken English effectively, which includes the ability to read and to listen with understanding and critical discernment;
- Understand and apply scientific principles and develop an awareness of the role of science and technology in the contemporary world;
- Understand and be able to utilize modern technology (including computer literacy);
- Understand and apply basic mathematical principles;
- Gain a basic understanding of human society and cross-cultural variations, including the ways individuals and groups function, interact and change;
- Gain a perspective on the humanities in order to appreciate their value to the individual and society;
- Develop an awareness and appreciation of fine arts through cognitive activities and affective experiences;
- Develop an awareness and appreciation for culturally diverse value systems and modern realities of global interconnections within a framework of understanding and justice;
- Acquire abilities to promote physical and mental well-being;
- Pursue the opportunity to explore or further develop interests outside major or minor.

Future educators must complete a general education core of 55–56 hours to comply with state licensure requirements. Teacher education students take more history, science, and literature than do other students. The categories include the following:

- English (9 hours, including a literature course)
- History (12 hours)
- Mathematics (6–7 hours)
- Government, Economics, or Sociology (3 hours)
- Psychology (3 hours, in either child or adolescent psychology)
- Science (12 hours)
- Fine Arts (6 hours)
- Physical Education (1 hour)

All associate’s degree candidates (excepting those pursuing a degree in Early Care and Education) are expected to complete 35 hours of ENMU’s baccalaureate general education requirements. The 35-hour requirement coincides with the New Mexico Transferable General Education Common Core, which will form the nucleus of ENMU’s
revised general education requirements when the University reduces its core to 41 hours. (ENMU Undergraduate Catalog, pages 11–12). At ENMU-Ruidoso, technical or vocational programs may include fewer and more limited general education requirements to address specific skills needed within the program. ENMU-Portales and ENMU-Ruidoso degree plans are available in the Resource Room.

**General Education in Non-Traditional Degree Programs.** As demonstrated above, Eastern’s commitment to liberal learning can be seen in its general education curriculum required for both associate and baccalaureate degrees. This commitment is most pronounced in the way in which Eastern approached the Bachelor of Occupational Education (BOE) and Bachelor of Applied Arts and Sciences (BAAS) completion degrees for students who have an associate’s degree in a technical or vocational discipline. The BOE and BAAS degree programs incorporate the student’s vocational or technical work transferred from an accredited institution. Consistent with the philosophy that any student who receives a four-year degree must have a broad liberal studies foundation, Eastern requires students in these programs to fulfill all of the general education requirements of a baccalaureate degree.

**Review and Revision of General Education.** At ENMU, faculty oversee the goals, composition, and assessment of general education. The University’s General Education Committee, which “recommend[s] on General Education requirements and programs,” is composed of eight elected faculty, seven from Portales and one from the Roswell campus, and two Portales campus students appointed by the Student Senate.

Following faculty discussions across campus, the committee undertook a major review of the structure of general education requirements in the late 1990s and into 2000. Changes, including those listed below, are reflected in the 2001–2003 undergraduate catalog and are discussed in the introductory chapter.

- Reduction of general education requirements from 53 to 46–50 hours.
- Addition of a computer literacy requirement in the category of Communicating Effectively.
- Addition of an upper-division junior-level requirement in cultural diversity and global connections.
- Elimination of a category requirement of three hours in Developing Additional Interests.
- Elimination of six hours distribution requirements for specific baccalaureate degrees.

**Monitoring Effectiveness of the Process.** As a result of a governance review process in 2001–2002, the General Education Committee merged with the Curriculum Committee. At the time of the merger, the General Education Committee was reviewing the philosophy and objectives of general education. It had developed competencies for each of the general education categories and distributed them to departments for feedback. The next step would have been a systematic review of courses included as options to determine their continued appropriateness for inclusion in general education.
A year after the two committees merged, it became clear that the new structure was not addressing general education issues. The responsibilities of the former Curriculum Committee became the primary focus of the committee, in part because it was a year for reviewing undergraduate catalog proposals. As a result, in 2004 the committee returned to the prior structure, which allows better focus both on general education and curriculum issues for academic programs. The General Education Committee needs to resume the important work on the objectives, assessment, and fit of courses within the general education categories.

**Current Revision of General Education Requirements.** With the creation of a cabinet level position for education and the New Mexico Higher Education Department came renewed state-level focus on the transferability of courses. Representatives from two- and four-year institutions across the state are developing the New Mexico Common Core Numbering System (NMCCNS) for lower-division courses. As this issue developed further, the HED became interested in the number of hours of general education being required at four-year institutions. In summer 2006, as this report was being prepared, the HED mandated that four-year institutions could have no more than 41 hours of general education requirements—a 35-hour transfer core plus 6 additional hours. Eastern is one of two institutions in the state that must reduce general education requirements as a result of this mandate.

In fall 2006, the General Education Committee revised the general education curriculum to bring it into compliance with the 41-hour mandate while supporting Eastern’s existing philosophy. The committee has forwarded its recommendation to the Faculty Senate and the vice president for Academic Affairs. These changes will require Board of Regents approval in early spring 2007. Information on the revised general education requirement is available in the Resource Room.

**Accomplishment**

ENMU has revised its general education core to comply with state mandate in a manner that continues to support the University’s general education philosophy.

**Challenges for General Education.** The assessment of general education learning outcomes is presented in Criterion 3. Another challenge facing the institution is how to change student perception about the role of general education in their career preparation. Deans report that during exit interviews, graduating seniors do not initially link general education as a foundation for work in their major. Only when students are asked about specific skills used in upper-division courses (statistics, writing skills, etc.) do they recognize the role of these core courses. Faculty are challenged to help students see the value of general education courses as tools to understand a complex and changing world.
The faculty are also challenged to help students see the connections across and among courses, across disciplines, and the value of a liberal education beyond their college years and classrooms.

Another challenge facing the institution is the natural conflict between a truly broad-based general education core and department self-interest. Some departments conceal an increase in curriculum requirements by embedding lower-division requirements within the general education core or as a prerequisite for courses in the major. The result is fewer true options for students and a limitation of their broad exposure to a variety of disciplines and subjects. Ultimately, this compromises the intent of general education. The University must be vigilant to protect the integrity of general education as the foundation of a university degree. A table showing the use of embedded requirements in general education is available in the Resource Room.

**Opportunity for Improvement**

ENMU can review increases in requirements in the major that may limit general education options for students.

**Graduate Education**

Graduate education in many ways serves as a model for strong undergraduate programs. A focus on research and the acquisition of knowledge, the application of theory to practice for professionals, the ability to generalize knowledge across the curriculum, and smaller class sizes foster the transition from the traditional faculty-student relationship to a more intimate collegial partnership.

A traditional strength of graduate programs is the focus on research. All graduate programs have some research component in the curriculum, frequently at the beginning of graduate experiences. For example, graduate students in education must satisfactorily complete a research methods course within the first nine hours of enrollment. Graduate programs have some type of capstone or culminating experience, frequently including a research project such as a thesis.

Graduate programs also have a strong focus on the application of theory to practice, fulfilling their mission to prepare professionals for the work force. In addition to courses on theory, graduate programs require that students demonstrate the ability to apply theory to texts, clinical or field settings, the work place, and classrooms.

Some graduate programs respond more directly to external constituency needs and as a result may find themselves state and campus innovators. The bilingual education
program was developed to address the State’s shortage of teachers with bilingual education endorsements through cohort groups within high schools or area schools. An ENMU faculty member, the Broadcast Center, and consultants from Kansas State University created the curriculum and instructional materials, at times adapting materials from KSU’s successful program, to meet the needs of New Mexico. Since the time of its inception in 2002, the program has been delivered to 19 communities. During 2005-2006, cohorts were active in six communities in eastern New Mexico.

Graduate education has been at the forefront of other distance education initiatives. The College of Business was among the first academic units to offer the master’s degree through interactive instructional television so that place-bound students could complete these degrees. These early efforts to use an alternate course delivery system fostered a level of comfort with the technology that has made College of Business faculty leaders in curriculum design for alternative course delivery. The institutional decision to use Blackboard™ to support instructional television courses provided COB faculty with the tools to make the step to fully online programs. The College continues to be innovative, alternating online and televised course delivery in the same class.

Partnerships between New Mexico’s Bureau of Land Management (BLM) and ENMU’s Agency for Conservation Archeology (ACA) provide another model of graduate programs that provide applications of theory to the work force. Graduate students frequently perfect archeology skills on BLM survey projects for the state. Master’s theses in the Department of Anthropology and Applied Archeology are modeled on professional reports and analyses in the discipline. Many of these theses are ready for submission to professional journals as students graduate.

The Campus Experience as Classroom

In 2003, the Office of Campus Life initiated a co-curricular transcript program that allows students to document or “transcript” their co-curricular activities on campus in areas of tutoring, organization memberships, work history, honors, leadership, and service learning experiences that complement their academic preparation. While a relatively new program, the Co-Curricular Instructional Record (CCIR) promises to fully reflect a student’s integrated educational experience. Undergraduate and graduate students alike are increasingly opting to provide future employers with a broader perspective of their educational experiences and job skills. The Office of Student Leadership coordinates workshops and specialized programs enhancing student leaders, including Seven Habits for Highly Effective People for Students workshops, training for student organizations in by-laws and constitution revision, and creative ways to address student concerns. Activities lead toward a three-tiered certification recognized at the annual Student Affairs banquet. Though the office is fairly new, these efforts have been on-going since 2002. Overviews of the CCIR and student leadership programs are available in the Resource Room.
Service Learning

Eastern links the objectives of general education with more specialized skills in numerous ways. The University has experimented with service learning components in some of its classes, primarily in Freshman Seminar, and faculty are engaged in promoting more hands-on learning experiences for students in many disciplines. In fall 2006, each Eastern Learning Community received funds for students to plan a community-building activity or a service learning opportunity. Some classes partnered with local grade school students to collect food for the region’s food bank. Others adopted cottages at area children’s homes or visited area convalescent homes to sing to residents. Students gained practical experience in planning and organization, and many reported that their perspectives on Portales and on ENMU were enhanced by their interactions with the community. All student organizations are expected to include at least one service project annually for the benefit of students or the community. Fundraisers for trips to national conferences, for scholarships, or for charitable causes are regular events on campus.

The breadth of these experiences, added to the co-curricular opportunities and other programs for student enrichment, reinforces a core goal of the institution to promote student achievement and student responsibility as global citizens. This marriage of academic and student affairs promises initiatives on campus that promote a holistic approach to examining and to enhancing the student experience.

### Sample Internship Sites

- Back Nine Dairy
- Brooks Insurance
- City of Portales
- Computer Microworks
- Disney World
- Doerr and Knudson Law Firm
- Figg Livestock Marketing
- Garvey Processing
- Lewis Cattle & Horses, Inc
- New Mexico Dept of Game and Fish
- Portales Fire Department
- Portales Livestock
- Portales Schools
- Rajen Dairy
- Roosevelt County Chamber of Commerce
- Stowe Performance Horses
- Thompson Dentistry
- USFA Forest Service

### Applications of the Classroom to the World

Internships as required components of major programs are transforming the level of student involvement and engagement in applying principles honed in the classroom to “real world” experiences. As this table illustrates, students participate in a variety of internship opportunities, well over a hundred students in 2005–2006. In addition, student teachers, often 60 or more per semester, complete their degree requirements in area schools.

### Additional Student Opportunities

Student government, itself an opportunity for learning, has discrete control of student fee funds. A student subcommittee fields requests for funds from student organizations and makes recommendations to the Student Senate. These funds have supported trips
for the University’s theatre students, established new honor societies, and provided
significant support for on-campus activities like the Latino Leadership Summit.

The Latino Leadership Summit is a project of an Hispanic social and service fraternity
on campus. The goal of the summit is to encourage Hispanic teens to pursue higher
education for the benefit of their communities. Area high schools (including districts in
Texas) sent delegates to the summit for a day of workshops, plenary sessions delivered
by prominent men and women of Latino descent, and interaction with ENMU’s students.
The summit was first held in 2005. Over 300 students attended the second summit held
in fall 2006.

Students may earn six hours in Spanish credit by participating in a month-long immersion
program in Merida on Mexico’s Yucatan peninsula. They take formal courses in language
and culture, and they stay with families in the area. Field trips to historic and cultural
sites and opportunities to meet other university students are other features of the program.

<table>
<thead>
<tr>
<th>Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMU has extended liberal learning to embrace community and campus service modeling civic engagement, part of its mission.</td>
</tr>
</tbody>
</table>

Core Component C
**Eastern New Mexico University assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society.**

ENMU uses several methods to assess the usefulness of the curricula for its students. Chief among these is the assessment of student learning outcomes. ENMU has designed its strategic planning and assessment processes to reflect this central concern, as has been shown in Criteria 1, 2, and 3. The University also uses other methods of review, some involving the review of curriculum by campus committees and others soliciting feedback from constituencies.

Program Review

Internal, systematic review of curricular programs is acknowledged as a powerful tool to help disciplines insure that their mission is consistent with economic trends and future needs. Supported by assessment, strategic planning, and curriculum revision processes, program review provides a comprehensive examination of curricular and resource issues.

Undergraduate Program Review. In 1996, prior to the last accreditation visit, the vice president for Academic Affairs charged the University’s Curriculum Committee, a body
that reviews program requests for changes to the catalog, with the task of undergraduate program review. This function represented a significant and logical addition to the committee’s charge without expanding the University’s governance structure.

Review of academic programs was already an implicit requirement of successful requests for curriculum or program revision. When workload issue became a concern, the University returned to its implicit process for program review—curriculum review committees, assessment and strategic planning processes, external discipline-based accrediting bodies, and informal feedback to assess program effectiveness.

When the University decided to change to a more explicit and formal undergraduate program review process in 2005, a faculty committee, composed of one faculty member from each of the four colleges and a representative from the Faculty Senate, developed the recommendation for the procedure. The process, according to its creators, provides “mechanism for constructive change.” Its focus is to evaluate academic programs with a goal to “improve the quality of undergraduate programs.” A copy of the Committee’s recommendations is available online and in the Resource Room.

At the undergraduate level, programs conduct self studies addressing issues such as curriculum, assessment, strategic planning, staffing, library resources, and work load, using institutional data supplied by the office of Planning Services. An external consultant reviews the self study, conducts a campus visit, and prepares a recommendation for the program and administration. The Undergraduate Program Review Committee (UPRC) reviews the documentation, and the UPRC chair, department chair and interested faculty, college dean, and vice president for Academic Affairs develop strategies to respond to identified concerns and a plan for monitoring that improvement. Programs with discipline-based accreditation use the self study and accrediting team report in lieu of the process described above. By December 2007, the first cycle of program review under this system. Copies of the self studies, reviewer reports, and committee comments are available in the Resource Room.

**Graduate Program Review.** Graduate program review has maintained systematic process for over two decades. Graduate programs respond to a series of questions on curriculum, faculty staffing levels, equipment resources, and library resources. The Graduate Committee reviews the materials, interviews the graduate coordinator, and prepares a recommendation for the dean of the Graduate School who in turn reviews the materials and forwards a recommendation to the vice president for Academic Affairs.

The Graduate Committee also systematically reviews units that provide direct support of the graduate programs, such as Golden Library, Career Services, Information Technology Services, Extended Learning (now Distance Education and Outreach), and the Graduate School office, most recently in 2003–2004. Results of recent graduate program and program support reviews are available in the Resource Room.
Capstone Experiences

Faculty also examine the usefulness of the curriculum through capstone experiences. Internships and other kinds of field experiences allow students to test their skills in job settings before graduation. Consultations with field supervisors provide insights into the strengths of the curriculum and gaps in the preparation of students. These company supervisors thus serve as informal consultants about the skills students need in business and industry.

Ongoing and thorough processes of curriculum review, then, insure that ENMU is constructing its course and degree offerings to reflect emerging trends to help students prepare for an ever-changing job market. ENMU’s extensive process of strategic planning and use of institutional research data have allowed its constituencies to evaluate its academic and support services in light of evolving student needs and abilities. As discussed in Criteria 2 and 3, ENMU makes conscious and deliberate use of its processes of self-evaluation to refine curricular offerings as necessary to insure currency with business and economic trends. This process is initiated and governed by both faculty and administrators and is reflected in the strategic planning process (see Criteria 1 and 2). ENMU celebrates a culture of continual self-reflection based on careful reviews of internal and external data. The results of this process insure that ENMU can assure its students a relevant, current, and strong course of study in their chosen fields and offers co-curricular experiences that will further enhance the educational offerings it can provide to students.

Accomplishment

ENMU has used its institutional data and market research to create new programs that directly answer the needs of its students, reflect emerging employment trends, and offer alternative venues for instruction.

The institution believes, as do its graduates, that it provides a curriculum that is relevant to current research concerns, reflects student and marketplace needs, and responds to changing times, changing expectations, and changing needs, whether they be technological, social, or curricular.

Core Component D

Eastern New Mexico University provides support to ensure that faculty, students, and staff acquire, discover and apply knowledge responsibly.

The responsible acquisition, discovery, and application of knowledge present challenges for any institution. There is an inherent assumption that professionals who work within higher education will act responsibly when it comes to using knowledge. Eastern New Mexico University tries to provide responsible oversight of this activity through the use of policies and procedures.
Eastern’s commitment to protecting the discovery and use of knowledge responsibly can be seen in the policies that it articulates and disseminates to constituents. All employees are governed according to state and federal statutes as well as codes of conduct published in personnel handbooks (available online at InsideENMU). Policy documents such as those on confidentiality, sexual harassment, safety, and conflict of interest are disseminated widely, and employees are informed of the appropriate offices to contact in case of questions or possible policy violations. Failure to comply with these regulations is subject to disciplinary action as described in constituency handbooks. Copies of all handbooks are available in the Resource Room.

**Student Responsibility**

Student issues of academic integrity are addressed in the undergraduate and graduate catalogs. Faculty reinforce these expectations through class discussions and course syllabi. The University has a site license of a commercial plagiarism recognition software package for use by any faculty member. If students engage in academic misconduct, faculty may follow policy procedures for recommending disciplinary action. When the behavior falls outside classroom boundaries, action may be taken through an adjudication officer or the Student Discipline Committee such as in the recent case of a student whose friend took a national standardized exam for him. For other violations of student conduct, the vice president for Student Affairs and the Student Senate have regular processes in place to examine those instances. Ethical and professional standards of behavior, from confidentiality to customer service, are disseminated to student workers through *Partners* training sessions conducted by Counseling and Career Services.

Student researchers are subject to standards outlined in relevant published policies and to oversight by standing committees. The use of human or animal participants requires the submission of a proposal to either the Human Subjects Committee or the Animal Care and Use Committee before the research can begin. Faculty research sponsors must endorse the proposal.

Students may engage in research activities with faculty at both the undergraduate and graduate levels. Depending on the extent of their contributions, they receive recognition through co-authorship or footnotes. They may be included also in presentations of the work at professional conferences. Faculty are vigilant about appropriately acknowledging student contributions to research.

**Faculty/Staff Responsibility**

Integrity of actions for faculty and staff is a responsibility stated in employee handbooks and enforced by the institutional culture. Direct oversight of faculty research is subject to peer review in the promotion and tenure process. Faculty conducting research on animal or human subjects submit proposals to the appropriate committee. Any surveys
administered on or off campus by faculty or staff are subject to the same review. Faculty submitting grant proposals for external funding must demonstrate integrity of their research design and compliance with institutional policy and with grant guidelines.

Responding to state and national concerns about conflicts of interest, the Board of Regents asked the University to develop a procedure that would regularize its existing statement on disclosure of potential conflicts of interest. Back-to-Campus meetings now include information about this disclosure statement, and employees annually sign a conflict of interest disclosure form.

The University has a well-established Intellectual Property policy, well-understood by campus faculty. Two ENMU professors currently have a patent pending at the U.S. Patent Office to measure lower pH levels than normal methodologies can allow. Information on this policy is available in the Resource Room.

The University has been vigilant about the unlawful use of copyrighted material. Forms for duplicating requests and publicly available copy machines have warning notices about copyrighted material. Instructors of distance education courses (videoconferencing or online) are informed on issues related to copyright and intellectual property.

The Intellectual Property policy is silent on the issue of Web course ownership, however. At the heart of the University’s conversation on this issue has been the balance of the rights of the faculty who develop the online courses and the rights of the University that supports the development of the courses. After a draft of an intellectual property rights policy for course development seemed stalled, the University implemented a memorandum of understanding with faculty who were developing online courses. Faculty members who developed the courses on their own retained full rights to the course. Those who chose University support such as stipends would share the rights with the University. About two years into this process, the issue of intellectual property rights for online courses is resurfacing. An ad hoc committee has reviewed some of the issues and presented a recommendation to the vice president for Academic Affairs. The president, vice president of Academic Affairs, and the director of Distance Education and Outreach are examining this recommendation in light of its consistency with practices at similar institutions.

**Accomplishment**

ENMU’s focus on integrity has evolved from issues of plagiarism to questions regarding property rights in distance course delivery.

The University takes seriously its campus dialogues about the way in which knowledge is acquired and used. In 2000, members of the Human Subjects Committee raised questions about the appropriateness of sanctions against
students who did not participate in assessment practices as expected of them. The result of this discussion was a catalog revision making participation in assessment a graduation requirement with a clearly identified penalty for failure to participate.

Recognizing that computers serve as a major means of collecting information, the University developed a computer use policy that governs acceptable behavior. The policy was approved by the Board of Regents in May 2006. The policy is currently under review again to address issues of pornography. The revised policy will be presented to the Board of Regents in spring 2007.

While grievance policies and performance evaluation processes allow the University to address issues of employee misconduct in the acquisition and application of knowledge, the self study has revealed that the University appears to take for granted that employees will act ethically. The lack of incidents of misconduct at ENMU fosters a sense that irresponsible use of knowledge is not a problem. While this perception may be accurate, established processes may not be the most effective means for handling instances of allegations of employee misconduct. Additional review and vigilant monitoring is needed to assure University integrity and community confidence in the institution.

Opportunity for Improvement

ENMU can continue regular review of its documents and processes governing employee ethics to insure systematic investigation and action on violations.

Accomplishments

• ENMU supports a successful transition course for students, UNIV 101, that promotes critical thinking skills and aids in student transition to the University.

• ENMU recognizes and promotes excellence through student, faculty, and professional/staff award ceremonies and celebrations.

• ENMU has revised its general education core to comply with state mandate in a manner that continues to support the University’s general education philosophy and learning requirements.

• ENMU has extended liberal learning to embrace community and campus service modeling civic engagement, part of its mission.

• ENMU has used its institutional data and market research to create new programs that directly answer the needs of its students, reflect emerging employment trends, and offer alternative venues for instruction.

• ENMU’s focus on integrity has evolved from issues of plagiarism to questions regarding property rights in distance course delivery.
Opportunities for Improvement

• ENMU can review increases in requirements in the major that may limit general education options for students.

  Action. The General Education committee is charged to examine these issues. As part of the Committee’s revision of general education requirements to meet the New Mexico common core, is will also address the need to protect a healthy range of options for students.

• ENMU can review its documents and processes governing employee ethics to insure systematic investigation and action on violations.

  Action. The University can consult the three constituencies to solicit recommendations for policy development that will protect the rights of employees and the University, while allowing for open processes to address ethical issues.
Criterion 5

Engagement and Service
As called for by its mission, Eastern New Mexico University identifies its constituencies and serves them in ways both value.
Criterion Five

Introduction

Since 1934, when Eastern New Mexico University opened the doors to its first students, the close connection between the University and its surrounding region has been an essential partnership. From the 1930s, when students came to campus with their milk cows and lived with townsfolk to attend classes, to today’s students, who arrive with laptops and sometimes their horses, numerous partnerships with business, education, and industry characterize ENMU’s relationship with its constituents. ENMU-Ruidoso, though a newer campus, is already building a tradition of strong ties to its community, cemented by mutual goals.

Eastern New Mexico University works hard to meet its mission of serving its constituencies. The University’s strategic plan documents this commitment through its community advisory committees, focus groups, and community dialogues. ENMU conducts various surveys to determine students’ satisfaction with their educational experience, and campus constituencies provide advice about University decisions and directions.

Eastern New Mexico University’s partnerships with area schools and other higher education institutions provide easy transitions to and from ENMU. Numerous non-credit courses are offered to community members in the University’s service area. Video-conferencing provides a reliable course delivery system for distance education students. The University offers educational and cultural activities through various campus programs and the campus public broadcasting station (KENW).

ENMU encourages its staff and students to be engaged and involved in the community. Service learning opportunities, internships, and community service by fraternities, sororities, athletic teams, and other campus organizations maintain a highly visible presence of University students in the community. Faculty and staff contributions to community activities are documented in campus publications and recognized in the annual appraisal process.

By listening to its constituencies, investing in community issues, and partnering with a wide range of community groups, Eastern New Mexico University demonstrates its commitment to serving and engaging with its community in significant and mutually valued ways.
Core Component A
Eastern New Mexico University learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Partnerships Shaped by Mission

Formal and informal networks allow the University to assist with community efforts such as the annual Martin Luther King Celebration, “Operation: Keep Cannon,” University involvement in Ag Expo, and pandemic emergency readiness training, as well as professional training in the form of degree completion and new degrees to meet emerging economic needs.

ENMU has a reputation for responding to the needs of rural communities. One outstanding example of this dynamic at work is the creation of the ENMU-Ruidoso campus. A series of community requests and University responses created an outreach instructional center in the community of Ruidoso, which grew to a legislatively designated branch campus July 2005. An example of the community loyalty for the Ruidoso campus was illustrated when flooding damaged the building with mudslides over the Labor Day weekend. Within hours, Ruidoso community residents gathered at the Center offering help and assistance to stabilize the building, perform needed clean-up, and offer alternate sites for classes and Center operations. As a result of this unprecedented support, only one instructional day was lost. Another example is ENMU’s outreach to assist Mesalands Community College in Tucumcari, NM, in their initial application for accreditation. Supplying curriculum and catalog templates, governance models, and many staff drawn from its alumni ranks, ENMU demonstrated its willingness to help a sister institution serve more New Mexico residents. Third, recognizing the critical shortage for social workers in rural New Mexico and responding to requests from the entire east side of the state, ENMU established a Bachelor’s of Social Work program, currently in candidacy status, with the help of New Mexico State University. Until the program is accredited, New Mexico Highlands University delivers social work courses at ENMU-Roswell in a unique partnership that serves all New Mexicans rather than institutional self-interest.

Eastern New Mexico University’s reputation extends to professional services provided to the state and federal governments. ENMU hosts New Mexico Re:Learning, a program providing support and funding for curricular reform in New Mexico public schools. Eastern’s leadership in assessment was recognized by a State appropriation to fund the Assessment Resource Office. While the ARO is a major support for ENMU assessment, it also serves as a resource providing summer workshops, guest presenters, and funding for assessment activities throughout New Mexico. Each spring, the ARO co-sponsors the New Mexico Higher Education Assessment and Retention annual conference, where leaders from New Mexico as well as the national scene explore current trends and endeavors on the topics of assessment and retention. ENMU’s
leadership in education was also recognized with funding from the State for the Center for Teaching Excellence. The Center provides funding for action research on effective teaching in K–12 classes, effective school-university collaborations, and research on improving university instruction. Grant recipients present their results at an annual conference and are expected to disseminate these results through other venues.

**Environmental Scans**

Periodic formal and informal environmental scans allow the University to monitor emerging institutional needs.

- To revitalize the campus multicultural affairs units, the president convened meetings of African American students, faculty, staff, and community members to address special concerns from the community or campus. These focus group meetings were repeated with Hispanic and American Indian students and community members, strengthening the campus identity for all groups and leading to the creation of strategic plans from each group—the first student organizations to prepare such documents.

- In a deliberate effort to reach out to the community for advice and comment, the University president is a frequent speaker at area civic organizational meetings and events. His advisory council of community leaders meets once each semester to receive a campus update and provide suggestions and advice from their diverse perspectives for campus initiatives and directions. The president also meets with the ENMU Student Leaders Council, the council of student organization presidents, to gain the perspective of campus leaders.

- The dean of the College of Education and Technology works closely with the Southeastern New Mexico Education Research Center (SNMERC) of area school superintendents, a critical partnership. The College of Business has an advisory council that advises the dean on matters of curriculum. The College sponsored an economic development summit in December 2005 with the local Chamber of Commerce. The University frequently relies on advisory boards and councils to launch a new program or campus initiative, and several programs maintain small circles of trusted advisors across the state for purposes of consultation.

The University is acutely aware of its need to capitalize on the expertise of its community in building programs and defining University direction. A more consistent system of community advisory councils could regularize this kind of expert feedback from the community.

**Opportunity for Improvement**

ENMU can expand its use of external advisory councils to strengthen current programs and launch new initiatives.
Visibility, Responsiveness, Accountability

The University maintains structures and processes that assure openness to community input and interaction. The unique governance structure of higher education in New Mexico is shaped by universities’ constitutional independence. Members of the Boards of Regents are appointed by the governor of New Mexico but empowered with all authority to set tuition and fees, hire and dismiss employees, adopt policy, enter into contractual agreements, and conduct all University business. Given this highly independent profile, Eastern New Mexico University’s Board of Regents sends a strong message of community responsiveness by holding frequent (almost monthly) meetings that are open to the public. The Board purposely schedules meetings in Roswell and Ruidoso, as well as Portales, to demonstrate its commitment to represent the entire system and respond to the communities the University serves. The president’s visibility in the community and the engagement and accessibility of the Regents (three of the five live in Portales, a fourth lives in nearby Clovis, and a fifth in Roswell, NM) create an ease of access and ready communication that allow the University leadership to monitor and respond to community concerns and issues.

Key Partnerships

The University’s external grants provide unique opportunities to partner with local agencies and schools. Federal programs such as TRiO (Talent Search, Upward Bound), GEAR UP, and a Title V Cooperative grant with Clovis Community College, along with state-sponsored initiatives such as the development of the Bosque Redondo historical monument program and the US Department of Education’s Teaching American History grant partnership with Portales Schools provide rich collaborative opportunities with schools and local communities. Copies of grant applications, including needs assessments and letters of community support are included in the Resource Room.

One example of a key partnership for the state and region is the BSN Completion Program. Addressing a critical shortage of nurses, ENMU sought funding for and inaugurated a BSN program in 1991, with the full support and collaboration of RN programs at Clovis Community College, New Mexico Junior College, and ENMU-Roswell. Over time, the supervision and oversight of the BSN program have increasingly been shared with ENMU-Roswell. This partnership has fostered new internship opportunities and provided a wider range of health care professionals to serve as mentors, resulting in an extremely beneficial arrangement for both the students and the communities. Many nursing courses are offered via videoconferencing, further extending the reach of this critical program.

Another important University partnership began in 1974, when KENW began to broadcast to one of the largest service areas in the United States. Adding radio
transmission five years later, the station has pursued a three-part mission: to provide public broadcast and public service (local) programming to the region, to serve area schools with instructional programming, and to provide students at Eastern New Mexico University with valuable hands-on learning experiences. KENW/KMTH FM continues to receive strong community support for its service to the area and its civic-mindedness. The station partners with the campus and community in the production of a local news program (staffed, produced, and directed entirely by ENMU students), a nationally syndicated program, Creative Living, and local information programming (You Should Know), University athletics (Sports Look), and Hispanic cultural news (Cultura).

The station also broadcasts special news panels, candidate forums, and other local newsworthy events for the community and region. KENW staff regularly collaborate with student writers, producers, technicians, and anchors to produce award-winning documentaries on the art of Georgia O'Keeffe, the science fiction of Jack Williamson, the construction of Conchas Dam, and “Cruel and Unusual” on the death penalty, to name a few. Viewers of national news programs are apt to see graduates of ENMU and KENW protégées anchoring state and national news programs and filling key technical positions in major affiliates across the nation.

Continuing the model of vital community partnerships, the Ruidoso branch operates a One-Stop Career Center that is considered a model program in the state of New Mexico. The center houses partners such as the New Mexico Department of Labor, Region IX Educational Cooperative, Lincoln County Literacy Program, Adult Basic Education, and Workforce Investment Act program staff. The One-Stop Center provides comprehensive employment services for those seeking assistance to locate a job, help in financing education or training in order to become qualified for employment, and assists clients wishing to complete a General Education Diploma (GED) or to learn English as a second language. Formal agreements outline the relationship of each partner with federal, state, and local funding streams combined to support the center operations. A more detailed list of Portales and Ruidoso partnerships is available in the Resource Room.

**Outreach Programs**

Through the office of Distance Education and Outreach, Eastern New Mexico University provides outreach programs via distance and continuing education. The Outreach arm of the office offers classes in arts and leisure, certificate programs, computers, cooking and gardening, dance, exercise, and personal improvement. On average, 120 classes are offered in the academic year, with an additional 36–40 during the summer months. Each summer, “Kids’ College” provides activities for children ages 5–12, including fitness, arts and crafts, computers, swimming, and reading. Field trips to local spots of interest are also included. In a partnership with the City of Portales, lunch is furnished for participants. Each program or
workshop offered by the office requests participants to complete a survey, providing information about their satisfaction with the current program and an opportunity to propose other programs of interest. These surveys provide both quality control and a rich source of new programming ideas.

ENMU-Ruidoso’s Community Education and Customized Training programs provide area residents with opportunities to learn new professional skills, acquire new hobbies, or simply have fun learning to dance or use a digital camera. Over 700 residents annually enroll in these non-credit classes. Many students are first exposed to the Ruidoso campus through their community education or customized training classes. The customized training program has partnered with schools, businesses, and governmental agencies to provide skilled instructional programs and classes. Education and training have been developed to meet the specific needs of the private and public sectors. Customized training classes are designed for each employer or sector to provide skill development for both the existing and emerging work force. Classes are offered in areas such as state-mandated alcohol server training, pool operations and safety, Spanish for the sheriff’s department, hospitality and retailing industries, and computer applications.

**Student Satisfaction**

To serve its most immediate constituency, Eastern New Mexico University carefully monitors student satisfaction with campus services and activities, classroom instruction, and housing. The University surveys exiting seniors each semester, asking general and specific questions about their satisfaction with their ENMU experience.

<table>
<thead>
<tr>
<th>Exiting Senior Survey, Percentage Satisfied</th>
<th>Spring 2006</th>
<th>Spring 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Satisfaction with educational experience</td>
<td>96.8%</td>
<td>97.2%</td>
</tr>
</tbody>
</table>

These surveys reflect high student satisfaction, among the highest in the state. As discussed in Criterion 3, all students participate in classroom evaluation in each class, each semester. Overall averages show that students find their instructors well prepared and knowledgeable. Copies of current and past surveys and the survey instruments are discussed in Criterion 3 and are available in the Resource Room.

Campus services are also regularly assessed at ENMU. In the most recent survey, students responded online to a series of questions asking whether or not they used certain key campus services, and their level of satisfaction with them. The survey also solicited specific suggestions for improvement from respondents, particularly from commuting students.
<table>
<thead>
<tr>
<th>Services</th>
<th>Quality of Services</th>
<th>Would Recommend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services at Golden Library</td>
<td>4.0</td>
<td>4.25</td>
</tr>
<tr>
<td>Quality of ENMU Website</td>
<td>3.92</td>
<td>N/A</td>
</tr>
<tr>
<td>Tutoring services</td>
<td>3.85</td>
<td>4.15</td>
</tr>
<tr>
<td>Faculty advisor’s assistance</td>
<td>3.83</td>
<td>4.0</td>
</tr>
<tr>
<td>Admissions process</td>
<td>3.81</td>
<td>N/A</td>
</tr>
<tr>
<td>Service provided by recreation/sports</td>
<td>3.76</td>
<td>3.99</td>
</tr>
<tr>
<td>Career Services (career advising)</td>
<td>3.46</td>
<td>3.73</td>
</tr>
<tr>
<td>Food Services staff</td>
<td>3.46</td>
<td>3.35</td>
</tr>
<tr>
<td>Quality of Financial Aid services</td>
<td>3.17</td>
<td>3.56</td>
</tr>
<tr>
<td>Food provided by Food Services</td>
<td>3.13</td>
<td>3.35</td>
</tr>
</tbody>
</table>

Results of these surveys are shared with providers to assist them in improving these services. An annual survey of residential students also allows the Office of Campus Life to monitor students’ changing expectations for campus living.

<table>
<thead>
<tr>
<th>Spring 2006 Housing Survey</th>
<th>Spring 2006</th>
<th>Spring 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage Agree or Strongly Agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel good about living in University housing</td>
<td>89.3%</td>
<td>91.2%</td>
</tr>
<tr>
<td>Available living options meet my needs and desires</td>
<td>85.1%</td>
<td>87.1%</td>
</tr>
<tr>
<td>I am satisfied with the computer labs in the halls</td>
<td>66.1%</td>
<td>55.2%</td>
</tr>
</tbody>
</table>

**Accomplishment**

ENMU has achieved recognition state-wide for its high student satisfaction with the educational experience provided by the University.

**Attention to Diversity**

The increasing diversity of the Eastern New Mexico University student body is an important aspect of campus culture, and deliberate efforts are made to recognize the diversity represented on campus.
The University closely monitors the success of students by gender and ethnicity to assure that advantages of financial aid and other services are distributed fairly. One indication is that “student success” measured by the award of state-funded “Lottery Success” scholarships closely reflects the ethnicity of the student body. Another is that student persistence rates and graduation rates, except for American Indian students, are relatively close. These statistics are an important focus of the University’s participation in both the NSSE project and the BEAMS initiative, discussed in Criterion 4.

### Lottery Scholarship Recipients 2001–2005

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo</td>
<td>1224</td>
<td>57.28%</td>
</tr>
<tr>
<td>African American</td>
<td>54</td>
<td>2.53%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>680</td>
<td>31.82%</td>
</tr>
<tr>
<td>American Indian</td>
<td>63</td>
<td>2.95%</td>
</tr>
<tr>
<td>Asian</td>
<td>24</td>
<td>1.12%</td>
</tr>
<tr>
<td>Not Given</td>
<td>92</td>
<td>4.31%</td>
</tr>
<tr>
<td>Total (Unduplicated)</td>
<td>2137</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Persistence 2004-2005; Graduation 1999–2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Anglo</td>
</tr>
<tr>
<td>African American</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>American Indian</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>All</td>
</tr>
</tbody>
</table>

**Opportunity for Improvement**

ENMU can improve persistence and graduation rates of all students by addressing their diverse academic and social needs.

Celebrating the diversity of students and staff is a value at ENMU. Multicultural affairs events are scheduled year-round, often as collaborations across multiple ethnic affairs offices; some of these programs are presented in area schools. International students (59 in 2005–2006) are a particularly valued addition to campus life.
To further address the diverse needs of students, staffing in the Counseling office has been increased to 2.5 FTE counselors (from 1.5 FTE in 2000), one of whom is African American. The Office of Counseling and Career Services also conducts “Partners” training sessions each semester to acquaint work-study students with campus employment expectations, respect for diversity, courtesy, and professionalism. This training for work-study students is mirrored in the staff and faculty training, “Connections” and “Advanced Connections.” These programs, offered in 1999 and 2002–2003, addressed issues of courtesy to students and colleagues and customer service.

### Core Component B

**Eastern New Mexico University has the capacity and the commitment to engage with its identified constituencies and communities.**

Effective partnerships are sustained by time, trust, and commitment. Eastern New Mexico University has invested in the processes that keep the institution connected to its internal and external constituencies. Using new electronic media, personal contacts, and traditional outreach, the University maintains a strong communication network with its constituents. Through entering students surveys, satisfaction and exit surveys of seniors, annual administrator evaluations, and employee surveys, the institution monitors the satisfaction and expectations of its internal constituencies. Community surveys and other outreach activities such as Gear Up, Upward Bound, Talent Search, “College Days,” Financial Aid Awareness Nights, and high school senior visit days, the University stays connected to the concerns of school counselors, teachers, prospective students, and their parents. These processes of engagement include informal contacts downtown, at college football games, at community events, or in civic and social organizations in the community. Samples of administrator evaluation surveys and staff surveys are available in the Resource Room.
Structures and Processes for Campus Communication

Consistent with campus values of open communication and the “personal touch,” clear and frequent communication is a priority. Unit or department meetings and, on the college level, council meetings of the deans and academic department chairs are critical ways of airing concerns, sharing information, and planning for current or future needs. This process is complemented by the University governance structure, which provides committees and constituency bodies (the Faculty, Support, Professional, and Student senates) with a voice in determining university directions. Off-campus representatives serving on University committees or senates now use videoconferencing (replacing telephone conference calls) to participate from a distance. The annual three-campus retreat (with Ruidoso, Roswell, and Portales) and other meetings through the year utilize this technology as well.

The annual Back-to-Campus meetings at the beginning of the academic year, periodic staff and faculty meetings with the president, and Management Information Exchanges (MIEs) for middle management further assure that information reaches all campus members. Samples of these agendas and a calendar of meetings are available in the Resource Room. For those unable to attend these scheduled meetings and for other campus information, the Monday Memo (electronic distribution since 2001) and periodic broadcast e-mail messages provide announcements, information, and (in the Monday Memo) feature stories about students, staff, and faculty. Many off-campus alumni, parents of students, and friends of the University regularly read the Monday Memo, visit the university webpage, check the various online calendars for athletic or campus cultural events, or use the e-mail links to communicate with University personnel.

In addition, online publications such as the undergraduate and graduate catalogs, scholarship forms and information, class schedules, and online registration options are the medium of choice for most ENMU students.

As comfort levels with electronic media rise, more and more departments are using e-mail to reach students. The Financial Aid office has increased its timely notification of scholarship awards by sending information via e-mail. Many departments build distribution lists of majors to share relevant, time-sensitive information with their students. Campus organizations do the same. Students post questions via e-mail to their instructors, who can provide a prompt and confidential response. The student online newsletter, HoundBytes, provides day-to-day updates about campus life. More formal publications such as the online Eastern Magazine (sent to alumni and supporters), online alumni class notes, Q2-3 Magazine (the monthly program guide for KENW-TV/FM), newsletters from the Dean of Education and Technology and the College of Fine Arts, and the publication of the Assessment Resource Office, DataWave, provide specialized information to internal and external constituencies. The Chase, the student newspaper, is published weekly during the academic year, providing a rich source of campus information as well as regional and national news of particular interest to
students. Eastern Essentials, an ENMU planning calendar, given to all freshmen as part of their freshmen seminar, contains the Student Handbook, academic calendar, and a comprehensive calendar of campus events. Samples of these publications are available in the Resource Room.

Changes in Communication Strategies

<table>
<thead>
<tr>
<th>Where would you go to find information about a student service at ENMU?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog</td>
<td>47.3%</td>
</tr>
<tr>
<td>Faculty/Staff</td>
<td>45.5%</td>
</tr>
<tr>
<td>Friends/Other Students</td>
<td>58.2%</td>
</tr>
<tr>
<td>Information Center</td>
<td>26.1%</td>
</tr>
<tr>
<td>ENMU Website</td>
<td>86.7%</td>
</tr>
</tbody>
</table>

Eastern New Mexico University has used various measures to assess the best ways to communicate with its constituencies. “Hits” on web pages, responses to newsletters, accuracy of mailing lists or returned correspondence all influence where resources are allocated to enhance information flow. Particular attention has been placed on the preparation of a specific, distinctive look and feel to all ENMU publications, whether electronic or print. This transition, initiated in 2000 with a re-designed webpage and a gradual transition to a wordmark (replacing the 1950s style Zia symbol), has steadily been expanded to include a marketing phrase for all publications that stresses the University attention to students and their success. ENMU has also created Spanish-language versions, translated by ENMU students, of the most frequently accessed web pages.

Complementing the increased reliance on electronic platforms for communication is the creation of the campus Intranet, InsideENMU. Students, staff, and faculty can access vital information in a secure (password protected) environment. Students regularly check their class schedules, print out a transcript, monitor their financial aid awards, or update personal information. Employees can check their payroll records, and faculty advisors can check the schedules and transcripts of their advisees. Several University efforts have cemented the University’s visible presence in the daily life of its constituencies. These include the following:

- Each Tuesday, the Portales News Tribune devotes a full page to campus events, accomplishments, and feature stories.
- Regular press releases (375 in 2005–2006) are sent statewide to news services and radio stations.
• Local radio stations regularly broadcast information about campus events, activities, and accomplishments.

• On- and off-campus recruiting efforts publicize the opportunities of college attendance and the unique programs at ENMU.

• Mailings to community members advertise upcoming fine arts and athletic events as well as non-credit courses available through the Office of Distance Education and Outreach.

• Annual newspaper inserts of class schedules acquaint local communities with course offerings for the coming semester, and regular ads in local papers promote special courses, publicize important dates, and keep campus visibility high.

• *You Should Know*, a community information and interview show produced by KENW-TV, regularly showcases campus events and guests.

• *Sports Look*, also produced by KENW-TV, provides a weekly update of campus athletics.

• On average, 110 musical performances annually (most open to the public and free of charge), 6–8 theatrical performances annually, and 2 dance programs annually are offered on campus.

• Student jazz, vocal, and instrumental groups visit area schools each year to promote music appreciation and musicianship.

**Connecting Town and Gown**

Eastern New Mexico University’s educational programs effectively connect students and the University community with external communities. One of the best examples is the student assessments (each semester) in the departments of Art and Theatre and Dance. Community members join students, faculty, and staff in small teams to assess presentations by each student in these programs. During the year, community members are regularly invited on campus to make presentations in classes or to provide feedback on curriculum or other program directions for the academic units. Additional collaborations are briefly noted below:

• Members from the community and Cannon Air Force Base work closely with students and faculty to judge at regional science fairs and speech tournaments hosted by the University.

• Community members serve on the Animal Care and Use Committee and the Human Subjects Committee, to bring a community and professional perspective to these important oversight committees.

• Student internships and service learning opportunities also involve students with the external community.

• The Teacher Education program annually places, on average, 80-90 students each semester in area schools for observation, and another 60 students to complete their student teaching.
• The University Friends of Music, a community-based organization supporting musical excellence in the region, regularly advises and consults with the dean and Department of Music chair, and provides funding for scholarships and for sponsored music programs.

• The Eastern New Mexico University Booster Club, called The Bench Club, supports ENMU’s athletic teams. Area businesses, alumni, and friends support Greyhound and Zia athletic teams.

• Practicum participation at area schools and social service agencies is also required of students in the Communicative Disorders program, counseling, and social work.

• Several academic departments encourage cooperative work experiences or internships as part of degree requirements.

• Each week, the Portales Kiwanis Club and the Portales Rotary Club hold their regular luncheon meetings on campus. University employees are well represented in both organizations.

• University participation in a wide variety of community activities including Portales Heritage Days, the Roosevelt County Fair, and Ag Expo, providing volunteers and livestock judges, and staffing information booths about University services.

One additional example of student and community engagement is ENMU’s partnership with Sunland Peanuts. This project was the brainstorm of the vice president of Academic Affairs, who secured the support of the owner of Sunland Peanuts, Mr. Jimmy Shearer. Students in graphic arts, public relations, and business designed a logo and a marketing strategy for a local staple of our economy, Valencia peanuts, attractively packaged as an ENMU scholarship fundraiser.

ENMU and Sunland Peanuts

The ENMU Peanut Project
Investing in Education: One Peanut at a Time!

Based on the requests for assistance from the city and region, it is clear that the community values the expertise reflected in the University workforce. From the school board, to civic and service organizations, ENMU employees and the institution are critical to the life of the community. In the past, the University published a listing of expertise areas and contact information for faculty and staff who were willing to provide programs or consulting in the community, a publication that demonstrated again the campus’ willingness to assist community efforts.
Opportunity for Improvement

ENMU can insure that the resources and expertise it can offer are widely known in the communities it serves.

Planning Processes Assure Ongoing Engagement and Service

Eastern New Mexico University actively plans to continue and increase its partnerships in its community and region. The institution has already been involved in planning for the arrival of a new mission at Cannon Air Force Base and the potential for a large complement of base personnel arriving by October 2009. The University has recently provided office space and services to the Region VI Educational Cooperative on campus, to facilitate more collaborative efforts between REC VI and ENMU’s Education program. The University is investigating the administration of “WorkKeys” (an ACT assessment of work-force readiness) to students in a pilot project with the Eastern New Mexico Workforce Development Board. Internships are in place and will expand with two Clovis-based companies, SEI (a major call center managing technical assistance calls) and Southwest Cheese (the largest milk processing plant in North America). The University has recently begun working with New Mexico Boys and Girls Ranches to design a certificate program for the staff at their group homes. These and other initiatives demonstrate that the University continues to value and pursue partnerships with its community and across the state to better meet its mission.

Core Component C

Eastern New Mexico University demonstrates its responsiveness to those constituencies that depend on it for services.

Educational Partnerships

Complementing its community partnerships, Eastern New Mexico University has a wide range of valued educational partners. The University works closely with the Higher Education Department in Santa Fe and other four-year New Mexico institutions through the Council of University Presidents (all New Mexico university presidents) and the Accountability Work Group (institutional research representatives) to respond to state legislature data requests and mandates and to align higher education funding requests.

ENMU-Ruidoso has built its campus on community partnerships. The early days of the instructional center shared space with Region IX Educational Cooperative and classroom space in Ruidoso High School, where it still offers laboratory classes. The Ruidoso campus has established Early College Program (dual credit enrollment) agreements with all Lincoln County school districts, including Ruidoso, Capitan, Carrizozo, Corona, and Hondo Valley schools. Additionally, agreements are in place at
Educational Partnerships

- Dual Enrollment agreements
- Data sharing with area high schools and two-year colleges
- Professional Development site at James Elementary School
- Statewide transfer articulation agreements
- Partnerships through grant-funded initiatives

ENMU has dual enrollment agreements with area high schools and several two-year colleges, including Clovis Community College, Mesalands Community College, and New Mexico Junior College.

Among ENMU’s three campuses, a one-system application form assures a seamless transfer of students from lower-division branches to the upper-division partner, ENMU.

For the past five years, ENMU has shared student success information with area high schools about their students attending ENMU. This aggregated data indicate the number of their graduates enrolled in remedial and honors courses and overall GPA. The same data is compiled for Clovis Community College for their transfer students.

The Education faculty have a professional development partnership with James Elementary School. College students meet on site at James Elementary, faculty model teaching techniques in the elementary classrooms, and college students observe and perform practice teaching in a closely supervised environment.

The University works closely with all New Mexico colleges and universities to assure transfer of courses between and among institutions; this effort is coordinated by a statewide committee, currently co-chaired by ENMU’s president.

ENMU partnered with Clovis Community College in a Title V Cooperative grant to enhance transfer success and to increase the numbers of students pursuing careers in teaching.

A number of grants sponsored by ENMU significantly enhance area schools, including GEAR UP (2000–2005) and TRiO’s Educational Talent Search (ongoing). Both grants partner ENMU with area schools to inform and encourage students to plan for college as part of their educational experience.

As referenced in Criterion 2, New Mexico schools struggle with state mandates to meet higher academic standards in small, rural school districts. To the extent that the University can enhance the K-12 educational experience, it will also enhance the preparation of students continuing on to higher education, a benefit to the entire state.
Continuing to Meet Educational Needs
Recognizing that many students “swirl” through the educational system, tending to stop out for periods of time, often between degrees, Eastern New Mexico University has designed several degree plans that specifically address the needs of these students whose career or life choices have made traditional college enrollment impossible. In 2002, ENMU added two new programs (BAAS, BOE) to address community-identified needs in the areas of occupational and vocational training. The University is working with ENMU-Roswell to plan a similar completion program for Aviation Maintenance and Emergency Medical Services.

Several 2+2 Articulations function informally between ENMU and other institutions. A formal agreement with New Mexico State University’s College of Engineering articulates ENMU’s first-two-years’ curriculum with NMSU programs in civil, electrical, industrial, and mechanical engineering. Course articulation is mandated by the state of New Mexico, and ENMU has an extensive series of course and program articulation matrices in place. ENMU is able to guarantee that, if a student completes a two-year degree from a New Mexico institution and transfers to Eastern, with the exception of six hours, the transferred degree will fulfill all ENMU general education requirements.

A recent directive from the Secretary for Higher Education mandating a 41-hour general education core for all New Mexico institutions of higher education has required considerable institutional effort to realign degree plans and catalogs with this mandate (discussed in Criterion 3).

Supporting Transfer Students
The institution has taken care to prepare support systems for transfer students that differ from those provided for new freshmen. The transfer student orientation (offered in fall and spring semesters) recognizes that transfer students are not new to college but only to campus. They are provided with academic advisors, financial aid information, and information about other campus services that specifically meet their needs. A single point of contact in the Admissions Office coordinates all communication with transfer students, who are assigned to the Advising Center until they are ready to be assigned to a faculty member in their major area. This way, an accurate transcript evaluation and class selection process are in place from the moment the student declares the intent to transfer. A major initiative of the Title V Cooperative grant, transfer success is a priority for the campus as well. Grant-initiated strategies (including a Transfer Success Team with membership from both Clovis Community College and ENMU) are being incorporated into admissions and recruiting practices and can be extended to other campuses.

Building Bridges among Diverse Communities
Through its range of programs and deep investment in the community, Eastern New Mexico University is ideally positioned to link diverse communities. The University’s
Child Development Center and its grant-funded Child Care Training Center, with a toy and educational materials lending library, provide excellent options for child care and parent support in child rearing. The University is deeply involved in every aspect of K–12 education. A faculty member currently serves on the Portales School Board; student teachers and ENMU graduates are coaches, counselors, teachers, and administrators in schools throughout the county and the region. The College of Education regularly hosts the K–12 textbook evaluation center, where parents, teachers, and interested community members as well as students can review textbooks under consideration for school adoption. The University’s Golden Library houses an extensive collection of instructional materials available to home-schooling parents, teachers, and students.

The University’s commitment to diversity and especially to bilingual education is a significant “bridge” between the traditional views of English-only and the more inclusive philosophy of educating all children for a better future. To address the needs of practicing teachers to teach non-English speakers in their classrooms, ENMU developed a school-based licensure program using videotapes and on-site faculty visits to provide licensure in ESL. The program’s portfolio-based assessment and practice-based curriculum have enabled rural school districts to address a critical need through this flexible and highly effective program. Further, through its Spanish Immersion Program in Mérida, Yucatan, México, its Summer Language Institute for teachers preparing to take the four-skills language test for bilingual endorsement, and its ESL and bilingual programs, ENMU demonstrates its commitment to its diverse community.

<table>
<thead>
<tr>
<th><strong>Opportunity for Improvement</strong></th>
</tr>
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<tbody>
<tr>
<td>ENMU can expand its programs and offerings in Spanish language and culture, in keeping with its status as a Hispanic-Serving Institution.</td>
</tr>
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</table>

The formal linkages between campus and community are strengthened by countless, nearly invisible bridges that are built every day. The renovation of the Yam Theatre, a project of the Main Street Revitalization program, has been spearheaded by a member of the Art faculty. Plans for the renovated theatre now include a gallery as well as a small theatre. Another Art faculty member worked with students to paint a mural for the interior patio of a downtown coffee shop. A faculty member in Geology has run the local American Youth Soccer Organization for more than fifteen years. A KENW employee is past president of the local Altrusa Club and a past district president for the organization. Another KENW employee serves as the mayor of Portales. ENMU employees serve on every community and civic council or board in the area and bring with them the presence and support of the University with their volunteerism.
Partnerships with Integrity

Eastern New Mexico University’s oldest and longest standing partnership is with its community, with whom it shares many educational, economic, and social goals, as evidenced by the wide range of partnerships and events hosted by the campus. The University partners with the city and county in annual planning meetings, disaster and pandemic preparation, and economic development strategizing. The University’s support for local clean-up campaigns such as “Pick Up Portales,” “Trash Walk,” and “Sponsor a Highway” program and the activism of its students in volunteering in the community have been recognized many times by the City Council and Chamber of Commerce. Blood drives, United Way fundraisers, and special campaigns, such as relief for the victims of Hurricane Katrina, receive prompt and generous support on campus. The campus is the site of candidate forums and debates on various amendments and bond issues, and a favorite venue for speakers addressing political, environmental, and social topics. The campus hosts commencements for the high school and junior high school, the annual Fourth of July Fireworks display, confirmation mass for the local Catholic Church, New Mexico Boys’ State, the regional Methodist Convocation meetings, Relay for Life, and basketball, football, volleyball, and cheerleading camps. So familiar is the campus to most residents that students generally recount early visits to the University and long-time familiarity with the campus and its events long before they enroll. The level of trust between “town” and “gown” is deep and long-standing.

To assure the integrity of the University’s partnerships with its external constituencies, then, is a matter of business as usual. The legal review of all contracts, internal and external auditing, compliance with the State of New Mexico purchasing and procurement codes, and full disclosure of all conflicts of interest (or potential conflicts) are part of University policy. Any grant or contractual agreement the University enters is accompanied by verification of all required assurances and compliance with Risk Management, OSHA training, FERPA, and Affirmative Action/Equal Employment Opportunity regulations. Many of these regulations are part of the annual Back-to-Campus meetings, reminding staff and faculty of these issues. The full extent of the institution’s compliance with federal and state law and the Codes of Conduct are discussed in Criterion 1.
Core Component D
Internal and external constituencies value the services that Eastern New Mexico University provides.

Internal and External Constituencies Value ENMU

<table>
<thead>
<tr>
<th>ENMU Headcount, Fall/Spring Semesters—Five Year Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Spring</td>
</tr>
</tbody>
</table>

Its most critical internal constituency, ENMU’s students are clearly demonstrating their satisfaction with the institution. Increased enrollment, positive satisfaction surveys, and persistence to graduation rates that continue to increase indicate high satisfaction with the academic quality, adequacy of services, and value for the money of an ENMU education.

ENMU assesses the quality of its programs and services frequently through various surveys and focus group interactions. As a learning and teaching institution, the University strives to provide quality education to its students and quality interaction with its constituencies. Students are provided with opportunities to evaluate their instructors, and all college employees have the opportunity to evaluate any or all of the University administrators on an annual basis. Students and employee senates participate in periodic satisfaction surveys on important issues; and, faculty and staff members evaluate in-service and other professional development activities. Compilations of these surveys are used to “close the loop,” enhance services, and identify professional development opportunities. Community members are polled through advisory groups, informal focus groups, and customer satisfaction forms when they interact with various campus offices. Feedback in the form of e-mail correspondence or comment is also common though not regularly retained or compiled. However, school officials and other community leaders are always willing to prepare letters of support for University grants and projects. Examples of various surveys and the compilation of their results are in the Resource Room.

Services to the Community Valued
Eastern New Mexico University is valued for the services, programs, and facilities it provides to both internal and external constituencies.

- ENMU provides programs to meet continuing educational needs of licensed professionals (teaching, nursing, communicative disorders, counseling, real estate, paralegal, etc.)
ENMU facilities are available and used by internal and external constituencies (musical/theatrical performances), museums, library (collections, facilities, services), art shows

ENMU surveys both internal and external constituencies’ satisfaction (student, staff, and community surveys)

Evidence of the value of the University to its community is evident in the local scholarship and “flagship” sponsors. Over $300,000 in scholarships is annually awarded to ENMU students, most in the form of endowed scholarships either contributed by local families, alumni, or in recognition of former students or retired faculty. The ENMU Foundation has created a new Foundation Flagship giving club. To date 12 community businesses are annual University donors.

The Eastern New Mexico University Foundation and the Alumni Association (with branches in Albuquerque, Portales, and Ruidoso) provide vital support for the University in bond issue campaigns, recognizing emeritus faculty, supporting student success with recruiting efforts and scholarship support, and building the reputation of the University throughout the community.

**ENMU’s Value to Civic and Business Leaders**

As a source of expertise and as a willing partner in civic deliberations, ENMU is valued by its community. Several administrators and employees are active in the economic development council and Main Street Project (downtown revitalization), and several sit on the governing and advisory boards of local financial and civic organizations. The University president serves on the county’s Economic Development Board and the Chamber of Commerce. Many businesses support their employees’ enrolling in college classes in order to upgrade skills. Even more are willing to work around students’ class schedules so that they can attend college and work part-time.

Eastern New Mexico University benefits the community in tangible economic measures. It contributes to the local job and income formation (regional economic benefits), higher earnings are captured by exiting students, employees derive social benefits such as health insurance, and the community realizes low unemployment. The University fuels the local economy by attracting visitors to campus for athletic events, fine arts performances, Homecoming, and fall and spring commencement activities. As the largest employer in the city, the University, its employees, and students generate substantial revenue in housing, taxes, and the purchase of goods and services, a very tangible benefit to civic leaders.

Perhaps the most compelling evidence of the University’s value to the community is voters’ support for biannual statewide bond issues. Citizens of Roosevelt County approved educational bond issues in 2002, 2004, and 2006 by a decided majority. In 2006, the passage rate in Roosevelt County was the fourth highest in the state.
Community Attendance and Facilities Use
Community members attend many fine arts, athletic, educational, and social events at the University. University facilities, including the Campus Union, Greyhound Arena, Greyhound football stadium, various practice fields, classrooms, and computer labs can be reserved and used by the public. The local high school and junior high school utilize, at minimal cost, the Arena for their promotion and commencement activities each spring. During testing days at local schools, public school students use campus facilities for major activities such as “World Games” (global environment and peace simulation activities). Annual events such as Drama Fest, the regional Science Fair, and the regional Speech and Debate tournaments also involve high school students in campus life, with college students, faculty, and staff serving as mentors, judges, and coaches for these events. Policies and procedures governing the use of buildings guide the facilities coordinator and assist in scheduling. Through community members’ enrollment in a one-credit hour wellness course, they have access to the University natatorium, the fitness center, indoor racquetball courts, and basketball courts.

Accomplishment
ENMU has wide community use of facilities and attendance at cultural, academic, and athletic events.

Programs Meet Continuing Education Needs of the Community
As discussed earlier, through the Office of Distance Education and Outreach, ENMU provides a number of opportunities for community members to meet their licensing requirements in different areas. Various courses, workshops, and activities address community interests and professional training, including phlebotomy, grant writing, and real estate licensing.

Conclusion
Engaged, Committed Community Supporters
In the early 1990s, Eastern New Mexico University marketed its campus as “Close to Home, Connected to the World.” The attractions of a small town setting for ENMU’s campus have more than outweighed the obvious disadvantages of distance from major urban areas or other amenities. The safety of the community, its rural values, and work ethic resonate with the University’s values of quality and integrity. Though the campus
and community have not always agreed, they have tolerated differences like long-time neighbors who understand that underlying loyalties and support are more important than any temporary divergence of opinion.

An educator but also a student of its community, ENMU learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations. The University has the capacity and the commitment to engage with its identified constituencies and communities and demonstrates responsiveness to the constituencies that depend on it for service. Internal and external constituencies value the services provided by ENMU. External stakeholder satisfaction with the University is evidenced by the ever-growing number of partnerships with local, state, and federal agencies and ENMU collaborations with private and non-governmental organizations and partnerships beyond the United States. Based on the evidence and analysis presented, Eastern New Mexico University concludes that it satisfies each of the core components of Criterion 5.

**Accomplishments**

- ENMU has achieved recognition state-wide for its high student satisfaction with the educational experience provided by the University.
- ENMU has effectively adapted to serve increasingly diverse needs, both on and off campus.
- ENMU has wide community use of facilities and attendance at cultural, academic, and athletic events.

**Opportunity for Improvement**

- ENMU can expand its use of external advisory councils to strengthen current programs and launch new initiatives.

  **Action:** In several academic areas, the need for advisory councils has been identified, and councils will be formed under the direction of the college dean. Informal advisory groups should be reviewed to see if the status of these groups should be formalized or if the informal structure is effective.

- ENMU can improve persistence and graduation rates of all students by addressing their diverse academic and social needs.

  **Action:** Student persistence has been a focus of institutional attention. Strategies implemented in spring, summer, and fall of 2006 are being reviewed, and additional instructional and advising interventions are being planned. Since retention and graduate rates are state accountability measures, as well as a point of institutional accountability to its constituencies, these are critical initiatives for the campus. Available in the Resource Room are past, ongoing, and proposed persistence initiatives, including a Supplemental Instruction project, a review of learning communities and freshman seminar, and assessments of advising effectiveness.
• ENMU can insure that the resources and expertise it can offer are widely known in the communities it serves.

  **Action:** A publication is already planned for fall 2007 to include University resources, faculty research interests and accomplishments, and faculty and staff expertise.

• ENMU can expand its programs and offerings in Spanish language and culture, in keeping with its status as a Hispanic-Serving Institution.

  **Action:** Using student and faculty focus group input from the campus BEAMS initiative, the BEAMS campus team will be preparing recommendations for enhancing student engagement in their learning. They will be examining the need for extended student services, more student organizations, and additional research, employment, and mentoring opportunities for students. Already initiated is Alpha Sigma Lambda, Omicron chapter, a national honor society for non-traditional students, initiated by the student body’s vice president.
Conclusion
Conclusion and Request for Continued Accreditation

ENMU in Context

Eastern New Mexico University used the self-study process to evaluate its activities over the past ten years and examine how it is positioning itself for the challenges that lie ahead. Since its last comprehensive visit in spring 1997, Eastern New Mexico University continues to meet the needs of those it serves, to address the increasing globalization of society, and to prepare for the advances of technology. The institution’s efforts all address its overarching goal: “to place student learning at the center of every institutional action and activity.”

As the only four-year institution on the east side of the state, ENMU serves as a leader in building partnerships with two-year institutions, area school districts, Cannon Air Force Base, and key employers in the area. The University wisely uses the state’s resources to provide high quality, low cost education, a responsible steward the public trust. ENMU’s recognition of its role in the economic development and cultural enrichment of the region makes its supportive community engagement with its community and partners standard operating procedure.

Significant Changes

ENMU has seen several significant changes in the past ten years, requiring the institution to monitor, innovate, and advance in important ways.

- **Monitoring.** ENMU’s strategic planning has positioned the campus to address the increased diversity of the student body through the introduction of learning communities, the freshman seminar, and the diversity/global general education requirement; fine-tuned its assessment procedures; and expanded and strengthened its technology infrastructure. Careful monitoring of budgets, energy-saving strategies, cost conservations, and timely right-sizing exercises have assured efficiency and responsiveness to constituency expectations.

- **Innovating.** New programs, revised admissions processes, intrusive advising, and curricular modifications have assured that the needs of students are being met. The University’s designation as a Hispanic-Serving institution has shaped its programming and student services to better address Hispanic and under-represented students’ needs. The University’s efforts to attract better students and improve recruitment and retention include raised admissions standards, implementation of a freshman seminar and the use of learning communities, increased amounts of academic scholarships and earlier awards to eligible students, implementation of retention initiatives for at-risk students, and addition of some intercollegiate sports.

- **Advancing.** Through a collaborative initiative with leaders in Lincoln County, the Ruidoso Instruction Center now celebrates status as a branch campus. In Portales, a new communication building has opened, an apartment-style student housing complex is under construction, and renovation of the Science building and other
buildings continues. New degrees for ENMU students with technical or vocational backgrounds have also been launched. ENMU has expanded its outreach through distance education to include more videoconferencing capacity, more receive sites, and dramatically more online courses. In 2004 the Higher Learning Commission approved an institutional change request for ENMU to offer online degrees for existing programs.

Through the evidence presented and the processes outlined in ENMU’s self study, the institution’s careful stewardship, innovative response to its changing environment, and efforts to position itself for future change are clear.

Summary of Institutional Accomplishments and Opportunities for Improvement

Accomplishments

Mission and Integrity

• ENMU’s mission and vision statements are clearly articulated and available online and in University publications. The Ruidoso branch provides clear and public statements about its unique mission as a part of the ENMU system.

• The mission and vision statements as well as the Strategic Plan all emphasize diversity as a core value.

• The University regularly monitors governance procedures and publishes minutes of committee proceedings for campus review.

• Eastern New Mexico University clearly articulates, exercises, and models ethical principles and integrity for all of its constituents.

Preparing for the Future

• ENMU is the most efficient four-year institution in the state (measured by cost per FTE student).

• ENMU has demonstrated its careful stewardship, leveraging resources to keep costs to students low with high institutional effectiveness and efficiency.

• ENMU has made considerable progress in improving technology to enhance teaching and the security and reliability of its infrastructure.

• ENMU has steadily increased its funding from state sources and the ENMU Foundation and has initiated processes that will sustain that growth.

• ENMU integrates its strategic planning and budgeting.

• ENMU has upgraded its budget and management information software and processes for more efficient budget monitoring and reporting.

• ENMU has aligned strategic planning to address its internal, state, and national accountabilities and constituencies.
**Student Learning and Effective Teaching**

- Since 1985, ENMU has actively supported the use of student learning assessment in its academic programs and as a measure of its institutional effectiveness, the first New Mexico institution to do so.

- ENMU has a continuous process of assessment at all levels, for on- and off-campus students. Assessments include a wide variety of measures, closely monitored, the subject of faculty discussion and commitment.

- ENMU receives state and national recognition for its quality teaching and programs to enhance faculty teaching and students’ engagement in their learning.

- ENMU provides strong and regular support for faculty in their use of innovative teaching technology and distance delivery of courses.

- ENMU recognizes the unique opportunity it has to serve New Mexico’s diverse students with an education that is sensitive to their needs and focused on their success.

- ENMU places academic advising at the center of effective partnerships with students to promote their learning.

- ENMU has well-established processes to use assessment to monitor and improve teaching effectiveness and institutional support of the mission.

- ENMU’s students are highly satisfied with their educational experiences.

- ENMU plans for and insures that it provides attractive facilities and access to research sources and technologies designed to support student learning.

**Acquisition, Discovery and Application of Knowledge**

- ENMU supports a successful transition course for students, UNIV 101, that promotes critical thinking skills and aids in student transition to the University.

- ENMU recognizes and promotes excellence through student, faculty, and professional/staff award ceremonies and celebrations.

- ENMU’s focus on integrity has evolved from issues of plagiarism to questions regarding property rights in distance course delivery.

- ENMU has revised its general education core to comply with state mandate in a manner that continues to support the University’s general education philosophy and learning requirement.

- ENMU has used its institutional data and market research to create new programs that directly answer the needs of its students, reflect emerging employment trends, and offer alternative venues for instruction.

- ENMU has extended liberal learning to embrace community and campus service modeling civic engagement, part of its mission.
**Engagement and Service**

- Eastern New Mexico University has achieved recognition state-wide for its high student satisfaction with the educational experience provided by the University.
- Eastern New Mexico University has effectively adapted to serve increasingly diverse needs, both on and off campus.
- Eastern New Mexico University has wide community use of facilities and attendance at academic, cultural, and athletic events.

**Opportunities for Improvement**

**Mission and Integrity**

- ENMU can formally revisit the mission statements periodically to ensure that they reflect the dynamics of the University’s engagement with a changing global environment.
- ENMU can better articulate its mission as a multi-campus system and support the implementation of unique missions at each campus.
- ENMU can continue to address the issue of diversity of personnel throughout the workforce.
- ENMU can make its governance procedures more transparent to the campus community.

**Preparing for the Future**

- ENMU can improve how the campus identifies and prioritizes instructional equipment needs and allocates resources to address them.
- ENMU can involve a broader section of the campus community in planning for facilities needs.
- ENMU can capitalize on grant success to enhance educational programs and student services.
- ENMU can explicitly link planning and budget reallocations in its internal review processes.

**Student Learning and Effective Teaching**

- ENMU can focus more attention on the sophomore year as an opportunity to improve academic and career advising for students in their major or career interest and their academic performance.
- ENMU-Ruidoso can strengthen faculty development programs for adjunct faculty in the area of assessment.
- ENMU can increase its focus on developmental education, the assessment of general education, and the assessment of cross-disciplinary programs.
• ENMU can integrate student learning assessment information into every facet of University decision-making, including planning and budgeting.

• ENMU can strengthen access to campus services for the University’s commuter, online, and distance education students.

**Acquisition, Discovery and Application of Knowledge**

• ENMU can review increases in requirements in the major that may limit general education options for students.

• ENMU can review its documents and processes governing employee ethics to insure systematic investigation and action on violations.

**Engagement and Service**

• ENMU can expand its use of external advisory councils to strengthen current programs and launch new initiatives.

• ENMU can improve persistence and graduation rates of all students by addressing their diverse academic and social needs.

• ENMU can insure that the resources and expertise it can offer are widely known in the communities it serves.

• ENMU can expand its programs and offerings in Spanish language and culture, in keeping with its status as a Hispanic-Serving Institution.

**Request for Continued Accreditation**

This self study report serves to verify that Eastern New Mexico University satisfies all five of the PEAQ evaluative criteria and fulfills all institutional compliance requirements. Eastern New Mexico University therefore respectfully requests continued accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.