Assurance Argument

Eastern New Mexico University - NM

3/16/2017

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

From its founding in 1934, Eastern New Mexico University (ENMU or Eastern) has taken seriously its mission to serve its students with a high quality educational experience and its community with scholarly and creative efforts, fine arts and cultural opportunities, and service activities that serve the public good.

Mission development: Substantially revised in 1995-1996 and slightly amended in 2007 by the Board of Regents, ENMU's mission continues to be the driving force for defining institutional goals and objectives, which are the basis for the University's, departments' and support units' strategic planning. To maintain the mission's currency and relevance, the institution reviews the mission regularly using a campus-wide process led by the Budget and Planning Committee and the University Council. The mission's focus on students has allowed ENMU to address changing student demographics, its status as a Hispanic-Serving institution, and demand for new academic programs; to respond to enrollment increases; and to implement diverse instructional delivery modes. By emphasizing ENMU's traditional values and student-centered focus, the mission clarifies its niche as a public master's-comprehensive institution and outlines the University's intended outcomes for its students in its *Eastern's Focus* section.

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.

Eastern, a state institution offering associate, 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 branch community colleges 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*

Mission Consistency: ENMU's mission reflects its region, its students, and their needs. In the past ten years, ENMU's enrollment has become increasingly diverse, with Hispanic students now representing 39% and Anglos 44% of the undergraduate student body. The number of students enrolled in online courses has risen dramatically, and the University has responded with enhanced online services and innovative instructional delivery modes. Excluding traditional first-time freshmen, the average age of the student body continues to rise, and the University has responded by offering an appropriate range of services and emphases.

ENMU's institutional profile reflects the University's commitment to serving "*students from New Mexico, other states and other nations,*" embedding cultural diversity as an integral part of the educational environment. In fall 2016, 72% of the student body were residents of New Mexico. Of these, 23% came from the local counties of Roosevelt and Curry. Out-of-state students comprised 24% of total enrollment, with students from 45 of the 50 states and 3 United States territories. A final 2% of the student population consisted of international students. Overall, ENMU's enrollment increased approximately 44% from 2007 to 2016. The number of graduate students as a percentage of the student body has increased from 17.5% to 23.6% since 2007, and new academic programs have addressed student interests and emerging workforce needs. Currently, campus degree programs include 136 associate and bachelor's degrees and 23 master's programs for its 6,014 students (fall 2016).

As student diversity has increased, so has the range of required student services. Increased numbers of veterans, active military or dependents and students with disabilities (293 students in 2015-16) have prompted the University to open a campus Veterans' Center and to expand Disabilities and Testing Office services. Since transfer students have become an increasing portion of our student body, the implementation of a dedicated Transfer Center has provided targeted support for that population. As online and graduate student numbers have grown, the University has increased online offerings (now nearly one-third of student credit hour production) and created a Graduate Commons resource office to support master's-level students in their online or on-campus programs. Demand from area schools has steadily increased the University's dual-enrollment offerings, supported by tutoring and regular faculty contact. All students benefit from a robust learning management system (Blackboard) and lecture-capture platform (Mediasite®). Tutoring and other career and advising services are available and free to all students. These learning supports are essential for a student body whose freshman class is 55% first-generation and 49% Pell eligible (fall 2016 data).

 Student Affairs, as defined in the University catalog, provides vital support for ENMU's mission. Over forty professional and support staff contribute to what the ENMU mission characterizes as *"whole student life,"* a concept of campus life that fosters student leadership and personal and professional growth through an intentionally-designed suite of programs, organizations, and campus employment and internship opportunities (discussed in Criterion 4). The campus hosts three TRIO programs (Talent Search, Upward Bound, and College Success Program) that provide a supportive pipeline for students from junior high through college graduation. ENMU was the first university in New Mexico to offer non-denominational religion degrees, and church-sponsored organizations have been part of campus history since its inception. According to data from the National Survey of Student Engagement (NSSE data), ENMU students are more likely to attend church and identify with a formal religion than their peers at other universities. The involvement of Religion program faculty and affiliated campus organizations and activities has contributed positively to the values orientation of campus life.

Planning and Budgeting Alignment: ENMU's planning and budgeting priorities, as articulated in the University's Strategic Plan 2013-2018, directly address its mission. The plan implements the mission with focused attention to the educational needs of students: its overarching objective is to "Place students and student learning at the center of every institutional action and activity." Each of the four goals includes objectives and measures for supporting the mission.

Goal 1, *High Quality Academic Programs*, underscores the University's commitment to student learning outcomes assessment, faculty and student research activities, and faculty professional development to maintain teaching excellence, whether it is delivered through online, hybrid, or face-to-face learning environments. Goal 2, *A Quality Campus Experience*, underscores the mission's emphasis on whole student life, recognizing that student learning in co-curricular, social and work environments represent a valuable enhancement of academic efforts. Goal 3, *Sustainable Programs and Efficient Operations*, articulates the University's commitment to conservative budgeting, prudent fiscal management and internal financial controls. This approach has allowed the University to manage growth, improve campus buildings and infrastructure, and expand services in the past ten years without increases in state appropriations (see Criterion 5.C.1). In particular, improvements to classroom technology, computing support, and upgrades to institutional management systems have enhanced campus efficiency and provided students and faculty with state-of-the-art learning tools. These efforts are sustained by the Plan's attention to projected budget cuts from the state of New Mexico and use of eco-friendly and energy-saving strategies in physical plant operations.

Finally, Goal 4: *A 21st Century University*, expresses ENMU's commitment to proactively plan ahead for the evolving needs of its students, staff and faculty. Instructional support, professional development opportunities and enhancement of services and facilities keep the campus current on improvements to pedagogy, instructional delivery, plant management and efficiency. For students, this means providing educational opportunities that "level the playing field" of access. The institution is committed to ensuring that the rural poverty and isolation that characterize the lives of so many ENMU students (over 55% of whom are first-generation college attendees) will not prevent them from pursuing a college degree. Published updates to the Strategic Plan enable the University community to chart progress on these goals and objectives.

The Strategic Plan is the primary driving force in all University planning, especially resource and budget allocation. Under the leadership of the University president, the alignment of mission with strategic planning ensures that the institution's operations are directed and driven by the mission. The alignment of planning and budgeting priorities is discussed further in Criterion 5.C.

Sources

- ENMU_Degree Programs
- ENMU_Facilities Master Plan 2015
- ENMU_Founding
- ENMU_Mission
- ENMU_Strategic Plan 1318
- HSI Eligibility
- Institutional Profile
- ITS Updates
- New Programs
- Strategic Plan Updates 2011-16
- Student_Affairs_Role

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

Public Articulation: ENMU articulates its commitments in several documents, chief among them the mission and the vision statement. Complementing the mission, the vision describes the university that ENMU strives to become; it is aspirational, visionary, and forward-thinking. Both documents are printed in the undergraduate and graduate catalogs and on the University website. The University's Strategic Plan is the roadmap for meeting the mission and achieving its vision. ENMU's mission, vision and Strategic Plan are routinely shared with faculty and staff at "back to campus" meetings in fall and reinforced during other faculty and staff meetings. Colleges and departments (in their Effectiveness Plans) and academic support units (in their Strategic Plans) demonstrate annually how their programs align with the mission and advance the University's Strategic Plan.

Currency and Clarity of Nature and Scope: ENMU's mission highlights the institution's commitment to "*excellent teaching and active learning*" in the delivery of associate, bachelor's and master's degrees. This is reflected in the University's support of internship and practicum opportunities, as well as student-faculty collaborations in research and creative activities. Eastern's traditional focus on *"liberal learning and freedom of inquiry," promoted in its classrooms, campus events and student organizations,* is complemented by a strong community service orientation. In faculty and staff, this is also demonstrated in service to professional organizations. Campus members are engaged in diverse opportunities to partner with the community and serve the public good, whether in schools, through civic organizations, or in city-wide events or county initiatives. Further, the large percentage of campus employees living in town facilitates their contribution to the economy and civic engagement of the community. The campus' building projects, enrollment growth, and influx of employees and their families to the community are seen as an asset to the city and county. The fine arts, multicultural affairs, athletics, and other university and community events hosted on campus provide quality of life enrichment for students and the community.

Sources

- Bk2Campus Agendas
- Effectiveness Plan Template and Sample
- ENMU_Mission
- ENMU_Undergraduate Catalog 2015-17
- ENMU_Vision
- ENMU_Website
- Graduate Catalog 2016-18
- SPlans Template and Sample

1.C - Core Component 1.C

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

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

Argument

Institutional Role in Multicultural Society and Attention to Human Diversity: Eastern New Mexico University's institutional commitment to diversity is expressed in policy, in educational practice, and in the culture of the campus, and ENMU's mission explicitly links to the *cultural diversity* of society. It is the University's position that the expression, tolerance and scrutiny of diverse opinions are hallmarks of critical inquiry. Principles of academic freedom and liberal learning and inquiry complement the notion of diverse paths to the pursuit of truth, mirroring the value of cultural diversity in society. The University consciously upholds the educational right and responsibility to engage in "the search for truth and its free presentation." As a designated Hispanic-Serving Institution (HSI), the institution takes seriously its mission to assure that higher educational services are made readily available to all citizens of eastern New Mexico.

This commitment to diversity extends beyond words and documents. Eastern supports the diversity it values through its programs and personnel. The University actively seeks to attract and retain a student body that is representative of the region it serves and to support them with faculty and staff who reflect their values and diversity. This is accomplished through nationally advertised faculty and administrative positions, careful attention to Equal Employment Opportunity policies and new faculty and staff orientations that reinforce campus values. (See discussion, Criterion 5.)

Eastern also fosters a commitment to diversity through a global diversity general education requirement, lower-division state general education objectives in the social and behavioral sciences and the humanities that emphasize diversity, activities, speakers, and other forums. The office of Multicultural Affairs, which includes the offices of African-American Affairs, Hispanic Affairs, International Student Affairs and Native American Affairs, sponsors year-round events and supports activities that ensure that students from diverse backgrounds have a place and voice in campus life. The institution's commitment to diverse populations extends to other constituents, including but not limited to veterans, gay, lesbian, bisexual, transgender, non-traditional, active military and their dependents, and distance students. The office of Disability Services/Testing provides support and resources for students with disabilities and training for faculty and staff about providing needed services and accommodations.

Sources

- Disability SPlan
- ENMU_Diversity Global Requirement
- Multicultural Affairs Office
- Multicultural Events 2015-16

1.D - Core Component 1.D

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

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

Argument

Public Service: The mission statement, vision statement, and Strategic Plan document ENMU's understanding of its public obligation and its commitment to serving the public in its educational role.

The University's vision statement specifically identifies its role to serve the region as a *center of higher education and lifelong learning*. Through partnerships with schools, other universities and community organizations, the University honors this obligation and promotes *civic engagement in its students*, a focus of its mission. The University strives to be the partner of first choice in any initiative, activity or collaboration to meet ENMU's public obligation, from Martin Luther King Day observations to sharing campus facilities, expertise and resources.

The University meets its public obligation with additional services, such as niche programs, youth programs, summer camps, volunteer service, and professional services; sharing campus resources; and forming partnerships with its extended communities.

Educational Primacy:ENMU's good stewardship of state resources is the strongest evidence of its commitment to the public good. Every goal, objective, strategy, and measure of ENMU's Strategic Plan supports the University's overarching objective to *place student learning as the center of every institutional action and activity.* Facilities and learning environments are regularly upgraded, safety and security of students and the University are thoroughly addressed, and the institution is committed to the protection of institutional databases and infrastructure in compliance with federal regulations. To assure access for students with limited financial resources, ENMU charges the 4th lowest tuition of public universities in the southwest, when double-digit tuition increases have been the norm. The University's cost per full-time student is also the lowest among its New Mexico peers.

Engagement with External Constituencies: Finally, to best serve the public, ENMU regularly engages with its external constituencies and communities of interest, provides information and solicits their advice. This is accomplished through a lively social media presence, publications of the ENMU Foundation and Alumni Association, and active interaction with state legislators and

agencies of the state of New Mexico, including the Higher Education Department, the Legislative Finance Committee, the Department of Finance and Administration, and the Public Education Department. Consultation with accrediting bodies, academic organizations, national and regional educational policy organizations that address higher education policy, and business and industry leaders in the state and region help to direct the University's implementation of its mission.

Sources

- ENMU_Stewardship 2017
- Examples of University Public Service
- University Public Service

1.S - Criterion 1 - Summary

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

Summary

ENMU's mission, vision, and Strategic Plan clearly and publicly state ENMU's commitment to its educational role and to serving the public good. As stated in the vision, ENMU fosters a "*supportive and collaborative relationship with the communities it serves*" and embraces "*ethnic, racial, and cultural diversity as a core value and build[s] greater diversity among students, faculty, and staff.*" ENMU "*recognizes the global nature of society and is committed to educating students on both the undergraduate and graduate level to be productive citizens with successful careers and fulfilling lives,*" the ultimate expression of serving the public good.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

Eastern New Mexico University (ENMU) was legislatively authorized in 1927 under Article XII, Section 11 of the New Mexico Constitution (1911). The University is governed by a Board of Regents (BOR). Both the Board of Regents and the University administration act in compliance with relevant New Mexico state statutes that outline the financial, administrative, and reporting requirements for higher education institutions. Ethical and responsible conduct permeates the institution, from its financial functions, through its academic and personnel policies, to its varied auxiliary functions. To ensure that the University operates transparently and openly in all activities, the institution develops and updates policies as needed, as described in Criterion 5-B. ENMU has a dynamic history of policy review/revision that reflects the University's ongoing commitment to integrity and ethical actions.

Regulation of Financial Functions: A model of conservative fiscal management, ENMU has managed to improve faculty and staff salaries in the past ten years when many institutions in the state could not. ENMU submits audited financial statements annually to the New Mexico Higher Education Department, the New Mexico Department of Finance and Administration, and the New Mexico Office of the State Auditor. The University monitors its fund allocation by benchmarking itself against other peer universities. ENMU's low tuition and fees (when compared to those universities), despite reduced state appropriations, are strong evidence of its commitment to control costs for students, and its own conservative fiscal management and robust fiscal health.

Eastern's financial functions are guided by a hierarchy of policies, including federal regulations, state statutes and policies, New Mexico Higher Education Department (NM HED) policies, and BOR regulations and policies. To facilitate broad awareness of current policies and regulations, the University provides notices of changes to policies and regulations at regular Management Information Exchange (MIE) meetings. The University's Business Office routinely conducts training programs dealing with common issues such as travel, budgets, and purchasing card (P-card) use.

ENMU endeavors to ensure all financial transactions, reports and documents are completed with integrity, and that the institution presents timely and accurate information to the University community, alumni, and business associates, as well as state and federal governmental agencies.

As a state-funded institution, ENMU strives to safeguard the University's financial resources. The ethical use of taxpayer dollars is vital to realizing the University's mission of "Student Success." Moreover, it is essential to maintaining the trust and confidence of stakeholders. Systematic review of and focused attention to student retention and completion rates contribute to the effective use of public funding. The University conducts an annual audit, performed by an independent firm as required by state law, to ensure that ENMU complies with New Mexico state statutes. In addition, a single audit is completed as required by federal law to ensure that various grant programs (Financial Aid, Department of Education, Department of Labor, etc.) are in compliance. ENMU has had clean audits in two of the past three years; one finding in the third year rose to a level of concern, and it is already being addressed.

ENMU's policy and procedures manual incorporates federal and state laws. The document guides the University community on conducting day-to-day operations related to financial transactions. As guidelines change, the University implements new policies and procedures to ensure that the campus remains in compliance and has adjusted its operating procedures accordingly. For example, in 2012, policy was developed and approved to address purchasing card security compliance. Moreover, ENMU's Purchasing Office works diligently to confirm that procurement policies are observed. They scrupulously follow the Request for Proposal (RFP) and bidding processes to ensure that ENMU's integrity is preserved when awarding large-dollar contracts. In a 2008 bid protest, ENMU's position was upheld when the courts confirmed the University's strict adherence to state law and its own processes. [ENMU Regents v. DKD Electric, LLC.]

ENMU's Business Office staff works to ensure budget documents submitted to the New Mexico Higher Education Department are timely, complete and accurate. Currently, original budget documents are stored in the University archives, and departments have the ability to access budget information via the Ellucian system (formerly known as Banner). Key administrative offices maintain hard copies of in-house and audited budgets; electronic copies are available upon request from the Business Office.

Academic Functions: Generally, curriculum changes are initiated each year by faculty members within programs, according to a process and timeline overseen by the Assistant Vice President for Academic Affairs. Undergraduate and graduate programs update curriculum in alternating years. Academic programs first prepare proposed changes within their department. The department then submits the proposal to the college council for review, and then it moves forward to the appropriate Faculty Senate standing committee(s) (Curriculum, General Education, Graduate Council). Each step of this process involves comprehensive questioning and review with appropriate scrutiny regarding resources, how changes might affect other programs (and the branch campuses), faculty load and rotation, course sequencing, prerequisites, and other relevant concerns. After the rigorous review, the vice president for Academic Affairs has final approval authority.

Both the undergraduate and graduate catalogs include student academic policies. One section of the undergraduate catalog contains a large number of academic policies and information for students. These include the student attendance policy, catalog of record, petitions, academic clemency, course challenging, academic warning/probation/suspension, grade review policy and drop/add, among others. Plagiarism is a significant concern and its importance for academic integrity is highlighted on the common syllabus within each course as well as in the student catalogs and the student code of conduct. The graduate catalog contains similar information for graduate students. A number of student processes can be initiated and/or completed online. For example, student complaints can be submitted electronically and the grade appeal process is available on the ENMU portal.

Accredited academic programs such as Business, Communicative Disorders, Education, Music, Nursing, and Social Work, follow policies and guidelines that reflect the norms established by their accrediting bodies. For example, the Department of Music maintains guidelines for Music Faculty. The Graduate School provides guidance for students (e.g. thesis guidelines) as well as for faculty. Some examples of faculty resources are guidelines for Graduate Coordinator selection and responsibilities within graduate programs, how graduate coordinators' reassigned time is calculated, and how graduate faculty status is reviewed. Graduate students must apply for assistantships by submitting a completed application form to the Graduate School.

Online and distance education programs serve an important function in ENMU's mission to provide the best educational opportunities for the residents of the eastern portion of the state, a large and mostly rural region. Each of the catalogs (undergraduate, page 6, graduate, pages 7-8) provides information about state authorization regulations. The state of New Mexico has recently joined the National Council for State Authorization Reciprocity Agreements (NC-SARA), with ENMU approved to participate in the agreement. Students who reside in other states that have joined NC-SARA may take online classes at ENMU without obtaining any other authorization. SARA states are listed on the ENMU website.

ENMU has a clearly articulated Intellectual Property policy that supports the achievement of academic objectives to disseminate knowledge resulting from scholarly and service activities. It also clarifies the ownership interest of the University in intellectual property created though such efforts.

Personnel Functions: The Office of Human Resources (OHR) is dedicated to the promotion and support of a community-centered workplace that values diversity and respect. The OHR provides guidance for recruitment and staffing; wage and salary administration, including payroll; personnel development and training; personnel record maintenance; creation, updates, and interpretation of OHR policies and procedures; and benefits administration. All employees, including faculty, staff and students, are expected to follow the outlined policies and procedures that help guide the integrity of campus transactions. ENMU's Code of Conduct outlines the minimum standards of conduct for ENMU employees (including faculty). In addition, ENMU subscribes to the AAUP Statement of Ethics. The OHR monitors ENMU's compliance with federal and state equal opportunity and nondiscrimination laws and regulations. An Affirmative Action Officer guides and supports an unbiased approach to recruitment and other affirmative

action matters. ENMU's policy on Equal Opportunity and Affirmative Action provides guidance in personnel hiring.

ENMU operates with the utmost integrity and clarity when it comes to creating and developing policies. New ENMU policies are processed according to a shared governance model. Faculty, Support and Professional Senates review them in draft format; final versions of policies are approved by the Board of Regents and are disseminated by the Office of Planning and Analysis when they are fully approved. All of ENMU's policies and procedures, including personnel policies, are available on the ENMU intranet portal. New employees obtain access to the portal before their first day of employment so they can start reviewing polices and handbooks. Various ENMU policies and procedures are reviewed at mandatory back-to-school meetings. Policy clarifications and updates occur continually as the University responds to new laws and regulations.

ENMU has handbooks for faculty and staff that describe the personnel policies and procedures that define the rights and responsibilities of all ENMU employees. Importantly, the University has established guidelines concerning professional and ethical relationships with students, both for faculty (including graduate assistants) and staff. Students at ENMU also have a handbook.

As part of its commitment to integrity, ENMU has a robust policy on discipline that outlines the procedures followed when a violation of the handbook or policy occurs. ENMU responds to formal grievances and complaints in a timely manner in accordance with policy. Informal complaints can be handled through an employee's chain of command and/or through mediation set up by the OHR or through the state of New Mexico's Alternative Dispute Resolution Bureau. While employees always have the right to file a formal complaint or grievance, these alternative means of dispute resolution are provided as options for employees in situations that do not involve violations of federal or state statutes.

ENMU fully complies with Title IX of the Civil Rights Act of 1964. ENMU affirms that no person shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. ENMU's policy on sexual harassment is the basis for the campus' sexual assault prevention program. In Fall 2015, the University implemented a mandatory, ongoing sexual assault awareness training program for students, faculty, and staff, based on a self-identified need for improvement in Title IX training. Furthermore, a Title IX webpage, linked to ENMU's homepage, includes an anonymous online reporting form, campus and community resources, and emergency information.

In addition, ENMU publishes an annual safety report to comply with the Jeanne Clery Disclosure of Campus Security and Crime Statistics Act. The report includes information about fire safety, statistics on various campus security issues, emergency procedures, campus safety programs, and state of New Mexico statistics. This consolidated information is readily accessible under the Consumer Information section of the Student Right to Know link on ENMU's website.

Auxiliary Functions: ENMU's auxiliary functions include student housing, dining services, a third-party bookstore, a third-party student housing unit (San Juan Village), KENW public radio

and television stations, and Athletics. Information about San Juan Village is linked to the University's website and in its advertising. The Barnes and Noble Bookstore at ENMU operates on campus as the University bookstore. It maintains a separate website but is closely linked to many university functions. Students can rent or order new or used textbooks and other materials as identified by their schedule, and they can charge their purchases against pending financial aid awards. Faculty can order textbooks and other supplies through the bookstore. The bookstore works for the students, faculty, and the public, and its manager regularly updates University administrators concerning bookstore activities and plans. Administratively, the bookstore director reports to the vice president for Business Affairs. In a similar manner, the director of food services for the contracted University dining service, SODEXO, reports to the vice president for Student Affairs.

For over forty years, KENW has delivered with integrity the Public Broadcasting services of television and radio to the communities of Eastern New Mexico and West Texas. Both TV and FM Radio stations annually complete Corporation for Public Broadcasting (CPB) Local Content and Service Reports, one for the TV station and one for the FM Radio station. To assure the integrity of KENW's broadcasting services, the CPB requires the regular disclosure of certain information to the public. KENW abides by the Public Media code of conduct.

ENMU endeavors to ensure that Athletics operates with the same integrity as the rest of the University and that ENMU student athletes follow national guidelines. ENMU Policy 70-11 provides general guidance for ENMU Athletics, and the University President oversees all school athletic programs. The President delegates day-to-day supervision to the Director of Athletics. Within this structure, the Department of Athletics Policies and Procedures Manual provides specific guidelines for maintaining integrity and transparency. This manual contains additional department procedures to support the objectives of the institution's athletic programs. In addition to the general Student Handbook, student athletes at ENMU are guided by their handbook, and the Athletics programs at ENMU also have their own Mission and Vision statements. The ENMU Athletics Department follows a manual to ensure compliance with all NCAA guidelines.

A special case highlights Eastern's commitment to integrity. In 2012, the University self-reported previously undetected student athlete eligibility violations and cooperated fully to provide the National Collegiate Athletic Association (NCAA) with documentation requested concerning ineligible student-athletes who played from 2008-2012. Recently (September 1, 2015), the NCAA completed its recommendation after reviewing reports submitted by ENMU. After several years of investigation, ENMU was placed on four years of probation; the school vacated its wins and records between 2008 and 2012. In addition, the school was assessed a $3,500 penalty and it had to submit administrative reports to the NCAA documenting how the school was following NCAA rules for student athletes. Because of Eastern's self-reported infractions, a stronger monitoring of athletic compliance is now in place and running smoothly.

Sources

- 2008-NMSC-047 ENMU v DKD
- 2015 Eastern New Mexico University Audit

- 2016 Eastern New Mexico University Audit
- 2016-2017 Guide for the College-Bound Student Athlete
- AGP&P 30-6 Professional and Ethical Relationships with Students
- AGP&P 40-11
- AGP&P 40-12
- AGP&P 40-4 Equal Opportunity and Affirmative Action
- AGP&P 5-1 Constitutional Enabling & Provisions
- AGP&P 55-4 Purchasing Card
- AGP&P 70-11 Athletics
- AGP&P Administrator and Staff Code of Conduct
- AGP&P Synopsis Current
- AGP7P 80-13 Sexual Harassment
- Athletics Policy Procedures Manual
- CPB Transparency Requirements-KENW
- CUP 2016 PER Report
- Curriculum Process (Undergraduate and Graduate)
- DOM Faculty Handbook 2016-17
- Eastern New Mexico University Official Bookstore
- ENMU Athletics Compliance Manual
- ENMU Athletics MIssion and Vision
- ENMU Common Syllabus Template
- ENMU Faculty Handbook p8
- ENMU Graduate Catalog Academic Regulations p 9-11
- ENMU Policy Process Flowchart (via Patrice)
- ENMU Student Handbook
- ENMU Undergraduate Catalog Academic Regulations p28-37
- Faculty Handbook
- Federal award findings (TRIO) 2016 ENMU Audit
- grade review policy
- Graduate Assistantship Application
- Graduate Coordinator release time formula
- Graduate Coordinator Selection and Responsibilities
- Graduate Faculty Status Review Process
- HR About Eastern New Mexico University
- Intellectual Property ENMU AGP&P 30-2
- KENW CPD Local Content and Service Report 2015
- KENW-FM 2015 Local Content Report
- MIE Agenda 080516
- NCAA ENMU Public Infractions Decision
- New Mexico Constitution naming ENMU in Portales
- Policies and Procedures (myENMU) SBL-created
- Public Media Code of Integrity
- safety and security report
- San Juan Village
- Staff Handbook
- State Authorization Status-Academics

- Student Athlete Handbook 2015
- Student Code of Conduct
- Student Complaint (MyENMU)
- The Audit Act
- Thesis Guideline for Graduate Programs
- Title IX web for reporting
- Tuition Ranking Colleges 2016-2017

2.B - Core Component 2.B

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

Argument

ENMU provides clear and current information about the institution's programs, academic requirements, faculty and staff, costs of education, institutional control and institutional accreditation. Print sources such as catalogs, as well as electronic sources on the ENMU website provide information about policy, process, educational costs, available educational programs, the University staff, and how the University is controlled and accredited.

Institutional and Program Requirements: Institutional and program requirements for students are easily accessed through the University's website, as well as in the printed (and electronic) catalogs. The University revises the undergraduate and graduate catalogs (see Appendix R, ENMU Federal Compliance Document) biannually. In addition to the information provided in the catalogs, each academic department maintains a page on the University's website with information about its programs, requirements, and faculty and staff. The ENMU Communication Services department provides oversight to ensure that all disseminated program and institutional information is clear, complete, and accurate. With that office's consultation and approval, many departments and programs have created brochures and other printed materials to impart information to prospective students. Details and requirements of all academic programs of study, undergraduate and graduate, including faculty listings and contact information, are available to students and to the public. General education requirements for the associate and bachelor's degree (either non-teaching or teaching degrees) are listed in the catalog and, for current students, are available through the Curriculum, Advising and Program Planning (CAPP) audit, which can be accessed through the ENMU portal.

Access to the degree audit tool, CAPP, simplifies the process of program/degree review for students (and their advisors). This electronic resource also provides a "what-if" analysis, which saves time when a student seeks to change his/her major or minor and wants to see how that might impact completion. Currently, the University prints a schedule for Fall, Spring and Summer semesters, with relevant information covering important registration dates, the academic calendar, registration information, tuition and fees, housing and meal plans, financial aid information, as well as the final examination schedule. For students, information about attendance costs, and the required textbooks and fees, is available before coursework begins. Any schedule changes after printing are reflected in the electronic version that is available online. Following federal guidelines, required textbooks (and their cost) are listed before registration begins, and students can find this information by following links from the portal or their online schedule that direct them to the ENMU Barnes and Noble Bookstore site.

Prospective students are guided through the application process from the admissions webpage, accessed through the ENMU home page. The website provides comprehensive resources and links to details on the admission process, requirements, and timelines. It also provides information about the ENMU campus and how to arrange a guided visit, led by the ENMU Presidential Ambassadors. Prospective students can also meet with faculty to discuss specific programs and academic requirements.

Faculty and Staff: ENMU presents itself clearly and completely with regard to information about the credentials of faculty and staff. A list of full-time ENMU faculty, including titles, educational credentials and qualifications, is available in the biannual catalogs. All educational credentials must be earned from an accredited institution recognized by the U.S. Department of Education. The website pages and online directory organize the faculty and staff by departments.

Tuition and Costs (see ENMU Federal Compliance Document, Appendix S): The institution presents itself clearly and completely to its students and to the public with regard to its costs. The website provides regular updates for tuition, fees, housing, and meal plans. Future students and parents can easily locate these financial data for information and comparison. In addition, links to financial aid information and scholarship opportunities are easily accessible to the public. The net price calculator on the University's webpage provides a convenient method to determine the costs of attending ENMU. Distance students can access the same information through the ENMU academic webpages for online programs and student resources. Proctoring costs, which can vary, are identified in the print schedule. Online students can use ProctorFree; its cost of $10 represents the maximum proctoring charge for students who do not have access to a free proctoring site.

An important aspect of student success is the satisfactory academic progress (SAP) policy for financial aid. A significant number of ENMU's students obtain some form of financial aid. Students need to understand and plan their academic progress, and the SAP information on the ENMU website provides convenient yet critical guidance. SAP policy and process are found together on the webpage and are available in the printed class schedule, as well as in the academic catalogs. Parallel information for student-athletes is available, and a dedicated Athletics staff member is responsible for overseeing compliance (which includes SAP for athletes). ENMU has responded to the new FAFSA guidelines by creating a processing timeline that allows the institution to be the first responder with financial aid offers in New Mexico.

Scholarships available to all ENMU students (potential and current) are identified on the ENMU Foundation Scholarship webpage. Those for new students (in-state and out-of-state freshmen, transfers) applying for admission are listed separately from the more comprehensive list. Current students are eligible for ENMU Foundation Scholarships, Boundless Opportunity scholarships (from the Daniels Fund), Native American Tribal Scholarships, and many scholarships awarded by agencies, businesses, and individuals external to ENMU, which are listed on a dedicated page on the ENMU website. Students can also find links to national scholarships on this webpage. Information about waivers (including the Texas 135-Mile Tuition Waiver, the Western Undergraduate Exchange, and those for out-of-state Freshman students) can be accessed on this ENMU web page.

Control and Accreditation (see ENMU Federal Compliance Document, Appendix S and W): ENMU is a public, not-for-profit, state-supported institution of higher learning. On its publicly-accessible main webpage ("About"), ENMU offers clear and complete information regarding the roles and responsibilities of its Board of Regents, as described in the Board of Regents Manual (Part One and Part Two). Additional information about the Board of Regents is found in the current university catalogs. The Board of Regents approves policy for ENMU, and the University president implements those adopted policies through appropriate offices of the University's administration and through the representative bodies of the various constituencies that comprise the ENMU community.

Finally, the institution is transparent in its communication of accreditation relationships. ENMU's accreditation status, at the institutional and program level, is readily available in the University's catalogs, on individual program webpages, and on the University's website on the Accreditation webpage. The Higher Learning Commission (HLC) accredits ENMU, and its education programs are accredited through the National Council for Accreditation of Teacher Education (NCATE), which is now the Council for the Accreditation of Educator Preparation (CAEP). Program accreditations include Nursing – Accreditation Commission for Education in Nursing, ACEN; Business – Accreditation Council for Business Schools and Programs, ACBSP; Communicative Disorders - American Speech-Language-Hearing Association, ASHA; Social Work – Council on Social Work Education, CSWE; and Music, National Association of Schools of Music, NASM. Criterion 3 provides further information concerning the institution's accreditations. Links on the homepage ("About") cover institutional history, vision, values and mission, important facts, and accreditation, among other topics.

Sources

- Associate Degree General Education Checklist
- Board of Regents Manual Part One
- Board of Regents Manual Part Two
- Eastern New Mexico Graduate Degree Programs
- Eastern New Mexico University Accreditation web page
- Eastern New Mexico University admissions web page
- Eastern New Mexico University Office of Financial Aid web page
- Eastern New Mexico University Tuition and Fees
- Eastern New Mexico University Undergraduate Degree Options
- ENMU Department of Athletics Student Athlete Handbook 2015
- ENMU General Education non-teaching degree plan checklist
- ENMU Leadership Mission and Vision web page
- ENMU Online Student Resources
- Full List of Scholarships from the ENMU Foundation
- General education teaching degree plan checklist
- Religion Brochure
- Sample Gen Ed CAPP Report Student Links on ENMU Portal
- Satisfactory Academix Progress-Financial Aid-Eastern
- Scholarships for Current ENMU Students

- Scholarships for Out-of-State Freshmen--Admission
- Students Qualified for and Receiving Financial Aid

2.C - Core Component 2.C

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

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

Argument

Eastern New Mexico University is independently governed by its own Board of Regents. Members of the board are governor appointees who serve six-year terms, except for the student regent, who serves two years (NMSA 1978 §§21-3-4 and 21-3-30). Their charge is well-defined in public documents and includes: "the power to sue parties and make contracts; to hire the University president and determine his or her compensation; to approve general areas of curriculum, such as new programs; and to approve compensation for University employees. The title to all property belonging to the University is vested in the board. Under its broad responsibility for the management and control of the University, the board has the right to delegate duties and functions to the University president, who may in turn delegate these to members of his or her staff." Regular and special meetings of the Board of Regents are open to the public and the Board of Regents holds these meetings in accordance with New Mexico law and the New Mexico Open Meetings Act.

Governing Board Deliberations: The Board of Regents meets regularly and reviews issues relating to University operations. Notifications of board agendas and minutes are disseminated through the University website, state and local newspapers, Greyhound Gazette (weekly campus-wide newsletter), and on the website for KENW, the regional Public Broadcast Service station located on ENMU's campus. The governing board follows open-meeting regulations and all actions taken by the board are published in minutes available to all constituencies.

Examples of actionable issues addressed by the board during the most recent academic year include personnel issues, revisions in athletic event tailgating policy, approval of budgets, plant facilities improvements, re-naming of female athletic teams and the re-branding of institutional logo, as well as changes in organizational reporting. All issues raised before the board first undergo prescribed protocols and reviews for as broad a discussion as possible. These include, as appropriate, faculty comments, faculty and staff meetings, Management Information Exchange

(MIE) meetings, ad hoc reviews, consideration by faculty and other senates, discussion by ENMU Alumni Association and ENMU Foundation boards, and ASENMU student input.

Importantly, the duties of the Board of Regents are focused on the effective and transparent implementation of shared governance within the University community. From the far-reaching discussion of the current Strategic Plan, to the very public review of the 2015 Zia name change, input from the public (including alumni), from students, and from faculty is sought and considered. A similar openness to considering a variety of viewpoints was reflected in the discussion of new policy concerning tailgating at sporting events, where the minutes from January 30, 2015 Board of Regents meeting indicate that comments from representatives of the student body as well as local business leaders were taken into account.

The Board of Regents' Independence: The governor appoints regents, and the legislature must approve those appointments. This appointment and approval process, outside the University, ensures the independence of the board. Policies are in place to maintain that independence regarding financial disclosures, conflicts of interest, confidentiality, gifts, and political activities. Major issues for the ENMU system are the focus of the regents, while the day-to-day operational activities are delegated to the University President.

By policy, the Eastern New Mexico University Board of Regents provides supervision and control of University resources. In addition, by state statute (NMSA 1978, § 10-16-11) and ENMU policy, members of the Board of Regents must disclose any potential conflict of interest, and they cannot benefit from any board decision. To ensure independence, members of the Board of Regents are expected to interact in ways that can never be construed as biased or affected by relationships, gifts, agreements or any potential conflict of interest, or even the appearance of a conflict of interest.

Governing Board Management: While the Board of Regents holds primary authority for the University's operations, its many responsibilities and practices reflect the principles of shared governance, with faculty, staff, and students providing advisory participation through the four constituency bodies at ENMU: the Faculty Senate, the Support Employees' Senate, the Professional Employees' Senate, and the Student Senate. The Board of Regents recognizes the complexity of the University's operations and delegates the day-to-day operation to the University President.

The ENMU Ruidoso College Board and the Portales Board of Regents: The ENMU Ruidoso Community College Board is composed of five members elected from the ENMU-Ruidoso taxing district. New Mexico residents from this taxing district approve the mill levy that helps financially support the branch campus. The ENMU Ruidoso Community College Board meets with the ENMU system President, as well as with the ENMU Ruidoso President. The College Board members fill an important role as local advisors to the community-oriented mission of ENMU Ruidoso (see the Branch Campus Report). Both boards provide important guidance to the University from the community and the state levels.

Ultimately, recommendations from the Ruidoso campus come before the ENMU Board of Regents. While the Ruidoso College Board advises the Ruidoso President, its recommendations are not necessarily binding with the University's Board.

Sources

- AGP&P 10-1 Board of Regents Manual Part One
- AGP&P 70-9 Tailgating at Sporting Events
- Board of Regents meeting minutes 2015 01 30
- Board of Regents Recurring Responsibilities AGPP 10-4
- brand values
- ENMU AGP&P 10-9
- ENMU AGP&P 10-9
- ENMU Board of Regents-About-Eastern New Mexico University
- NMSA 1978 21-3-4 and 21-3-30

2.D - Core Component 2.D

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

Argument

Eastern New Mexico University is strongly committed to freedom of expression and the pursuit of truth in teaching and learning throughout the campus community. The truthful pursuit of education creates integrity for faculty, staff, and students. The ENMU Policy Manual contains an important bill of rights and responsibilities for all employees. The institution's commitment to freedom permeates activities throughout the entire campus. In Eastern's Mission Statement , the first paragraph explicitly states that Eastern emphasizes freedom of inquiry. In addition, the University subscribes to the AAUP policy on academic freedom. The many campus activities that embrace academic freedom also promote the pursuit of truth. Inside and outside the classroom, the institution prioritizes transparency and freedom of expression for all its constituents.

Campus Environment: The pursuit of truth is best achieved in a campus environment that encourages diverse ideas and freedom of expression. It is fostered in classrooms through academic freedom, which is cultivated in active learning activities and discussions (both online and face-to-face). In addition, the pursuit of truth is manifest in administrative forums to generate and discuss ideas, strategies, and institutional directions with students, staff, faculty, and administrators. In the institutional Bill of Rights, freedom of expression and the pursuit of truth are clearly identified: "All members of the University community have other responsibilities and rights based upon the nature of the educational process and the requirements of the search for truth and its free presentation." Truth and its pursuit are advanced through campus organizations and publications, campus events and speakers. The campus publications, *The Chase* and *HoundBytes*, are important platforms for training students in the ethical pursuit of truth.

Academic freedom is extended to students and their organizations. Students can assemble and debate, hold forums, and write editorials, individually or as part of student organizations and religious organizations on campus. There are more than fifty student clubs and organizations formally recognized on campus at Eastern New Mexico University. All contribute diversely to the freedom of expression and the pursuit of truth.

One important venue for student expression is the Student Concerns Forum, held regularly each fall and spring semester. This forum allows students to express (in writing or in person) concerns about all aspects of the University including, for example, personal safety, hours of operation for certain facilities, the variety of food items offered (and the schedule) for the food services area, and the wireless internet connection speed available to students on campus. The University administration reviews items brought forward by the students at the forum and subsequently addresses all items that it can. The University president and the vice-presidents work together to provide and publicly disseminate their responses to all student concerns.

Research as pursuit of truth: The institution is committed to freedom of expression and the responsible pursuit of truth in teaching and learning. A Human Subjects Protection Committee oversees research to ensure ethical behavior in research that deals with human subjects. A similar committee oversees the appropriate conduct of research with animal subjects. More details about these committees are found in section 2E. As noted previously, ENMU's most recent audit contained one finding that rose to the level of concern. This finding was related to the campus TRIO program's failure to meet earmarking requirements, resulting in noncompliance with the guidelines presented in the OMB Compliance Supplement for major federal programs' year ending June 30, 2016. The institution is committed to addressing this concern and meeting all earmarking requirements for every federal program.

Freedom of expression is also regularly promoted through university, college, departmental or club sponsorship of forums, programs, invited speakers (such as the annual Jack Williamson Lectureship), and the Distinguished Faculty Lectureship series, which was initiated in Fall 2010. Under the auspices of ENMU Academic Affairs and the Graduate School, the ENMU Faculty Lectureship Committee promotes and supports integrity of research by offering opportunities for faculty to share scholarly and creative endeavors with their colleagues. Learning opportunities also exist for both faculty and students, since the presentations are open to all. The Lectureship Series serves as a mechanism for promoting the academic culture of the ENMU community. Well-respected researchers, as committee members, are responsible for the evaluation and selection process for candidates to present their work.

The growing annual Student Research Conference highlights Eastern's undergraduate and graduate student research activities through a full day of posters and research/creative presentations. Distance students can participate in oral presentation sessions through ENMU's instructional technology platforms. An evening banquet includes an invited speaker as well as the presentation of cash awards to students whose research is judged to be the strongest within their respective academic disciplines in posters or in oral presentations.

Commitment to transparency and freedom of expression extends to Eastern's public TV and FM radio stations. The KENW staff trains ENMU students in up-to-date, licensed training facilities. Links to the ENMU Board of Regents, open meeting policy, minutes to the board meetings, and the Board of Regents' meetings schedule are found at the bottom of KENW's homepage. Additional links found here direct the reader to KENW's Equal Employment Opportunity (EEO) report, its "code of ethics", the station's Corporation for Public Broadcasting (CPB) Transparency statement, and KENW's Federal Communication Commission (FCC) public files (see also Criterion 2A).

Sources

- ENMU AGP&P 15-1 Bill of Rights and Responsibilities
- ENMU AGP&P Policy Manual [Intranet]
- ENMU Faculty Handbook page 8
- ENMU Faculty Lectureships (2010-present)
- ENMU Mission Statement AGP&P 05-2

- Federal Award Findings TRIO page 113 from 2016 ENMU audit
- Houndbytes-Eastern New Mexico University's online magazine
- Jack Williamson Lectureship-Eastern New Mexico University
- KENW Homepage
- Student Activities and Organizations-Greyhound Life-Eastern
- Student Government (ASENMU)-Greyhound Life-Eastern
- Student research Conference-Academics-Eastern New Mexico University
- The Chase

2.E - Core Component 2.E

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

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

Argument

Oversight and Support: ENMU upholds integrity in the acquisition, discovery, and application of knowledge by faculty, students, and staff through the provision of various forms of supervision and support. Furthermore, ENMU's policies and procedures are enforced as necessary to ensure ethical actions with regard to knowledge. Responsible acquisition, dissemination, and application of knowledge are ensured through strict adherence to compliance and oversight responsibilities when faculty and students engage in research, scholarship, and creative activities.

The Eastern New Mexico University Office of Sponsored Projects offers research support services that include training for faculty, students, and other personnel on research-related regulations. This office provides university oversight for all externally funded projects, and it monitors compliance with all applicable federal, state, and University regulations, law and policies. The office facilitates a variety of related activities, including Institutional Animal Care and Use Committee (IACUC) meetings and reports, oversight of the Faculty Research and Instructional Development Committee, and it is directly involved in the New Faculty Investment Program.

Human Subjects Protection and Institutional Animal Care and Use Committees: The Human Subjects Protection and Institutional Animal Care and Use committees provide oversight and support to ensure the integrity of research and scholarly practices conducted in affiliation with ENMU. The committees' responsibilities include evaluating research proposals involving human participants and animal subjects in accordance with the guidelines that are available through ENMU's website. Approvals are granted only for studies following ethical conduct practices for research. The committees also monitor approved studies throughout the entire research process, as is reflected in the requirement to provide updates on any changes made to the study, as well as upon a study's completion.

Faculty Research and Instructional Development Committee: The Faculty Research and Instructional Development Committee evaluates and makes funding recommendations to the vice president of Academic Affairs on instructional and research grant proposals. In accordance with policies and procedures, grants are awarded to projects that demonstrate merit and funding need.

The diverse membership of the committee ensures the equity and integrity of the evaluation and recommendation process.

Reduced/Waived Tuition: ENMU provides support and encourages the pursuit of scholarly practices by faculty and staff through employee benefits. As stated in policy 40-8-10, the University shall pay the tuition for one course per semester, not to exceed four credit hours, for regular full-time employees, regular part-time employees, and retirees. This benefit is also transferable to the employee's spouse for any semester in which the employee does not use the waiver.

Faculty Evaluation Committee (FEC) and Annual Performance Evaluation (APE) Processes: The FEC and APE processes provide oversight and ensure faculty are meeting appropriate teaching, research (scholarship, creative activity), and service expectations. Departmental and college level FEC/APE guidelines are available to all faculty on ENMU's portal. Expectations in all areas are clearly stated within the guidelines, which are developed and approved with the consensus of the faculty members in respective departments and colleges. Integrity is at the heart of scholarship, research, and creative activity. As predatory editorial and conference practices have become a growing concern in Academia, this important integrity issue has been included explicitly as part of both the New Faculty Investment Program (see below) and the annual department and review committee chair training on the faculty evaluation process. Graduate faculty status is also regularly reviewed as an integral part of systematic program review.

Curriculum Development Workshops: Support services are available for faculty to enhance their teaching and scholarly practices through various workshops. ENMU's Instructional Designer organizes and offers workshops that help faculty to improve classroom performance from instruction to assessment. These activities are pertinent for student learning and acquisition of knowledge.

New Faculty Investment Program: The New Faculty Investment Program (NFIP) was initiated in 2012 (piloted in 2012, first full cohort in fall 2013) as a major expansion of ENMU's existing new faculty orientation. The program provides new (first-year) faculty with a series of workshops covering the areas of teaching, syllabus development, distance education and Quality Matters (QM), faculty evaluation, and advising, as well as research/scholarly activity and research/internal grants. It is ENMU's intent to highlight these important areas and provide needed support and training for new faculty to perform ably. A load reduction during the faculty member's first year offsets participation in these professional development opportunities and facilitates the transition to a new position and institution. The results have been quite strong.

The research and internal grant workshop provides new faculty with tools and ideas on how to identify potential grants and contracts. The workshop also introduces grant proposal construction and describes the ENMU grant process. Specific information concerning the University's Internal Research Grant program is also shared with the workshop participants, and they are all encouraged to submit an IRG proposal for the spring RFP process.

Guidance for Students: The Student Code of Conduct is contained in the Student Handbook and referenced in the Undergraduate and Graduate Catalogs. These resources provide

information on plagiarism and other forms of academic dishonesty, as well as possible discipline for such dishonesty. They also include information about students' rights of appeal.

Students working on campus receive mandatory training prior to beginning such jobs. Likewise, all graduate assistants must complete a daylong training prior to beginning work on campus. This training gives explicit instruction on working with undergraduate students and confidential handling of student information (such as grades). Those working in sensitive positions such as the Speech and Hearing Clinic receive specialized training for these jobs.

Classroom Guidance on Ethical Use of Information: Class syllabi --built on a university-wide template with standardized language for key policies-- and Safeassign are two major tools for guiding students in the ethical use of information. Incoming freshmen receive explicit instruction about the avoidance of plagiarism in Freshman Seminar (UNIV 101), English 102, and English 104. Capstone-type classes in many disciplines (for example, Anthropology, Biology, Business, Communication, Communicative Disorders, Computer Science, Education, History, Religion, and Social Work) emphasize the importance of ethical conduct in fieldwork/practice/research for students seeking employment within the discipline. This applies to graduate classes as well.

Instructors can also use Safeassign to provide guidance on the ethical use of information. This software is used to ensure that students are not copying or plagiarizing references or other work, and most instructors encourage students to run their work through the platform before final submission, so they can self-monitor the integrity of their work. This formative application of the service directs students in the appropriate citation of academic sources for student assignments. Importantly, Safeassign software provides students with the motivation to be careful about referencing sources because the instructor will use the software to review research assignments to determine if the student is documenting research sources appropriately.

Workshops Available for Graduate Students on the Ethical Use of Information: The Graduate Commons provides resources to students on the ethical use of information in written documents such as papers and theses, as well as research and poster presentations. If appropriate, student research must be approved through Human Subject Protection or Institutional Animal Care and Use committees. The Graduate Dean meets all new incoming graduate assistants every term just before the semester begins to discuss many aspects of the students' contract assignments, hours to work, etc. Part of the meeting is spent discussing students' ethical use of information as well as the resources and responsibilities inherent in graduate-level research.

Library Instruction Regarding Copyright: Staff members of the Golden Library regularly provide orientations for classes ranging from Freshman Seminar to the graduate level. Librarians discuss topics related to plagiarism, proper use of citations, and how students can get assistance with these issues from the library staff; students are provided a free jump drive loaded with documents and web links regarding the ethical use of information. The Library Research Guide outlines these and other research issues in an electronic format. Plagiarism is also discussed by reference desk librarians who assist students with obtaining and properly citing research materials. In addition, there are extensive resources available on the library's webpages that provide details about how to correctly use materials.

Golden Library adheres to strict copyright guidelines and pays considerable royalty fees for permission to use streaming film, electronic reserves, and interlibrary loan resources, to name only a few categories of educational materials.

Policy:

Institutional Documentation: ENMU's Mission Statement emphasizes liberal learning, freedom of inquiry, cultural diversity, and whole student life. These emphases support inclusive academic and co-curricular activities, and promote freedom in the student learning process by adhering to ethical behaviors and practices that embrace cultural diversity. Such a learning environment promotes awareness, acceptance, and understanding of diversity in today's society. Fundamental to the governance structure at ENMU is the commitment to academic freedom, which is referenced in policy as a philosophical base (intellectual freedom, scientific inquiry) for the institution.

Standard content for course syllabus: Statements regarding academic integrity are required in the syllabi for all courses, which are built on a common syllabus template that was developed by a faculty committee. This information is reiterated in the ENMU catalog, which highlights students' responsibilities for upholding the University's highest level of ethical standards. The University provides descriptions of various forms of academic dishonesty and also possible sanctions which, at the University's or professor's discretion, can range from minor penalties that use the occasion as a learning opportunity to more severe disciplinary procedures for serious violations. In addition, standardized content in the syllabus uses consistent language to communicate policies and procedures addressing students with disabilities, FERPA and privacy pertaining to student records and information, Title IX, "Confidentiality and Mandatory Reporting," as well as copyright issues.

Catalogs: Information about "Academic Integrity and Other Academic Conduct" is presented in both the Undergraduate Catalog and Graduate Catalog. Students are responsible for achieving academic goals by honestly demonstrating attainment and maintaining the integrity of the academic process. Acts of academic dishonesty are subject to disciplinary actions as delineated in the Student Handbook.

Policies in Faculty and Student Handbooks: In the Faculty Handbook, a code of conduct addresses faculty responsibilities to uphold integrity in fulfilling professional requirements. In addition, some programs (e.g., Music Communicative Disorders, Social Work, and Athletics) develop their own handbooks presenting guidelines for academic actions and practices that may be specific to the disciplines.

Academic and other misconduct issues are discussed in the Student Code of Conduct, where formal procedures for handling student misconduct are outlined. The vice president for Student Affairs is in charge of administration of the Student Code of Conduct and has the authority to appoint a judicial coordinator to carry out adjudication. Charges and hearing procedures, as well as possible sanctions and appeals, are explained in detail.

Back-to-school meeting signed forms: Back-to-school meetings are mandatory for all faculty and staff. Completion of workshops relating to pertinent codes of conduct (e.g., sexual harassment, FERPA, Conflict of Interest) and acknowledgement of communication regarding such policies and relevant issues are recorded. All ENMU personnel are provided annual updates concerning integrity and ethical issues, as well as federal- and state-required training and compliance with regulations. The University tracks and updates policy changes and their dissemination as part of its commitment to openness and integrity.

Sources

- Bk2Campus
- CDIS Affiliation Agmt ENMU
- Copyright Policy-MyENMU
- CS102 Syllabus
- DEO Training Report 2007-2017
- ENMU AGP&P 40-8 Employee Benefits
- ENMU Mission Statement AGP&P 05-2
- ENMU Student Handbook
- ENMU Syllabus Template
- Faculty research & Instructional Development Committee-MyENMU
- FEC Guidelines (MyENMU Portal)
- GRAD academic integrity from catalog
- Graduate Student Commons-Eastern New Mexico University
- Human Subjects Protection Committee-MyENMU
- Institutional Animal Care & Use Committee-MyENMU
- Library Citation and Plagiarism-MyENMU
- Library research-MyENMU
- New Student Employee Orientation Presentation
- Office of Sponsored Projects-Eastern New Mexico University(2)
- QI Report Eastern New Mexico University-Portales
- Statement on Governance AGP&P 15-2
- Student Code of Conduct
- UG Academic Integrity
- UNIV 101 Syllabus Template Fall 2016

2.S - Criterion 2 - Summary

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

Summary

Eastern New Mexico University's policies and processes allow for appropriate balance and collaboration while maintaining strong ethics and integrity. The Board of Regents accepts its authority as a governing body from the state of New Mexico, but delegates the management and academic functions of the University to administration, faculty, and staff. The University communicates clear and consistent information about academic programs and student-centered policies and practices to guide its students, their families and the community. Eastern documents how the Board is constituted and how it functions ethically in all areas. ENMU is committed to the freedom of expression and remains focused on teaching, learning, and the pursuit of knowledge and truth; it provides an educational environment where faculty, staff, and students engage in ethical teaching, research and service.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

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

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

Argument

Current/rigorous Courses and Programs: ENMU intentionally uses consultative governance structures to allow faculty and administration to monitor degree programs, update them as needed, and align them with the institution's mission and student and workforce needs. Internal and external procedures ensure that courses and programs are current and expectations are commensurate with the level of degree awarded. Each program undergoes biannual curriculum review, during which time departments propose curricular updates. General education, undergraduate and graduate proposals follow similar processes for approval but are reviewed by the General Education Committee, undergraduate Curriculum Committee and Graduate Council, respectively. The Board of Regents must approve proposals for new majors. New graduate majors also undergo external review for approval from the New Mexico Council of Graduate Deans, Council of Academic Vice Presidents, the New Mexico Higher Education Department, and the State Board of Finance.

In addition to curriculum review, Eastern conducts program reviews using a five-year cycle. As described in 4A, programs receive feedback from colleagues and administrators in this process, and they follow up on committee and administrative recommendations in subsequent reports and reviews. Each program also assesses and reports its student learning outcomes and other metrics in annual department effectiveness reports. Review of these reports (see 4A), which align directly to the University's Strategic Plan, provides formative feedback to enhance program quality.

Degree requirements for undergraduate and graduate programs, as outlined in their respective catalogs, are consistent with expectations at institutions of higher education. Associate degree students must complete a minimum program of 64 hours, and bachelor's degree students must complete a minimum program of 120 hours. Each undergraduate must also complete a general education curriculum, whose competencies are set in consultation with statewide faculty committees.

Program assessment is comprehensive, systematic, and consultative. Through curriculum processes, program review, and discipline-based accreditation, faculty and administrators review and approve the creation, deletion, and revision of courses or programs to help ensure that curriculum is current and at the required level of performance appropriate to the degree or certificate awarded. These committees and review processes also give faculty repeated opportunities to evaluate their programs' strengths, to request assistance with challenges, to evaluate the currency of their programs, and to formulate plans for the future.

The University implements proven strategies identified by professional organizations. For example, in establishing its distance education programs, ENMU drew on resources from the "WICHE (Western Interstate Commission for Higher Education) Cooperative for Educational Technologies" (WCET) to improve distance education. In addition to using systematic internal and external processes, ENMU employs best practices like Quality Matters training, review and course certification to improve course design.

Articulated and Differentiated Learning Goals: ENMU offers quality educational programs that meet the academic standards established by industry and specialized accrediting agencies, and the University follows accepted standards of practice for public institutions of higher education. Academic departments assess the learning outcomes established by the New Mexico Higher Education Department for general education courses. Faculty establish discipline-specific student learning outcomes for courses and programs. Curriculum maps identify where the outcomes are introduced, reinforced and assessed.

Graduate faculty establish the student learning outcomes for their programs. Graduate education entails greater depth and breadth of knowledge in the field, and learning outcomes appropriately require a higher level of mastery. To ensure courses and programs of study are appropriate for graduate education, the Graduate Council, comprised of graduate coordinators from all programs, reviews all graduate curriculum changes. Academic programs that offer both undergraduate and graduate degrees establish differentiated expectations using accreditation requirements, professional guidelines and other sources to set outcomes. When a program offers cross-listed coursework that may be taken by both undergraduates and graduates, the instructor establishes differentiated expectations and outcomes for each level; syllabi for such courses are reviewed by the graduate dean. Students who have taken a given course as an undergraduate cannot re-take the same course at the graduate level. A minimum of 50% of the degree-plan must consist of graduate-only courses, and this is monitored by the graduate dean.

ENMU offers undergraduate certificates in Emergency Management (EMGT) and Personal Financial Planning (PFP). The EMGT program uses competencies established by the Emergency Management Institute and FEMA National Fire Academy to set learning outcomes. The PFP

program complies with professional certification requirements; it qualifies students to take the Certified Financial Planner Examination©.

The University has three graduate-level certificate programs: Alternative Licensure in Elementary Education, Alternative Licensure in Secondary Education, and Alternative Licensure in Special Education. These programs require 18-24 credit hours and prepare students for teaching positions in public education. Faculty use guidelines from the Council for the Accreditation of Educator Preparation and New Mexico Public Education Licensure Department to develop learning outcomes. Program requirements for all certificate programs are included in their respective catalogs.

Consistency of Program Quality and Learning Goals Across Delivery Modes and Locations: Eastern New Mexico University ensures consistent program quality and learning goals across all modes of delivery and locations. ENMU offers courses at the main campus in Portales, through dual credit, via online or hybrid platforms, and at select locations in New Mexico. ENMU recognizes three major factors influencing quality and consistency: courses, faculty and students.

Courses: When courses are introduced into the curriculum through the catalog proposal process, they are evaluated based on the merits of content for college credit, regardless of delivery modality. Because faculty and administration recognize that each course has the potential to be offered through any platform or location, all courses must meet college-level standards, independent of delivery option. This lays a foundation for consistency of program quality and learning goals.

ENMU also safeguards consistency through other internal and external procedures. The State mandates learning goals for general education courses. ENMU regularly assesses courses that meet the New Mexico General Education Common Core requirements based on competencies stipulated in the State Competencies Matrices. This provides a level of consistency, not just within ENMU, but across all New Mexico institutions. By State regulation, courses offered for dual credit must be regular academic courses within an institution's curriculum, and the same outcomes and expectations are maintained for dual credit as for other courses.

Departments use a variety of approaches to ensure consistency when multiple sections of courses are offered. While practices may differ, most programs use strategies like standardized syllabi, learning objectives or outcomes, assignments and exams and/or common textbooks. For example, all sections of the basic writing class follow departmental syllabus guidelines. The freshman Math courses all administer the same final exam. The Agriculture program compensates a lead faculty person (Dual Credit Coordinator) to manage modifications to the standardized content. Biology and Chemistry programs compensate faculty coordinators to standardize lab experiences. These benchmarking strategies help ensure that courses with multiple sections have the same quality and learning goals, whether offered online, face-to-face, or as dual enrollment. Furthermore, in order to monitor quality and consistency, administrators routinely review course grade distributions and student evaluations of instruction to identify differences that might be based on course section (instructor) or delivery modality.

Faculty: ENMU ensures program quality by employing well-qualified and credentialed faculty. It follows an established process (see 3C) to ensure appropriate review and vetting of candidates when hiring faculty (whether on campus or for other modalities). Although a relatively small number of place-bound resource faculty members teach only online, for the most part the same faculty members teach both online and face-to-face courses at ENMU.

Academic departments provide guidance for new faculty to ensure they understand department expectations, course outcomes, and assessments. In general, department chairs or program coordinators assume the primary role of mentoring for resource faculty, while the professional development of new full-time faculty is the focus of ENMU's New Faculty Investment Program (NFIP, ENMU's Quality Initiative), described in detail in 4C. An emphasis on teaching is highlighted through two half-day workshops prior to fall semester start: Teaching I (syllabi, learner outcomes, assessment) and Teaching II (technology and course design). In spring, there is training on applying the Quality Matters© rubric.

The Office of Distance Education and Outreach (DEO) provides resources that help ensure quality instruction across all locations and modalities. This office supports students and faculty through a team that includes a director, a dual enrollment coordinator, two distance education specialists, and an instructional designer. The latter helps instructors with online course pedagogy, development and management; provides training in online/hybrid course delivery and multimedia design issues; and delivers Quality Matters© training for online course delivery and assessment. The office provides a range of additional resources and services to faculty members, including best practices for teaching and learning, and classroom technology training, through workshops and one-on-one assistance.

Students: ENMU ensures consistency of learning goals across delivery modes and locations by admitting students who meet the same admission requirements and complete the same admission processes, regardless of the nature of the course. Students must make the same academic progress to retain scholarships and financial aid and to complete their programs. Having the same standards for admissions and academic progress helps to ensure that the program quality and learning goals are consistent.

Students enrolled in courses for dual credit do so through a master agreement developed according to state regulations. ENMU requires that dual enrollment students be in their junior or senior year in high school at the time of enrollment; they must be approved by their school guidance counselor. Occasional exceptions for year in school are made based on student records and high school counselor recommendations. Dual enrollment students are placed into courses based on their high school grades, honors coursework, and other considerations. This helps ensure that dual enrollment classes will have the same level of rigor as other face-to-face or online classes.

Finally, periodic program and course assessments are established and implemented consistently for all students. This helps to ensure that, regardless of the delivery modality, the program quality and learning goals are consistent.

Sources

- Admission requirements from catalog
- Alternative Licensure catalog requirements
- Common curriculum of readings for English
- Common final exam for lower math courses
- Curricular Map
- Curriculum Process (Graduate)
- Curriculum Process (Undergraduate)
- Dual credit PHS master agreement
- ENMU Effectiveness Report Template
- ENMU Syllabi 400-500 level
- General Education Bachelor's level
- Instructional Designer job description
- NFIP report submitted to HLC
- PFP and EMGT catalog requirements
- PFP Qualifications for Certificate
- Program review five year cycle
- Program review template given to programs
- Registration-recommendation for dual credit
- State General Education Competencies

3.B - Core Component 3.B

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

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

Argument

Appropriate General Education Program: The New Mexico Higher Education Department (NMHED) mandates 35 semester hours for General Education Requirements across five categories: communications (9 hours), mathematics (3 hours), laboratory sciences (8 hours), social/behavioral sciences (6-9 hours), and humanities and fine arts (6-9 hours). The total number of hours for the combined areas of social/behavioral sciences and humanities and fine arts is fifteen. Courses approved for guaranteed transfer to fulfill general education requirements must demonstrate how the State's student learning outcomes are met and assessed. Because of the State focus on the guaranteed transfer of general education courses across two- and four-year institutions, no distinction exists between the core general education requirements for associate and bachelor's degrees. However, each institution is allowed to have up to six additional credit hours for general education that lie outside the state transfer core. ENMU uses three additional hours for a requirement focusing on diversity and global topics; it is an upper-division course, so it applies to bachelor's but not associate degrees. The State recently changed the requirements for teacher education, and ENMU is in the process of approving the new teaching general education curriculum.

General Education Program Requirements: ENMU articulates its approach to general education in its mission statement: "Eastern emphasizes liberal learning, freedom of inquiry, cultural diversity and whole student life." In the Undergraduate Catalog, the University makes public the purpose of the general education program. Its cross-disciplinary foundation is designed to "prepare students for a lifetime of learning and responsible citizenship; provide for the study of a broad spectrum of subjects beyond the student's chosen field; and 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." A statement on Learning Requirements specifies learning outcomes for general education.

As described above, the University's general education program philosophy and requirements are grounded within the State's general education framework. ENMU's program is designed to prepare students for study in the various disciplines by fostering the acquisition of critical skills in communication, mathematical and scientific knowledge, and appreciation of cultural values and accomplishments. Students pursuing a bachelor's degree fulfill an additional requirement to develop awareness and appreciation for cultural diversity and global issues.

Faculty members provide oversight of the general education curriculum through the General Education Committee, which serves as the gatekeeper by reviewing proposals for courses and making recommendations to the vice president for Academic Affairs. The Committee also oversees the assessment of general education courses. Universities in New Mexico have the option to approve any general education courses they consider appropriate. However, in order to be included in the state matrix for guaranteed transfer, a course must be reviewed and approved at the state level by a committee of faculty from around the state and by staff at the New Mexico Higher Education Department.

Eastern's most recent review of the general education program occurred about two years ago. As part of a retention and completion initiative, NMHED began discussions about redesigning the general education core curriculum, as well as reducing the number of credit hours required for graduation from 128 to 120. ENMU was proactive and solicited broad campus input on potential modifications. As a result of this review, ENMU eliminated some institutional requirements. At the same time, it decreased the Extended Core general education requirement from six hours to three hours, eliminating the "advisory option" and retaining a global diversity requirement designed to empower students to navigate, understand and appreciate cultures and environments different from their own and to succeed in an increasingly complex and diverse world society. As part of the discussion on hours to graduation, the General Education Committee undertook a review of this requirement, beginning with a campus survey that considered its role within the context of the University's mission. The Committee submitted to the vice president for Academic Affairs a recommendation modifying the requirement's scope and establishing learning outcomes to ensure approved courses meet this intent. A list of the courses that fulfill the global diversity requirement is available in the 2015-2017 Undergraduate Catalog.

<u>Engaging Students in Research and Creative Work</u>: The ability to collect, analyze and communicate information; to master modes of inquiry or creative work; and to develop skills adaptable to changing environments is essential for student success. Eastern embraces as part of its focus the preparation of students to respond to a rapidly changing world. The foundational skills to collect, analyze and communicate information are instilled through general education courses that are designed to help students understand the research process, data analysis and scientific inquiry. These include ENG 104 English Composition and Research and the courses that fall in the areas of mathematical principles, sciences, and social sciences. This is reflected in the core competencies set by NMHED for courses in those subject areas.

Programs build on this foundation, requiring courses or experiences that further develop these abilities through the assignment of research papers, and through report writing, mathematics, statistics, laboratory and research methods courses. Fine arts programs focus on mastering creative work, requiring students to demonstrate competence through recitals, shows and performances. Degree programs enhance this foundation through courses and experiences designed to develop critical thinking skills and competencies adaptable to changing environments. Another avenue for students to demonstrate mastery is by presenting their research at the Student Research Conference (see 2D).

To prepare students to respond to a rapidly changing world, ENMU maintains a modern, technologically rich campus with opportunities to learn to adapt. The University provides support to ensure faculty are qualified in the latest methods and technologies that their students will need to be competitive (see 3C). Programs provide opportunities for students to apply their skills and demonstrate mastery prior to graduation through internships, seminars and portfolios, or other kinds of capstone experiences. Program-level assessment focuses on what and how a degree program is contributing to the development and application of those skills.

The University aggressively pursues grant funding to support student engagement in research through a number of programs. Through these external grants, ENMU has invested in enhanced technologies, equipment, and support services for students, as well as paid students to engage in research with a faculty mentor.

Human and Cultural Diversity: ENMU recognizes human and cultural diversity, as reflected in its vision statement: "The institution recognizes the global nature of society [...] 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."

Departments/colleges have mission statements that further substantiate the University's commitment to diversity. Students learn about the human and cultural diversity of the world through the general education requirement and the global diversity course, as discussed above. Some colleges and academic departments provide additional discipline-specific courses recognizing the diversity of the world in which students will work. Departments and colleges also host guest speakers, artists, and visiting faculty members to promote cultural awareness. The American Language and Culture program at ENMU offers courses to assist those who need to improve their English and learn about American culture (including academic customs). Eastern hosts a Spanish Immersion Institute for those who plan to become certified in bilingual education and a summer immersion program abroad for those who wish to improve Spanish proficiency; both programs have a robust cultural component.

ENMU also offers student services that facilitate an appreciation of human and cultural diversity and support student needs. Among the many campus efforts, the Office of Multicultural Affairs excels in providing programs, services, and activities (see 3E) that promote ethnic and cultural identity within a multicultural environment. The offices under the Multicultural Affairs umbrella include African-American Affairs, Hispanic Affairs, International Student Affairs, and Native

American Affairs. Multicultural Affairs sponsors different commemorative months, such as Black History, Women's History, National Hispanic Heritage, and Native American Heritage, as well as other one-time events. It also provides a network of support for the diverse student population through welcome events, orientations, and travel opportunities.

The University has a history of seeking opportunities to provide support for diverse populations. ENMU is a federally designated Hispanic-Serving Institution (HSI) and successfully pursues grants like Title II (TRIO: Student Support Services, Upward Bound, Talent Search) and Title V (HSI STEM and PPOHA) to support diversity. ENMU's support is also evident in its sponsorship of nonimmigrant students on both F and J visas and faculty on H visas. International students come from many countries around the world. ENMU's participation in the World American Cultural Exchange (WACE) and in the Consortium for North American Higher Education Collaboration (CONAHEC) affords an opportunity for greater campus diversity and for ENMU students to study abroad.

Faculty and Students' Contributions to Scholarship: In alignment with its identity as a master's comprehensive institution with an emphasis on quality teaching, ENMU expects faculty to contribute to their discipline through scholarship, creative work and the dissemination of knowledge, as appropriate. Expectations allow for the scholarship of discovery, of integration, of application, and of teaching, as recognized in Boyer's model of Scholarship Reconsidered (1990).

Appropriate discipline-specific expectations for scholarly activity are communicated through the faculty evaluation process (3C). The University evaluates the contributions on both an individual and a program level. Faculty submit details of their contributions to the discipline in their annual review files (see 3C). Departments report on both faculty and student activities in the annual Effectiveness Report and the five-year program review (see 3A). See the current faculty roster for examples of scholarship and creative work.

Faculty encourage undergraduate and graduate students to engage in scholarship and creative work through curricular requirements or elective opportunities such as research courses, directed studies, recitals and student productions, and graduate projects and theses. Faculty and students engage in collaborative efforts as evidenced by co-authored publications, conference presentations, and performances. The University demonstrates its commitment to celebrating scholarly and creative work through regular exhibits at the Runnels Art Gallery, its Annual Student Research Conference (which showcases student research through both presentations and poster sessions), the Faculty Lectureship Series, and the annual Presidential Award for Faculty Excellence in Research/Scholarly/Creative Activities. ENMU is especially proud of such extraordinary achievements as sophomore Ben Lantz' first prize at the 2016 NM-INBRE poster competition (placing him ahead of the flagship doctoral students who won 2nd and 3rd places, and earning him a spot at the national conference). Likewise, from 2014-2016, ten film students have had their works chosen for showcasing at the state level, and two have been featured at international festivals.

Sources

- CONAHEC information & brochure
- ENMU Faculty-Student research
- ENMU Grants (Title II, Title V, PPOHA)
- ENMU WACE MOU
- Gen Ed Comm recommendation to VP
- Grants (External)
- International Enrollment (2012-2016)
- List of global diversity courses and catalog descriptions
- listing of ALC coursework
- mission statement
- Multicultural Affairs Activities
- New state requirements teacher education gen ed
- NMHED Core Competencies (Diversity)
- NMHED Core Competencies Research
- Philosophy statement on gen ed
- Recommendation on curriculum changes to 120 hours
- Research and Capstone Courses (Exemplars)
- State General Education Competencies
- State policy on transfer-general education
- State process for approving general education
- Student Research Conference (2016)

3.C - Core Component 3.C

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

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

Argument

Sufficient Numbers of Faculty: ENMU has sufficient faculty to carry out program responsibilities and the University supports them in their varied roles. Consistent with expectations at other medium master's comprehensive institutions, ENMU's faculty instructional loads are twenty-four semester hours for the academic year, usually twelve each fall and spring semester. Summer teaching opportunities are optional and not part of the regular contract. As discussed in 5A, ENMU has prioritized the support of faculty lines to ensure educational quality. In Fall 2016, ENMU had 163 full-time and 147 part-time [faculty members and a student faculty ratio of 19:1](). The average years of service for full-time faculty (Fall 2016) is 8.31 years, a good measure of continuity.

The University provides department chairs, some [graduate coordinators](), and others with special assignments appropriate reassigned time to accommodate administrative responsibilities. The Faculty Handbook specifies a process for faculty to request reassigned time, as appropriate, for other special projects. In a few cases, like the Nursing program, faculty members with administrative responsibilities receive an extended contract to cover additional duties.

To distribute instructional and non-instructional loads, ENMU expects all regular faculty to be residential and able to participate in on-campus obligations such as academic advising, curriculum development, faculty hiring and evaluation, and institutional service. In addition, faculty opportunities to participate in shared governance are distributed through their participation on department, college and university committees. Appropriately, faculty are

involved in the assessment of student learning outcomes through their participation on committees like the Academic Assessment Committee, the General Education Committee, and Graduate Council, each of which have primary roles in the broader assessment processes. At the department level, faculty participate in classroom-based assessment and the development of program-level assessment plans. The University recognizes the importance of this activity and regularly sets aside a full day each spring when faculty can come together to discuss assessment plans, processes and data.

Faculty Qualifications: All ENMU faculty meet accepted standards for qualifications in higher education. Faculty qualifications adhere to HLC guidelines and the standards of discipline-specific accrediting bodies. Faculty participate in establishing academic credentials for all instructional staff, regardless of contract type. Using the Minimum Qualifications Matrix, they determine qualifications needed for new faculty, screen candidates and provide recommendations on hiring. When recommending a faculty member for hire, the program submits a Credential Evaluation Summary form to the dean and vice president. This form includes the details about the level of appointment and the rationale. To hire a faculty member based on other qualifying experiences, the department must provide a justification with documentation of the qualifying experiences; three separate levels of approval (department chair, dean, vpaa) are required.

ENMU offers dual credit courses, and faculty teaching them may be regular ENMU faculty or area high school teachers employed as resource faculty, either in hands-on supporting roles for ENMU faculty delivering content online, or as primary instructors. Regardless of the platform for delivery, all dual credit instructors are required to have the same minimum qualifications as described above.

Graduate faculty status is granted to qualified faculty members so that they may participate in graduate programs. Regular graduate faculty status is granted to faculty members with a terminal degree and a full-time appointment. Associate graduate faculty status may be granted to faculty members who do not hold a terminal degree but who have the professional background that qualifies them to teach specific courses and/or fulfill other functions within a graduate program (e.g., serve on a thesis committee). Temporary status is granted to individuals who do not meet the qualifications for regular or associate appointments in order to address a specific, short-term need of a program. Temporary status is for a limited period of time and requires specific guidance or mentoring by the program. Graduate faculty status is typically granted at the time of initial hire, but may be requested at a later date through the program's coordinator. Renewal of graduate faculty status is part of regular program review. Renewal requires a record of sustained involvement in the graduate program and currency in the discipline.

Faculty Evaluation: The largest investment a university makes is in its personnel. Therefore, ENMU places great emphasis on assisting and monitoring the faculty's intellectual growth and development as educators and scholars, with the recognition that both the instructor and the University will benefit. ENMU trains key individuals about their roles in the process. Faculty in the New Faculty Investment Program receive their first training about faculty evaluation during a general faculty orientation before fall classes begin. Prior to submitting their first review file, they participate in the NFIP workshop on preparing a review file. The University annually trains

chairs of Faculty Evaluation Committees and academic departments to remind them of their professional rights and responsibilities in order to ensure compliance throughout this important process.

All faculty are evaluated annually through the promotion and tenure (commonly referred to as "FEC" or Faculty Evaluation Committee process) and annual performance evaluation (APE) processes, following the procedures set forth in the Faculty Handbook. As indicated in the Handbook, departments establish discipline-specific guidelines, informed by college-level principles, for evaluating faculty teaching, scholarship and service. Probationary faculty are reviewed annually following the steps as set forth in the handbook. Regular faculty members seeking a change of status (probationary retention, promotion, tenure, leave) initiate such a change by applying for the change of status, following appropriate procedures and preparing and submitting materials and/or a review file. Once tenured, faculty participate in the Annual Performance Evaluation system unless they are submitting a file through the FEC process in consideration of promotion in academic rank. For faculty who receive unsatisfactory annual performance evaluations for two successive years, the University requires a post-tenure performance review.

Faculty Professional Development: The University recognizes that the professional development of its faculty is essential for effective teaching and their personal satisfaction as professionals. Accordingly, it offers numerous opportunities for faculty to remain engaged in their disciplines, acquire new skills and refine existing ones. Moreover, the faculty evaluation processes (see 2E) monitor faculty's currency in their field and proficiency in teaching.

ENMU lays the foundation for ongoing professional development with the New Faculty Investment Program (NFIP), an extended orientation during the first contract year (see 3A). Through a series of monthly Saturday morning workshops, faculty learn about teaching, establishing a research agenda, advising students in the major, creating a faculty evaluation review file and other topics essential to a successful start. Prior to the beginning of classes in the fall, faculty attend sessions about preparing for the first day of instruction and creating a syllabus. To offset the additional time for the program, faculty receive re-assigned time of up to one course per semester (as appropriate to the expectations for their position), and the department assigns a compensated mentor to provide additional support for new faculty.

The Department of Distance Education and Outreach (DEO) team, whose staff is described in 3A, provides additional faculty development support. The team offers training, resources, consultation, evaluation and support for developing and teaching online courses or using technology for improved communication with students. The Distance Education Committee surveys the faculty annually in order to determine which types of professional development are most needed in the area of distance education delivery. The University supports best practices in online education by offering faculty training in Quality Matters.

The Office of Sponsored Projects helps faculty find external funding to support their research and to manage their existing projects. Internal grants are available to new and returning faculty; they may use grants for research or instructional development, to conduct a stand-alone project or leverage an external grant opportunity. Grants may assist faculty in initiating new research

directions or support completing existing projects. Over the last two years, 38 faculty members participated and were awarded $88,400 to support their work. Seven of them have carried research projects initiated from internal grants into larger external grant-funded research projects. The office has discretionary funds to provide research assistance, help defray publication costs and support other scholarly activities.

To further support faculty development, Academic Affairs has set aside over $264,000 (annually) in travel funds to support faculty who wish to attend conferences for research presentations or professional development. Each department sets priorities for travel funds, and each college dean has an enrichment fund for further support. Through the use of video-conferencing and webinars, faculty have greater access to training opportunities, allowing the travel budget to be used more effectively. See the Faculty Roster for more information on individual faculty professional development.

Instructor Accessibility: Instructors provide other student support and advising outside of the classroom. Accessibility is key to informal learning settings: for example, one-on-one with students, during labs, field experiences and internships. Academic Affairs requires faculty to hold a minimum of six office hours weekly, across at least three days. Scheduled office hours are posted on syllabi, at office entrances, and with department and college secretaries. For online courses, the faculty may be available in person or electronically. Tools like Skype and Collaborate enhance the quality of virtual access for faculty/student interactions. Faculty are also available informally through sponsorship of student organizations.

ENMU recognizes the importance of student access to faculty and regularly assesses student perceptions of access through administration of the National Survey of Student Engagement and in regular course evaluations. Results of the NSSE survey showed that ENMU freshmen were significantly more satisfied with student-faculty interactions than were their peers in the southwest public institution cohort, and seniors were on par with their cohort peers. With N= 60,000+ responses over the past three years, the student evaluation of instruction (which is administered in every course each semester) registered an overall mean of 4.43/5 on items in the "faculty interaction domain." This includes two questions about accessibility, responsiveness, and availability for office hours.

Student Support Services Staff: ENMU hires well-qualified personnel to provide the best student support services possible to meet the needs of its diverse student population. Typically, employees holding these positions are classified as professional, meaning the position requires a master's degree or a bachelor's degree plus experience. The University provides internal and external training opportunities for specific job-related skills. Employees may also take a tuition-free class each semester for professional development or personal interest.

The University requires all full-time employees to attend fall back-to-campus meetings that provide updates and training on important topics. Each student support services department takes advantage of their professional organizations' best practices, and encourages staff development through webinars, publications and other resources. The University provides each department a travel budget to use for conference attendance or training. It also provides internal opportunities like the Information Technology Services portal for on-demand technology training, Frontline

training for secretaries, and training for student workers. Recognizing the importance of technology in operating an efficient and accurate data system, the University works with the consulting firm Strata Information Group (SIG) to provide regular training for key users of the integrated data system, including financial aid, the business office, human resources, academic services, and the registrar's office. ENMU found that it was more cost-effective to bring the expertise on-site to work with stakeholders across campus. Weekly meetings of the Information Exchange Council ensure that there is a wide dissemination of training and information.

Sources

- Back to Campus Agenda
- College-level FEC APE guidelines
- DEO Training Report 2017
- ENMU Academic Affairs Travel
- ENMU Faculty Annual Performance Evaluations
- ENMU Faculty Credential Evaluation Summary
- ENMU Faculty Hiring Justification
- ENMU Faculty IRG Application Form
- ENMU Faculty Post-Tenure Review
- ENMU Promotion and Tenure Process
- ENMU QI Report (NFIP)
- ENMU Workforce (2007-2016)
- Faculty Access Student Satisfaction
- FEC Process Training
- Frontline Training (Secretaries)
- Graduate Coordinator Selection and Responsibilities
- HHS FEC and APE Guidelines 2016
- Information Exchange Council Agenda
- ITS Portal Training
- Minimum Qualifications Matrix
- NFIP Workshops
- Partners Training (Student Employees)
- SIG Consulting (2013-17)
- Student Support Services Personnel

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

Support Services Suited to Student Population: As a master's comprehensive institution in a sparsely populated state, ENMU serves a student population representative of the diversity of the region (See Criterion 1A). Many students come to ENMU with little knowledge of or exposure to a college community. Therefore, to help ensure student success, ENMU initiates support before their arrival. Through Green and Silver Day and Junior Preview (two events for high school visitors), students and their parents experience college culture; hear about available programs; meet faculty, staff and current students; and learn about other important information such as financial aid. Students are encouraged to visit the campus with their families, and the University provides a defined "Six Step" brochure detailing the steps for advising, registration, payment, and receipt of an ID card. The brochure is distributed to faculty and staff to help sustain a supportive campus environment for students. Eastern continues its strong commitment to assisting students as they arrive on campus, beginning with the administrators, faculty, staff and students who help them move into the residence halls. Dawg Days, an orientation for new freshmen and transfer students, uses educational and extra-curricular activities to create an academic and social network and to prepare students for the first day of classes.

Student Affairs takes the lead in supporting students outside the classroom. Their services include such diverse options as:
• Advising Center
• Counseling and Career Services
• Disabilities Services and Testing
• Financial Aid
• Health Services
• International Student Office
• Multicultural Affairs

- Testing Center
- Transfer Center
- TRIO programs
- Tutoring Services
- Veteran's Office

ENMU also provides supplemental activities to complement these services. The University supports students in selecting a major. Departments may host social gatherings for students to explore new majors and to facilitate networking with other students in the discipline. In fall 2016, the University again sponsored a College Expo event for students to explore majors across all colleges. The Office of Counseling and Career Services also assists students in investigating career options. Moreover, the University attempts to engage students more fully in campus activities by requiring freshmen to reside on campus.

ENMU values its association with the military. There is a staff member in the Registrar's Office who works specifically with military and veteran students. The University participates in the Voluntary Education Partnership Memorandum of Understanding program with the Department of Defense and offers military waivers for in-state tuition to active duty students, spouses and dependents currently stationed in New Mexico. ENMU hosts workshops through Title V to guide faculty and staff in how to better support veterans and their families.

Learning Support and Preparatory Instruction: ENMU supports student learning by providing effective placement, robust teaching technology, and preparation in conducting research and using information services. To facilitate academic success, ENMU focuses on placement testing prior to initial registration for courses. Academic departments determine criteria for placement in appropriate Math, English and Reading courses, based on a careful analysis of performance of ENMU students over time to find the best predictors of course success. The result is a combination of high school GPA and ACT/SAT scores as indicators for placement. The programs share these matrices with professionals in the Advising Center who may use Accuplacer testing to supplement the process. Mathematics, in particular, has dramatically altered their approach, moving from a remedial sequence of two or three courses to a model based on student's academic intentions for the major. It increased the credit hours for lower-level Math courses as a way to provide additional support for students to succeed in enrolling directly into regular college-level math courses.

Consistent with ENMU's ongoing commitment to enhancing retention, the University supports all new freshmen by enrolling them in UNIV 101 Freshman Seminar. This course addresses various tools for succeeding in college and is part of a learning community that helps students build social connections. As described in more detail in Criterion 4C, the University uses a variety of best practices to enhance retention, persistence and completion. In order to ensure adequate preparation, the enforcement of course pre-requisites is automated. ENMU supports students encountering academic difficulties (see 4C) through Early Alert notices, a mechanism for identifying students in academic trouble and directing them to the services they need. Supplemental instruction is provided in some areas, primarily for general education or "gateway" courses. Student Support Services offers tutoring in many subjects, and Disabilities and Testing Services help students who may need accommodations. The Department of Mathematical

Sciences staffs a study room, and the Department of Languages and Literature staffs a Writing Center and Language Laboratory.

Academic Advising: ENMU provides appropriate advising for its students, requiring all undergraduates to consult an academic advisor before registering for the next semester. Freshmen are advised by professionals in the Advising Center until the end of their first year, at which time they are assigned to faculty advisors in their discipline. Advisors use two-year advising modules developed by faculty in the academic programs. The modules typically direct students to complete general education during the first two years of enrollment, giving them time to explore career interests without unnecessarily increasing time-to-completion should they decide to change majors.

Because of the strict eligibility requirements for student athletes, an advisor in the Registrar's Office is responsible for mentoring athletes regarding National Collegiate Athletic Association (Division II) compliance. This person works parallel to the academic advisor.

In response to the increase in distance education and transfer students, the University implemented supports to help those populations. It created the Transfer Center to provide initial advising to transfer students and help them with the declaration of major and their first registration. After that, students work with an academic department for advising.

Graduate faculty advisors work with students for their initial enrollment; together they outline a program of study listing all requirements for degree completion. Because it requires the submission of an approved degree plan by the end of the first semester, with few exceptions, the Graduate School does not require its students to consult an advisor prior to each subsequent registration.

The University provides undergraduates and graduates in most programs a degree-tracking tool, Curriculum, Advising and Program Planning (CAPP). The Advising Center offers workshops to train new students to use this tool, and the New Faculty Investment Program provides a similar service for faculty. This database of curriculum requirements allows students and advisors to check progress toward degree on-demand at any point in the student's program. A "what if" feature allows someone considering a change of curriculum to see in seconds how a new major would affect met and unmet requirements. CAPP also displays transfer courses, course substitutions, waivers and other program adjustments for accurate documentation of progress; this minimizes advising mistakes and detects errors prior to graduation.

Quality academic advising depends on well-trained, appropriately supported advisors, both professional staff and faculty. To that end, ENMU developed an array of resources to facilitate accurate advising of degree requirements. CAPP, described above, is just one of these. There are various tools that show how transfer courses are articulated, whether courses have been repeated, and what developmental courses the student has taken. New faculty receive training on these resources during the New Faculty Investment Program and thereafter during faculty workshops that respond to changes or updates. Personnel in Financial Aid, the International Student Office, Athletics and other units also provide periodic updates to faculty about special advising issues.

ENMU leverages its advising modules and CAPP to help its at-risk student population achieve at least a two-year degree. Each semester, ENMU identifies juniors and rising seniors who will complete the requirements for an Associate of Arts degree at the end of the term. It notifies students and their advisors, and invites those who are interested to submit a quick, free application for the degree. The University plans to implement a similar process to identify students who leave the University prior to completing a bachelor's degree and to find ways to help them finish an academic program.

Infrastructures and Resources: ENMU considers the classroom to be the most important place on campus. Effective teaching and learning require infrastructure and resources to support students and faculty, and Eastern prioritizes its resources to support classroom activities. ENMU is proud of its facilities and has one of the best-rated campuses in the state.

The University works with great intentionality to renovate its instructional areas, including upgrades in technology and specialized spaces that directly support academic programs. Through an ambitious series of campus renovations (see 5A), the university focused its efforts on facilities designed specifically to enhance student learning, based on the nature and needs of the programs housed there. In the past ten years, ENMU renovated four instructional buildings. The Science Building (2008) was expanded and remodeled to include state-of-the-art laboratory facilities and new equipment, including a cadaver room. The 2010 renovation of the Music Building improved instructional and practice areas, upgraded the performance venue, and added a large band rehearsal hall. The 2011 re-opening of a completely redesigned Art and Anthropology building afforded students a new film screening room, two state-of-the-art Mac laboratories, a dedicated suite for graduate assistants, and improved art studios and laboratories for Anthropology and Forensic Science. The latest instructional facilities renovation (2015) greatly enhanced the Jack Williamson Liberal Arts Building (JWLA), the highest-use classroom facility on campus and hub for general education courses. The footprint of the building was extended, all classrooms included smart technology, two enhanced-design labs (Math and Writing) were added, as well as two Mediasite®-equipped classrooms, a graduate assistant suite, Writing Center and Math Study Room, and a café.

All departments have classrooms and resources appropriate to their educational offerings. From Archaeology's bone yard and Blackwater Draw Site to the on-site Speech and Hearing Clinic staffed by students in Communicative Disorders and the field sites for Wildlife students, ENMU ensures that students and faculty have access to facilities that enhance the educational experience. Other learning-centered facilities include science labs, museums, a broadcast center, a computer design lab, culinary arts kitchen and serving facilities, and a child development center that serves as a training site for early childhood education students.

The present renovation of Golden Library, soon to be known as the Golden Student Success Center, is the epitome of ENMU's focus on designing facilities around the needs of students and programs. The library, currently housed in temporary facilities, offers a wide variety of research resources, including slightly over one million books and book equivalents. Other material formats include manuscripts, archives, maps, audio materials, videos and DVDs (totaling 28,470 resources), along with over 84,000 serial subscriptions, of which fewer than 300 are paper or microfilm. Since 2010, the primary growth has been in the form of electronic resources.

Librarians assist students, in-person and by phone during all operating hours, and a distance education librarian helps online students days, nights and weekends. The $26 million renovation will transform the Center into "the" destination on campus for encouraging active learning, connecting students to academic support services and information resources, and fostering social and professional interactions between students, staff and faculty.

As described in 5C, ENMU systematically updates its technology, and students and faculty use state-of-the-art equipment in Mediasite® and smart classrooms. The University follows a roll-out plan to replace computers, ensuring access to the latest technology in student labs in the University Computer Center and providing faculty and staff with new equipment on a systematic basis. There are specialized computer labs for art, math, language, electronic engineering technology, digital filmmaking, writing, business and other students. The University Computer Center includes both an open lab and a room reserved for instruction. Golden Library and the College of Business both have labs, and the Campus Union Building has computers available in the main lobby. San Juan Village as well as Curry, Eddy and Guadalupe Halls have computer labs for resident use. In all, 512 computers are available across campus for student use. Students and employees can access ENMU's wireless network from most locations on campus.

As discussed in 3A, ENMU's Distance Education Office provides technology support for Blackboard, Mediasite® and other software in-house, online and by phone. Mediasite®, a live and on-demand lecture capture tool enables faculty to prepare and present instruction that can be viewed at student convenience. Portable units and My Mediasite® desktop recording capabilities allow 24/7 access for instructional recording from any device. From August 2011 through December 2016, over 29,000 presentations were recorded, with over 600,000 total views. During the 2015-2016 academic year, faculty recorded almost 2000 desktop presentations that resulted in 32,500 views. These data show good use of Mediasite® as an instructional support tool.

Eastern New Mexico University maintains research collections at several of its museums. The Miles Mineral Collections include minerals from around the world. In addition to a public display component, the Dr. Antonio "Tony" Gennaro Natural History Museum is associated with a series of faunal collections for the region (e.g., Llano Estacado of the Southern Great Plains); wildlife scientists and taxonomists working in the area often reference these comparative collections. The Roosevelt County History Museum is located on campus and houses collections related to the history of Portales and Roosevelt County.

The Miles Anthropological collections, regional ethnographic and archaeological specimens donated by a Roswell collector, are maintained at ENMU. Collections associated with the Blackwater Draw National Historic Landmark include world-famous artifacts from the earliest known and defined prehistoric culture in North America, which are studied by archaeologists from around the world. Associated materials from four decades of archaeological research in New Mexico are also available for study. The archaeological collections at ENMU number in the hundreds of thousands, not including field notes, maps, and photographs.

Guidance in Research and Information Resources: As described in 2E and 3B, ENMU fully supports student engagement in research and creative work. The University provides students guidance in the effective use of research and information resources early in their academic

careers. Library staff provide information literacy instruction in all subjects through library visits, in classrooms across campus, via Mediasite® presentations, and by use of assignment-specific handouts. Extensive assistance is available on the library's website, including research guides and subject-specific tip sheets.

The Writing Center also provides students help on finding and citing sources appropriately. As students transition from general education into their major, programs identify courses in which the research skills they have already acquired are reinforced, applied to the discipline, and assessed.

Sources

- Blackwater Draw
- Bldg & Renovation 2001-16
- CAPP Report (Example)
- College Expo Flyer (2015)
- Dawg Days 2015
- Developmental Studies (MATH)
- ENMU Transcript (Unofficial)
- Golden Library Holdings (2010-2016)
- JNGI Best Practices
- Library research (MyENMU)
- Mediasite and Smart Classrooms
- Mediasite Statistics (2011-16)
- Placement Freshman English Courses
- Placement Freshman Math Courses
- Six Steps of Registration
- Special Use Learning Spaces (2016)
- Transfer Center (enmu.edu)
- Transfer Equivalency Tools
- Undeclared Student Workshops
- Undergraduate Advising Modules (2015-17)
- UNIV 101 Syllabus Template Fall 2016
- Writing Center

3.E - Core Component 3.E

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

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

Argument

Co-curricular Programs: The primary focus of Student Affairs is to create an environment that enhances personal growth and development. It assumes leadership for the planning of extra-curricular programming and partners with Academic Affairs to build strong co-curricular programs that contribute to students' educational experiences and align with the University's mission. Students themselves are central to the realization of these programs.

Consistent with its mission, ENMU strives to support "whole student life," a phrase that entails not only intellectual growth, but also social, cultural and physical development. The University offers a comprehensive array of co-curricular activities to help students cultivate each of these areas, thus fulfilling its mission of providing a rich educational experience. Some examples follow:

Social. The Associated Students of ENMU (ASENMU), the students' direct voice in university governance, provides opportunities for students to develop socially and professionally. Through involvement in the allocation of student fees, participation in student concerns meetings with administration, lobbying of state legislators, participation in community service events, and other activities, students can develop leadership skills to equip themselves for careers and responsible citizenship. The Associated Students Activities Board (ASAB) organizes social, entertainment and special events for the campus, affording additional opportunities to develop skills in other areas. These two organizations encourage students to participate in broader institutional and community engagement.

More than fifty organizations allow students to work with others who share similar interests, whether career (Accounting) or avocational (Yoga Warriors). Registered student organizations must have a university faculty or staff member as an advisor. This increases student contact with faculty and staff, an added benefit for building academic relationships. The University also hosts sororities and fraternities.

ENMU provides other co-curricular leadership opportunities for students. The Student Leadership Office hosts a Leadership on Campus lecture series, with campus and nationally-recognized guest speakers. Partnering with Sodexo, the campus food services vendor, ENMU hosts an etiquette dinner each spring to equip students with essential skills needed for dining in

professional settings. Each spring the University celebrates student leadership with an awards dinner recognizing organizations and individual students.

Cultural. Several offices dedicate themselves to expanding students' cultural awareness. The College of Fine Arts hosts numerous arts exhibitions, presentations and performances throughout the year, including professional, student and amateur performances in music, theatre, film, art and dance. Museums (Blackwater Draw Museum and National Landmark, Dr. Antonio "Tony" Gennaro Natural History Museum, Miles Mineral Museum, Miles Anthropological Museum, and Roosevelt County Historical Museum) provide encounters with the rich history and environment of the region. The library houses the Runnels Gallery, managed by the Art program to host exhibits.

Cultural diversity is an important component of broadening one's perspective, and ENMU's Office of Multicultural Affairs is the umbrella organization providing support for Hispanic Affairs, African-American Affairs, Native American Affairs and International Student Affairs. These offices also spearhead the commemoration of Women's History Month. They enrich campus awareness of cross-cultural issues through a robust schedule of informational displays, invited speakers and special events. They also help integrate new international students into the campus community through targeted programs at the beginning of the semester.

Physical. ENMU provides students an opportunity to enhance fitness through programs and facilities. A full range of varsity and intramural programs are available for men and women, as well as activities and wellness courses, clubs, and special events. Students enjoy access to a fitness center, tracks, tennis courts, a natatorium and other recreational facilities.

Demonstrated Claims about Contributions to Educational Experience: In its mission, ENMU claims to provide students with an enriched educational experience. The University organizes human, financial and physical resources to provide the best possible support for student success. Both in and out of the classroom, Eastern contributes to student development, thus helping them to be good citizens in a rapidly changing world.

In particular, the University's academically-oriented student groups engage in activities that serve to bridge classroom learning and professional or service experiences. For example, Accounting students offer free tax preparation assistance to community members; Communicative Disorders and Social Work students lobby for their discipline at the state level; Spanish students helped the Emergency Management program canvass economically-disadvantaged homes to offer free smoke detectors; Science students in Caduceus organize a health field graduate school/career day event; and Sociology students combined scholarship and service learning by conducting research for the local United Way.

The National Survey of Student Engagement (NSSE) includes two indicators of effective educational practice related to Eastern's ability to demonstrate achievement of these claims: Enriching Educational Experiences (EEE) asking whether students take advantage of complementary learning opportunities; and Supportive Campus Environment (SCE) where students are asked whether they feel the institution is committed to their success. When compared with peers from a southwest public institution cohort, first-year students at ENMU

were significantly higher in their ratings of supportive environments, and seniors' ratings were on par with those of their peers.

The State of New Mexico conducts systematic [Student Satisfaction Surveys](#) (SSS) of New Mexico institutions. Students respond to items on curriculum/instruction, support services, and overall assessment of their experience. Since 2009, ENMU students consistently report higher satisfaction levels than do students at other four year institutions. Of the students responding in 2015-16, 96.3% marked either "very satisfied" or "satisfied."

Eastern also claims to prepare students with 21st century technology. On the SSS, for the category of support services, which includes adequacy of laboratory facilities and equipment, library facilities and computer facilities, 94.1% of the students responded that they were either "very satisfied" or "satisfied," indicating a high level of satisfaction with support services including those for financial assistance, career advising and faculty access.

Sources

- Fine Arts Calendars
- Multicultural Events 2015-16
- NM Student Satisfaction Survey
- NSSE Overview and ENMU Snapshot (2015)
- Student Activities and Organizations-Greyhound Life-Eastern

3.S - Criterion 3 - Summary

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

Summary

Eastern New Mexico University, in alignment with its mission, is committed to hiring and retaining qualified faculty and staff who contribute to the creation and delivery of a high-quality, appropriately rigorous academic curriculum across all modes of instruction. The institution provides appropriate resources to sustain best practices for engaged teaching and learning. Faculty and students alike are supported in their pursuit of intellectual inquiry, and their scholarly and creative activities are further enhanced by applied enrichment opportunities for educational, personal and professional development.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

Regular Review: ENMU has a longstanding history of program review, which has evolved substantially over time. Incorporating the philosophical underpinnings of the University's Mission and Strategic Plan, the current program review process was crafted through a collaborative effort of faculty and administration. The annual Effectiveness Reports submitted by each unit provide a one-year snapshot that builds into a five-year comprehensive program review cycle; together these reviews are integrated within a formative process that drives quality control, program improvement and the allocation of resources.

The overarching objective of ENMU's Strategic Plan, which provides the basis for all assessment activities including program review, is to "place students and student learning at the center of every institutional action and activity." Program assessment, discussed in further detail in section B, begins at the course level with student evaluations of instruction in all courses. Each

faculty member's evaluation materials (the FEC or APE process, described in Criterion 3) include self-reflections on course evaluations and plans for improvement.

Effectiveness Plans, submitted annually by each program, address the academic unit's alignment with the University Strategic Plan. In these reports, units delineate program-specific strategies and measures related to the University goals. Under Goal 1 *High quality academic programs*, this includes:

- Student learner outcomes (a full assessment report is included in an appendix to the department's report)
- Innovative pedagogy
- Effective technology
- Up-to-date curriculum
- Support of faculty scholarly, research, and creative activities to enhance teaching and curriculum
- Applied learning opportunities for students
- Other objectives that enhance student learning and success

For Goal 2: *A quality campus experience*, programs address:

- Co-curricular activities that enhance student experience
- Recruitment, retention, and completion strategies
- Opportunities to facilitate student entry into the workforce or graduate school
- Other program-specific objectives

Programs may include information addressing Goals 3 and 4 of the Strategic Plan, as appropriate.

The Effectiveness Reports also include a section for resource requests and justifications, which are aligned with program goals and objectives. Because each annual snapshot feeds into the comprehensive five-year Program Review process, programs close the loop by responding to feedback from the previous year's report, as well as any findings or recommendations from the most recent Program Review, with a summary of specific actions taken.

After reporting on progress toward prior objectives, reflecting on variables that affect the realization of outcomes, and identifying future goals, the Effectiveness Reports culminate in resource requests that are tied to program accomplishments, challenges, and future plans. The Deans' Council and the VPAA discuss and prioritize these requests. Because the annual Effectiveness Plan review process provides a "snapshot" of department functions, it is designed to facilitate rapid response to immediate programmatic needs. For example, the College of Business's report supported a budget increase to cover costs for major field tests and exit and alumni surveys, both of which are essential components of their Assessment Plan. Furthermore, the institution prioritizes annual Equipment Replacement and Renewal requests based on information included in the Effectiveness Report, linking them directly to department objectives. For instance, the Communicative Disorders program identified in its 2015-16 Effectiveness Plan new directions that could be taken in the audiology program and clinic, which were not possible

with the current outdated audiology suite. The equipment was included on the [Equipment Renewal & Replacement request](#) for the year, and was subsequently funded. The information is also used to make decisions regarding staffing; for example, even in the absence of a specific request, the data provided in a recent [Social Work Effectiveness Report](#) revealed sufficient growth to justify a new faculty line. Although the use of Effectiveness Plans is relatively recent, these examples demonstrate that it has had a direct positive impact on the alignment of assessment, planning and resource allocation. Frequently, curricular changes are driven by data and recommendations from this annual review process; curriculum proposals are submitted biannually as part of the catalog review process, described later in this section.

While the Effectiveness Plans allow for short-term responsiveness to trends and needs, they also feed into the five-year systematic [Program Review process](#), which provides the "big picture" of a program's role in the University. This process examines five-year assessment and effectiveness data, in addition to other self-study questions regarding the program's future objectives. The review is overseen by two Faculty Senate standing committees: the University Program Review Committee (comprised of both faculty and administrators, and chaired by the AVPAA) and the Assessment Committee, which provides feedback to the Program Review Committee regarding the program's Assessment Plan. Each report is evaluated by a subcommittee, using an established [rubric](#). They can request clarification from the program, which then provides additional information. Once the subcommittee submits its report, an optional meeting may be scheduled between the program and the full Program Review Committee, after which time the committee forwards its formal review and recommendations to the VPAA, who completes his review and makes decisions accordingly. As stated previously, programs must address recommendations and actions from this process in the subsequent year's Effectiveness Plans.

Together, the Effectiveness and Program Review processes play an integral role in the University's strategy for maintaining the integrity of departmental standards, ensuring high quality educational programs, and allocating resources accordingly. For example, in its most recent Program Review report, the [Communicative Disorders](#) program identified difficulty in maintaining equitable workloads among faculty and staff while ensuring timely and appropriate practicum placements for its growing number of students. The Program Review process identified this problem as having the potential to compromise student placements and, therefore, completion rates: a new staff line was recommended. The Practicum Liaison Placement Specialist position was created, funded, and filled to address this issue.

The current process has proven to be more effective and intentional; however, it is important to note that it is an outgrowth of previous versions of a sound decision-making process that has long been integral to the assurance of program effectiveness and viability, as well as resource allocation. For example, in 2010, twenty-eight programs were reviewed under the previous system and it was determined that the graduate program in [Mathematics](#) was not viable, so it was phased out. Although the program had enough qualified faculty and appropriate curriculum, the number of students did not justify the resources needed for it to continue. Furthermore, it was unclear how Masters-level students could receive a full graduate experience with so few peers in the program. Earlier, in the 2008-09 academic year, the [MBA program](#) underwent regular graduate program review. Because there was evidence the program was nearing capacity, the program review process identified a need to either limit new enrollment or change the course

rotation to accommodate more students. The program worked with University administration to develop a schedule of course offerings that could accommodate growth. To maintain academic quality, rather than raise the capacity in course sections, the University increased the number of sections or the frequency of rotation. The program's continued growth also resulted in the subsequent addition of two faculty lines and increased resources. As a result of this review, the MBA program also began discussing modifications to their comprehensive examination, and they articulated a more clearly-defined purpose for the capstone experience, re-envisioning it as an integrative project incorporated into a course with specific learning outcomes.

Credit Evaluation: Eastern New Mexico University has defined processes for evaluating all credits that are transcripted. All coursework taken at the institution is assigned credit according to the course description contained in ENMU Undergraduate and Graduate Catalogs. The credits assigned are evaluated through a curriculum review process at the time the course is developed. ENMU defines an academic credit as the equivalent of one fifty-minute contact hour (instructor to students) per week for a sixteen-week period. Labs, activity courses, ensembles, and workshops require more contact hours than the credit hours indicate. Courses created and offered only through online delivery are evaluated to determine the appropriate number of semester credit hours when they are developed and approved. US Department of Education guidelines are used for this determination, with one semester credit hour being equivalent to at least forty-five hours of student work.

ENMU will award up to nine hours of credit based on official ACT/SAT examination scores. In addition, students may earn credits through Advanced Placement, College Level Examination Program, and/or Dantes/DSST. The total number of credits accepted from any combination of CLEP and ACT/SAT cannot exceed thirty. Students may also receive credit hours through course challenging. Courses may not be challenged if the student has enrolled in the course and attended for more than four weeks, or if the student has passed a higher-level course. Course challenges may take a variety of forms.

Credit for military service is accepted as elective credit. Individual colleges determine how the credit may be applied to degree requirements. Military credit is given based on the American Council on Education (ACE) Guide. If the ACE Guide does not have an evaluation, and if the course is comparable to a course offered by ENMU, the student may take a challenge examination. Credit for the International Baccalaureate may also be accepted. The maximum number of hours that may be applied to a degree for ACT/SAT, AP, CLEP, the International Baccalaureate, challenge examinations or military service is thirty-two hours for the associate degree and fifty hours for the bachelor's degree.

ENMU does not provide credit for prior learning or work experience, but does award credit for training or certification processes when there is a credit recommendation provided by the American Council on Education (ACE). These credits are awarded as vocational (VOTR) credits and apply only to Bachelor's of Applied Arts and Sciences (B.A.A.S) and Bachelor's of Occupational Education (B.O.E.) degrees. ENMU awards up to thirty-two hours of VOTR credit toward a B.A.A.S degree in Criminal Justice for students who hold current New Mexico Law Enforcement Officer Certification. Students seeking this credit must submit the appropriate forms and documentation to the assistant vice president of Academic Affairs for approval. Credit

is awarded when enrollment is verified and it has been confirmed that prior credit has not been awarded (to avoid duplication). A similar process is used for students seeking a B.A.A.S. degree in Aviation Science who possess a valid FAA Airframe and Powerplant license.

Credit Transfer Policies: Eastern New Mexico University accepts transfer credit from institutions that hold accreditation recognized by the Council for Higher Education Accreditation (CHEA). The policy is consistent with the "Joint Statement on Transfer and Award of Credit" developed by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers, and the Council for Higher Education Accreditation. Transfer policies for both undergraduate and graduate credits are found on the "Right to Know" webpage for ENMU.

Transfer courses are articulated as equivalent to a course at ENMU based on evaluation by faculty within the appropriate program. Once equivalency has been determined, the course is entered into the Transfer Evaluation System (TES). TES is a tool that may be accessed through the ENMU webpage for use by prospective and current students to determine course equivalence once a course has been evaluated. Courses determined to be equivalent are transcripted with the number of credit hours awarded by the institution where the course was taken. If that institution is on a quarter system, the credit hours are converted to semester credit hours at the rate of 2/3 semester credit hours for each quarter hour. Transfer of credits from international institutions requires an evaluation of the transcripts by an independent evaluation service recognized by National Association of Credential Evaluation Services (NACES). Students transferring from partnership institutions through the World American Cultural Exchange (WACE) submit transcripts that are evaluated by staff and department chairs, who determine equivalent content based on course descriptions provided by the institutions. ENMU does not limit the number of credits that may be transferred at the undergraduate level, but students must meet the institutional residency requirement to graduate.

The transfer of graduate credits is limited to nine credit hours with a grade of B or better. Credits will not be transferred if they have satisfied a previous degree and transfer credits must have been obtained within the six-year limitation for a master's degree. Approval is required by the student's advisory committee, the program's graduate coordinator, and the graduate dean.

Curricular Authority: The University maintains and exercises authority over all aspects of course creation and delivery: the determination of prerequisite courses, the establishment of the appropriate rigor (including determining course level and credits), and the development of expectations for student learning. This is accomplished through a well-established review process that includes evaluating the adequacy of resources (such as library holdings), rotations, and staffing. Proposed curricular changes (described in detail in Criterion 3A) begin with program faculty, and are then reviewed by the department chair, college council, and dean of the college. Undergraduate proposals are sent to the Faculty Senate Curriculum Committee; graduate proposals proceed to the Graduate Council and Graduate Dean. After review and approval, these proposals are evaluated and approved by the VPAA. New courses that will be counted in General Education must also be reviewed by the General Education Committee and approved by the VPAA. Approval for topics courses is obtained at the Dean's and Council levels, without further

review. Curricular changes are reviewed and modified on a biennial basis as a part of catalog updates.

As stated above, course rigor is initially established during the determination of the course level and the number of credit hours. Ongoing mechanisms ensure that rigor is maintained: assessment of student learner outcomes, student perceptions, review of grade distributions, and periodic program review.

Authority for course creation and delivery lies primarily with faculty of the department in which courses reside. The University uses Banner software to enforce registration characteristics, including when the pre-requisites have not been met, when a student does not meet level restrictions (e.g., a freshman cannot register in a 400-level course), or when a student has not been admitted into the program (e.g., Social Work and Nursing). Such restrictions may be overridden when appropriate, but these decisions are made by faculty members within the program.

Students have access to a variety of learning resources over which the University exercises and maintains authority, including the learning management system (Blackboard), lecture capture technology (Mediasite®), Helpdesk, the Golden Library, University Computer Center, Disability Services, and the Office of Distance Education and Outreach (DEO). Additional resources available to students include the College Success Program, the Writing Center, the Office of Tutoring and Supplemental Instruction, the Graduate Student Commons, Counseling and Career Services, and the Advising Center. Distance (online) students have several options for accessing these services, including online, by email, phone, Skype, Blackboard, and Collaborate. Although Blackboard is vendor-hosted, the DEO office manages it and provides support to faculty and students for its use. The University owns the hardware (recorders and servers) for Mediasite®, and maintains a license and contract for its use. DEO staff members manage the technology and support students and faculty in its use. Learning resources typically are communicated on syllabi and in Blackboard course shells.

As indicated in 3C, faculty qualifications are assessed upon hire to ensure that faculty hold appropriate degrees in areas relevant to their teaching assignments. Resource (adjunct) faculty are held to the same qualification standards as regular faculty based on course assignment, regardless of mode of delivery. At hire, limits to the job description are established, as appropriate. Faculty files containing the resume, and transcript(s) are housed in the office of academic affairs.

To provide college-level experiences to New Mexico high school students, ENMU offers existing courses as dual enrollment opportunities. New Mexico's Dual Enrollment Programs are established by state law (NMAC 6.30.7) with the purpose of "providing high school students the opportunity to enroll in college-level academic and career-technical courses offered by a post-secondary educational institution." The program is administered jointly by the New Mexico Higher Education Department (NMHED) and New Mexico Public Education Department (NMPED). All courses offered as dual enrollment are listed in the ENMU catalog and are offered on a regular rotation. When offered for dual credit, the courses may be taught on campus, online, as a hybrid course, or at the student's local high school. Instructors of dual credit courses include

regular full-time faculty and high school teachers employed as resource faculty. ENMU faculty control course pre-requisites, materials, syllabi, student learning outcomes, and requirements for course completion/course grading. Participating high schools must have a master agreement with ENMU that identifies approved dual enrollment courses. ENMU's Dual Enrollment Program operates under the auspices of Distance Education and Outreach. A staff member, the Dual Enrollment Coordinator, communicates with all partner schools and faculty as necessary to ensure the success and integrity of the program.

Accreditation: Eastern New Mexico University is accredited by the Higher Learning Commission. In addition, ENMU strategically seeks accreditation for specific degree programs as required for students to be successful in their future careers. ENMU programs have earned accreditation from the following agencies (see Federal Compliance Report Appendix W for full documentation):

• National Association of Schools of Music
Last visit: October 12-14, 2014
Accredited through 2024-25

• Association of Collegiate Business Schools and Programs
Last visit: March 3-5, 2008
Accredited through 2018

• American Speech-Language-Hearing Association
Last visit: October 27-28, 2011
Accredited through 2020

• Accreditation Commission for Education in Nursing (formerly National League for Nursing):
Bachelor of Science in Nursing
Last visit: February 10-12, 2015
Follow-up visit: Fall 2017 due to warning
Master of Science in Nursing
Last visit: March 1-3, 2016
Accredited through 2021

• Council for the Accreditation of Educator Preparation (formerly National Council for Accreditation of Teacher Education)
Last visit: April 13-20, 2011
Focused visit: April 21-23, 2013
Accredited through: 2019 (after extension granted)

• Council on Social Work Education:
Last visit: March 26, 2012
Accredited through October, 2020

Evaluation of Student Success: ENMU's mission is to prepare students for careers and advanced study, to impart citizenship and leadership skills and values, to support and expand the

role of education and excellent teaching at all levels, and to enable citizens to respond to a rapidly changing world. In short, the mission is student success. As such, the institution tailors its educational programs to the current standards of each student's chosen profession (including practicum and internships, as applicable). ENMU uses a number of mechanisms to evaluate student success, including student perceptions and satisfaction, licensure/certification rates, graduate school acceptance or employment rates, and salary levels.

ENMU administers a satisfaction survey each semester to both graduate and undergraduate students as they apply for graduation. This survey assesses students' satisfaction with the college experience and their preparedness for work or graduate school. The most recent survey of undergraduate students showed that 97.4% were very satisfied or satisfied with their preparation for work or graduate school, while 100% were very satisfied/satisfied with their college experience. Similarly, 95% of students graduating with a Master's degree were very satisfied or satisfied with preparation for work or further education, and 97.5% were very satisfied/satisfied with their college experience. The results for overall student satisfaction, as presented in the November 2016 Performance Effectiveness Report (page xix), indicate that ENMU compares favorably with other New Mexico institutions, ranking in the top two each year.

Accredited and pre-professional programs collect data on licensure rates, employment rates, and admission into professional programs. The teacher preparation programs have determined the number of graduates who were licensable for 2010-11 through 2015-16. Of the 429 graduates during this time period, over 90% were licensable every year, with 100% licensable for the last two years. Employment data were provided for 130 graduates, with 66% of those employed as teachers. In the Music and Music Education programs, data were available for 100% of their graduates, with 93.9% employed in a related field or admitted into graduate school. The Nursing program tracks both Bachelor's (BSN) and Master's (MSN) students, with information on 78% and 90% of the graduates, respectively. Data for the BSN students indicated that 99.4% were employed or admitted to graduate school at the time of graduation. Of the MSN students, 100% were employed at the time of graduation. The Communicative Disorders (CDIS) program is accredited at the graduate level and tracks national exam pass rates and employment of its Master's-level students. For the three most recent years, 100% of their students met certification requirements, passed the national exam, and were employed within six months of graduation. ENMU also tracks graduates from pre-professional programs (e.g., pre-med and pre-vet). During the past ten years, 36.3% of pre-med students who applied to medical school were accepted. Since 2008, 44% of pre-veterinary students were admitted into schools of veterinary medicine. These numbers are comparable to national averages. (See Federal Compliance Report Appendix W for full documentation.)

A report published by the NM Higher Education Department (NMHED) provides employment and salary data for graduates of all NM institutions of higher education, providing two benchmarks of success. The report currently includes data for students graduating in 2005-06 through 2012-13, and reports the number of graduates working in the state and their median salaries for each of the subsequent eight years since graduation. The data were provided, therefore, for the years 2006-07 through 2013-14. These data allow the University to identify cohorts of students who remained in the state of New Mexico after graduation. According to the NMHED report, the percentage of ENMU students who graduated with a Bachelor's degree and

were in the state one year later ranges from 56% to 68% of the total ENMU graduates for the year. For students graduating with a Master's degree, 57.7% to 74.3% were working in the state one year later. Fewer students appear to be remaining in the state of New Mexico for the most recent years reported. This is most likely a reflection of the economy in the state, as salaries tend to be among the lowest and rates of unemployment among the highest in the country. The data in this report indicate that, of those students remaining in the state, an average of 74% of those at the bachelor's-level and 92% of those with master's degrees were working full-time one year after receiving their degrees. These data do not account for any students who chose to continue in advanced graduate or professional education.

The HED report also provides median salaries, allowing a comparison of salary levels of ENMU graduates working in the state of New Mexico with those of graduates from other New Mexico institutions. Over the reporting period, median salaries for Eastern's graduates have improved. The data indicate that ENMU graduates are earning salaries comparable to, if not higher than, graduates from other four-year institutions in the state. A comparison of median salaries of Eastern's graduates with those of all four-year institutions within the state reveals a trend in which ENMU graduates earn similar or higher salaries than those of graduates from all other NM institutions, especially when considering those graduating in the last five years.

Many graduates choose to attend graduate school or leave the state to work and, because of the number of online programs, many of the University's graduates were never in New Mexico. As a result, the HED data accounts for an average of 64% of the University's bachelor's and master's level graduates, since it only consider those graduates who are working in the state of New Mexico. Because ENMU is a relatively small institution, faculty frequently have information regarding outcomes for graduates from their programs. In order to obtain a broader picture of Eastern's graduates, faculty were provided with a list of graduates of their programs from 2011 through 2016 and asked for information about where they went from here. Forty-nine of fifty-one programs provided feedback (96.1%). Of the 2685 graduates in these programs, faculty had information on 1613 graduates (60.1%). Of these, 1548 (96.0%) were employed or admitted into graduate/professional school.

The evidence confirms that ENMU's graduates are successful in terms of graduate/professional school admissions, ability to be licensed in their disciplines, employment rates, and salary levels. This is further supported by "value for the degree" data provided by *The Economist* and the Brookings Institute (see Criterion 5). *The Economist* reported that ENMU performed better than the three other NM institutions included in their study relative to students' expected earnings after graduation. A Brookings Institute study indicated that the value of ENMU's degrees, based on alumni salaries, was in the 80th percentile, and highest among the institutions in the regional comparison group. This value is reflected in students' perceptions as well. The most recent satisfaction surveys indicated that 98% of undergraduate students and 97.6% of graduate students were very satisfied or satisfied with the value of their education relative to cost.

ENMU is committed to expanding its efforts for evaluating student success. In recent years, collecting information on students after they graduate has been incorporated into department Effectiveness Plans. In addition, each college has developed and continues to refine collection of data on alumni, with two colleges currently piloting the use of nationally-normed instruments.

The Office of Alumni Affairs has begun to build a social media connection with ENMU alumni to gather additional information about employment, satisfaction, and comments on their educational experiences. Currently, ENMU's LinkedIn profile has over 14,000 followers, 12,385 of which are ENMU alumni. This is a recent strategy developed to maintain connections with graduates, which allows the University to obtain information about employment and other self-reported information.

In summary, ENMU has developed cohesive strategies for ensuring the quality of its educational programs. All levels of oversight are anchored to the mission of the University and guided by the Strategic Plan. ENMU's educational programs are grounded in a continual loop of review and consideration of best practices to guide the assessment and improvement of teaching and learning, which results in graduates who are satisfied with their education and are successful in their chosen careers.

Sources

- 2016 PER Report (page xix)
- Academic Credit
- CDIS ER&R Funding (2015-2016)
- Credit by Examination
- Curriculum Process (Undergraduate and Graduate)
- Dual Credit (NMAC 6.30.7)
- Dual Credit Master Agreement
- ENMU Effectiveness Report (Template)
- ENMU Graduates (Program Reports)
- ENMU_Strategic Plan 2013-2018
- Evolution of Assessment at ENMU
- FAA A&P (B.A.A.S.)
- Graduate Program Review Recommendations (MBA)
- LinkedIn
- Military Credit
- NM Law Enforcement Credit (B.A.A.S)
- NM Student Satisfaction Survey
- NMHED Employment Data (2006-07 to 2013-14)
- NMHED Salary Data (2006-07 to 2013-14)
- PE Report (Excerpt) 2015-16 (COB)
- PE Report 2014-15 (SWK)
- PE Report 2015-16 (CDIS)
- PR (MATH Graduate Program 2010)
- PR 2013-14 (CDIS) Staffing Recommendations
- Program Review Guidebook and Schedule
- Program Review Rubric
- Residency Requirement
- Review Processes (Academic Affairs)
- Transfer Credit (CHEA)

- Transfer Credit (Graduate Students)
- Transfer Equivalency (TES)
- Value for the Dollar

4.B - Core Component 4.B

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

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

Argument

Assessment Goals and Processes: ENMU has been formally involved in assessment since 1986. Institutional procedures have evolved to encompass an emphasis on student learning outcomes. ENMU's model is comprehensive, using a university-wide process for assessing student learning outcomes at course, program, and institutional levels. Because assessment of student learning outcomes (SLO) is a key component of Effectiveness Plans and program review, the achievement of SLOs is an integral part of assessing program effectiveness and the systematic allocation of resources, as described in 4.A.

Program-specific Assessment: In alignment with the University mission, every program designs its curriculum to meet the program goal of teaching students marketable skills for productive employment or to prepare them for advanced study. Each program develops student learning objectives, and then tailors class content, materials, and assessment instruments/tools to specifically measure these. Course-level evaluation involves measuring student achievement and performance in each course (e.g., knowledge learned/advanced, skills developed/improved, attitudes changed). These are measured via direct activities (tests, products, portfolios) and indirect assessment activities (interviews, surveys, focus groups) using both formative and summative instruments. Assessment activities are included in course syllabi and in program assessment plans. Achievement of student learning outcomes is reported in each unit's Effectiveness Plan, which delineates the program's response to data and plan for addressing areas of concern.

At the program level, departments look at the students' experience holistically. Complementing ENMU's strategic Goal 1: *Quality academic programs*, is Goal 2: *A quality campus experience*. Effectiveness Plans for academic units include at least one objective for developing co-curricular activities that enhance students' educational experiences. Strategies for achieving this goal include, but are not limited to, opportunities for service learning, support of special student interest groups, and support of student organizations.

General Education/Extended Core Assessment: Student learner outcomes have also been developed for efforts that cross program boundaries. In compliance with state mandate, Eastern New Mexico University assesses each General Education course in line with the State's student learning outcomes. In addition, the University voluntarily assesses its Global/Diversity course requirement. Each of these courses (General Education and Global/Diversity) has student learning outcomes and established methods to evaluate achievement of those outcomes. All general education and global diversity courses are assessed according to an established five-year rotation. This is accomplished in alignment with the State of NM Competencies for general education courses or using a rubric with ENMU-specific learning objectives for global diversity courses. Each of the core areas (Communication, Mathematics, Laboratory Science, Social and Behavioral Science, Humanities, and Fine Arts) has an assessment matrix that includes specific course objectives that address the state competencies and ENMU-specific competencies, the tools/procedures used to assess the objectives (e.g., exams, papers, etc.), assessment results, interpretation of the results, and plans stemming from the results obtained.

Institutional Assessment: ENMU uses three institutional methods to gauge student learning: the ETS Proficiency Profile Assessment (PPA), the National Survey of Student Engagement (NSSE), and the state's Student Satisfaction Survey (SSS). The PPA is administered every five years to freshmen in the fall semester and to seniors in the spring semester. It assesses seven areas: Critical Thinking, Reading, Writing, Mathematics, Humanities, Social Sciences, and Natural Sciences, and is ENMU's mechanism for appraising the value-added impact of the general education core. Results are compared with those of peer institutions as defined by ETS. The most recent administrations of this instrument were Fall09-Spring10 and Fall15-Spring16.

ENMU collects data from the National Survey of Student Engagement (NSSE) every three to five years. Although the NSSE does not specifically assess student learning, its design is based on the hypothesis that a student's learning experience is enhanced by greater engagement, as indicated by measures of academic challenge, active and collaborative learning, student-faculty interaction, and campus environment. Each semester, graduating seniors complete the state's higher education satisfaction survey.

Learning Outcomes Assessment: Every program at ENMU has established student learning outcomes and measures to evaluate student achievement and competencies. The assessment plans describe expected student learning outcomes and define the methods used to evaluate student achievement. Results are reported annually in department Effectiveness Plans. Assessment reports are reviewed yearly at the college level and by the Faculty Senate Academic Assessment Committee every five years as part of program review. Assessment of the co-curricular activities in academic programs is also reported in departmental Effectiveness Plans. Programs report on activities outside the curriculum that enhance the educational experience such as student organizations and field trips. The revival of the theatre honor society provides an example of how co-curricular activities enhance interaction and collaboration among theatre and digital filmmaking students. These activities also provide students with information about workforce and graduate study opportunities.

Prior to each spring semester, the University schedules an assessment day for departments to discuss and update their assessment plans. Professional development workshops and activities related to assessment are also offered.

General education courses are assessed using matrices of state-mandated competencies, as previously discussed. Each matrix provides specific student learning outcomes for each of the state competencies. Assessment results are reported, with interpretation of the results and a plan for improvement and modification. The General Education Committee evaluates the completed matrix using a rubric and provides feedback on the effectiveness of the course.

Data obtained from ETS Proficiency Profile Assessment indicate an overall gain in scores in all areas when comparing freshmen and seniors. The mean scores of ENMU freshmen are lower than those of freshmen at peer institutions, indicating they may not be as well-prepared as freshmen at the peer institutions. Mean scores obtained for seniors are indicative of learning gains; so, they provide a measure of the institution's academic effectiveness. The gains observed in scores are consistently higher for ENMU than for the peer institutions in all areas assessed.

Using the National Survey of Student Engagement (NSSE), administered every three to five years, ENMU assesses students' perceptions of five curricular and co-curricular areas: academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. NSSE data (2015) showed that ENMU students assessed "Academic Challenge" and "Experience with Faculty" above students at our peer institutions. Scores were on par with or above peers for "Campus Environment." Seniors' data reflected lower "Collaborative Learning" scores than peers, possibly the result of an increased proportion of students completing their degrees online.

Improvement of Student Learning: ENMU uses assessment data to identify changes that can improve student learning. Curricular modifications sometimes take the form of making adjustments to objectives and/or assessment tools/activities within a course, or the development of new courses to address gaps in student learning. Changes in program emphases or degree offerings may also result from assessment activities. In addition, assessment data may prompt revisions to a program's assessment plan that make student learning outcomes more measureable or modify the assessment tools to better obtain the desired data. Assessment data are also used to determine the allocation of resources, as described in 4A. Examples of each of these types of changes are provided.

- Modifications within a course: In assessing the outcomes for CS 360, computer science students frequently did not meet the expectation for "code efficiency." Reflection on this finding led the faculty to identify the need for additional assignments to allow students to gain the skill incrementally.
- Addition to curriculum: Assessment data reported in the 2012-13 COB report indicated that students had difficulties in FIN 315, and the report identified the course as an obstacle to timely degree completion. In response, FIN 201 was added to the Business Foundation Core Requirements in the 2013-15 Undergraduate Catalog. Similarly, the History program reported that students in upper-division classes exhibited difficulty in source use and evaluation, understanding discipline standards for historical writing, and

completing historical research projects. The program's response was the addition of HIST 290. The program's 2013-14 assessment report indicated improved scores in these areas in upper division classes for students who had completed the new course.

- Changes to emphases/degrees: Following the 2010 program review, the Department of Art modified its degree offerings to focus on the BFA degree, eliminating the far less popular BA and BS degree options and resulting in better use of faculty and physical resources.
- Changes to assessment plan: It was noted in the Psychology program's Effectiveness Plan that the use of a standardized instrument was not providing information in enough detail to identify where program changes needed to occur; they intend to create an in-house instrument for the next review cycle.
- Resource allocations: The Educational Studies Program identified the need for updated classroom technology from assessment results reported in their 2014-15 Effectiveness Report. The report identified concerns that the teacher preparation programs lacked the technology available at many public schools. ENMU students would benefit from experience with this technology prior to placement in public school settings as student teachers. This technology request was funded through ER&R.

Data from the ETS Proficiency Profile Assessment and NSSE verify that ENMU's curricular and co-curricular programs have a significant, positive impact on student learning. Plans of action are developed to address identified problems. The revision of the Math sequence is one example of the process of "closing the loop" based on assessment. The Department of Mathematics sought to improve pass rates in introductory math courses and to improve the success of at-risk students in subsequent math courses by increasing student contact with the instructor and by providing immediate feedback on homework through the use of course software. In addition, Math eliminated the traditional remedial sequence and revised the curriculum to include multiple pathways based on the student's intended major. The revision process began in Fall 2012, with continued updates based on yearly assessment data. As noted above, results of the NSSE revealed lower rankings in "Collaborative Learning" than those obtained in other areas. To enhance peer-to-peer interaction and communication, a video-conferencing functionality, Collaborate, was added to the Blackboard learning management system.

Faculty-driven Processes: An important characteristic of any effective assessment program is that it is faculty-owned and driven. Faculty members invested in the assessment process are more likely to use the results of the assessment data to strengthen and improve curriculum and to improve student learning.

Faculty at ENMU craft their own assessment plans as a program, based on the prevailing standards of their field/profession. These plans are reviewed by their peers in various committees and councils, with feedback given at every step. Rather than focusing solely on summative feedback, ENMU emphasizes and strongly encourages efforts to initiate and sustain formative conversations that lead to improvement. Though most programs share at least a few common assessment features (i.e., learning outcomes measurement, student/alumni surveys for teaching and program improvement, curriculum mapping), all assessment plans are tailored to meet each program's unique needs (e.g., practicum/ fieldwork/exhibition evaluations for some and artifact analysis for others). This provides comprehensive and extensive assessment information, which

covers instruction both in the brick and mortar classroom as well as during service learning, internship, and practical workforce learning experiences.

Faculty assessment activities include the following:
• Assessment Day
• New Mexico Higher Education Assessment and Retention Conference
• College Council feedback on Assessment and Effectiveness Plan Reports
• Academic Assessment Committee feedback on Assessment, and Program Review Reports
• Program Review Committee, Dean, and VPAA feedback on Program Review Reports
• Assessment workshops
• Feedback from external accrediting bodies (selected programs only)
• Alignment with national best practices in assessment
• Quality Matters course review

Faculty engagement in assessment best practices is reflected in their wide participation in conferences to present assessment data at state and national forums. ENMU's process for annual and long-term assessment of student learning is an essential component of the institution's evaluation of academic program quality. The multidirectional flow of information results in intentional, methodical resource allocation and continual improvement at all levels.

Sources

- Assessment (General Education)
- Assessment Plan and Report (MUS)
- Changes to Course Content (CS360)
- Course Syllabi (Assessment)
- Developmental Studies (MATH)
- ES ER&R Funding (2015-2016)
- ETS PPA Summary and Report (2015-16)
- Finance COB Assessment Report (2012-13)
- Gen Ed Assessment Rotation
- History PE Report (2013-14)
- NMHED Gen Ed Core Competencies
- NSSE (2015)
- PE Report (2014-2015) Educational Studies
- PE Report (2015-16) Psychology
- PE Report (Theatre and Digital Filmmaking)
- PR (2010) Curricular Changes B.F.A. Art

4.C - Core Component 4.C

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

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

Argument

Defined Goals: ENMU has defined retention, persistence and completion goals with ambitious targets. The institution has goals for "Common Measures" (access, retention, persistence, completion), established at the state level, as well as several "Mission-Specific Measures" developed by ENMU. The measures, targets, and percentages achieved are reported for each institution in the [Performance Effectiveness Report: New Mexico Universities](#), prepared by the NM Council of University Presidents and published each November.

Although the Common Measures are applied across all New Mexico universities, the targets for each measure are institution-specific. The benchmarks established by ENMU for each academic year from 2011-12 through 2015-16, which are more ambitious than those of other regional institutions in the state, can be found in the report mentioned above. The University refines its targets biannually and its goals for Fall 2017 are a second-semester retention rate of 84% and third-semester retention at 64.5%. Of those retained, the goal for persistence to the seventh semester is 65%. Another Common Measure goal is the percent of first-time full-time (FTFT) freshmen completing within six years (33%). The state recently added a Common Measure of "number of graduates per 100 FTE," and ENMU's target for that goal is 25. The University has a mission-specific goal of 700 baccalaureate degrees awarded. Consistent with its mission as an HSI, ENMU pays particular attention to the persistence and completion of its Hispanic students; accordingly, the institution has set an access goal of 40% Hispanic students among all degree-seeking undergraduates.

ENMU also considers its institutional goals in light of its distinctive student population. The University has focused retention efforts to address that specific profile as a rural, Hispanic-

serving institution in a low-income minority-majority state. This is especially important because ENMU serves a "high-risk" student population: first-generation college students, Limited English Proficiency (LEP) students, students needing remedial courses, and students in poverty. Eastern also serves as a feeder institution for larger urban universities and supplies preparatory courses for fields of study restricted to those institutions (e.g., engineering, medicine, etc.).

Data Collection and Analysis: Retention, persistence, and completion data as provided in the most recent CSRDE survey reveal that ENMU has exhibited relatively stable retention for FTFT freshman cohorts for all measures. For the ten years included in the data set, the percentage of FTFT freshmen who returned for a 2nd semester ranged from 79.4 to 82.0. The percentage that were retained for the 3rd semester ranged from 58.1% to 63.9%, with an average of 60.2% across the ten-year period. Of the students retained for the 2nd semester, 71 to 75.8% were retained for the 3rd semester. Finally, the rate at which the FTFT freshman from 2006 through 2015 persisted to the 7th semester ranged from 36.2% to 41.6%. As noted above, ENMU's Common Measure goal for persistence to the 7th semester is based on the cohort of students who returned for the third semester. Of the students retained for the 3rd semester, the percentage that persisted to the 7th semester ranges from 59.2% to 65.7% for the eight cohorts of FTFT freshmen since 2006.

Retention/persistence trends by gender indicate a general pattern in which female students are retained to the 3rd semester at a consistently higher rate than male students. This trend is also noted for persistence to the 7th semester.

Retention/persistence trends by ethnicity focus on rates for whites and Hispanics compared to overall rates. While data for other ethnicities are available, the relatively low head counts for those populations result in small changes in head count resulting in relatively large changes in percentage. Except for one year (2009) in which Hispanic 3rd semester retention was slightly higher than that for whites, 3rd semester retention of Hispanic students tends to lag behind the rates for white students. It should be noted, however, that the gap between retention of these two populations has narrowed significantly in the last six years. Trends by ethnicity for persistence to the 7th semester are similar to those noted for 3rd semester retention, with white students tending to persist at a higher percentage than Hispanic students when compared to the beginning cohort. When compared to those students who were retained for the 3rd semester, there is less difference between the percentage of Hispanic students that persist to the 7th semester, as compared to the percentage of white students.

Six-year completion rates for FTFT freshman cohorts have steadily increased for the five-year period since 2006, with the most recent completion rate of 31.8%. Female students completed at a higher rate than male students for all five years, with the most recent percentage of 33.3% for female students and 30.0% for male students. The six-year completion rate for white students has been relatively stable, ranging from 32.6% to 36.3%, with the highest percentage in the most recent year. The six-year completion rate for Hispanic students has increased markedly in the two most recent years for which the institution has data, with percentages of 32.7% and 26.8% for those years. Prior to the 2009 cohort, the completion rate for Hispanic students ranged from 18.8% to 22.8%.

During this time period, ENMU has also seen a steady increase in the institution's access measure, percent of Hispanic students, with the most recent measure at 39%. While student demographics are covered in greater detail in Criterion 1, it is worth noting here that the number of Hispanic students in the FTFT freshman cohorts has exceeded the number of white students in those cohorts for the past four years. It is also notable that the University's efforts in access, retention, and degree completion for Hispanic students has resulted in ENMU being named as one of the Top 50 Best Colleges for Hispanic Students by the Hispanic Association of Colleges and Universities (HACU).

Many students who attend ENMU as FTFT freshmen plan to transfer to another institution. While these students detract from the institution's retention rates, they should not be considered indicators of reduced effectiveness. On the contrary, the institution has effectively met the students' goals. In addition, ENMU has a high percentage of incoming transfer students; during the past five years, over 50% of new students have been transfer students rather than FTFT freshmen. For these reasons, ENMU also examines degrees per 100 FTE as a completion measure, since it provides more representative information than completion of FTFT freshmen. These data reveal steady increases in degrees per 100 FTE from 2008-09 through 2015-16, with greater increases in the last three years. For 2015-16, the number of undergraduate degrees per 100 FTE was 28.4. When master's degrees are included, the number is 29.1. Notably, over half the degrees awarded from Fall 2013 through Spring 2016 were awarded to transfer students.

The number of degrees per 100 FTE reveals a steady increase at all levels: associate, bachelor's, and master's. A significant increase in the number of associate degrees awarded is seen after 2012-13, when the University implemented a process to enhance student completion (see 3D). Improved capabilities provided by automated CAPP audits now allow ENMU to identify students who left the institution without finishing a degree; some of them are close to finishing degree requirements and have not completed elsewhere. In the future, the University will leverage CAPP audit information and Federal Clearing House data to contact them, with the goal of developing regular, systematic strategies for identifying and reaching out to students to facilitate degree completion. This practice acknowledges the level of success obtained by these students and provides them with the credentials they earned, thereby enhancing their marketability in the workforce.

Data-driven Improvement: ENMU initiated improvement strategies for student retention and completion by evaluating retention and completion data. The University has identified pitfalls to retention and developed strategies to reduce or eliminate them. In alignment with the measures of retention, strategies are developed to address student needs, from course selection and career choices to registration and New Mexico Lottery Scholarship eligibility. For example, several years ago (1998), an analysis of 2nd semester retention of FTFT freshman resulted in the development of Freshman Seminar. Since its development, the objectives and strategies of Freshman Seminar have been reviewed and refined. Most recently, a study in 2014 indicated the need for career-focused sections, which have been implemented. The intersession, a session between fall and spring, is another effort that was designed to address 2nd semester retention. Students frequently cited the loss of scholarships as the reason for not returning. An intersession between the fall and spring semesters was developed so that students could complete the requisite number of hours to retain their scholarships. This strategy was quite successful in this

goal but had another positive (and unintended) consequence. Other students have taken advantage of the intersession to shorten their time to degree without additional cost. Because the intersession is part of the fall term, students registered for fifteen hours or fewer in the fall semester can take an intersession course at no additional charge.

Advising strategies were modified to improve 3rd semester retention. Students receive advising in the Advising Center through registration for the 3rd semester. Advisement is provided based on advising modules provided for each major. This provides consistent focus on completion of general education requirements so that students can complete degree requirements in a timely manner.

Timely progression toward degree completion can be a factor in student persistence. In 2014, ENMU decided to adjust minimum requirements for bachelor's degrees to 120 hours. Although it was not a University mandate to reduce all majors to 120 hours, all programs investigated the viability of doing so for their majors. The regular catalog review cycle provided the mechanism for programs to review their curricula, including student learning objectives, to determine possible adjustments in course requirements and course rotations. Particular attention was given to ensuring that requirements addressed student learning outcomes and offerings were streamlined to allow timely completion. Complementing the program efforts, the General Education Committee consulted widely with faculty and proposed eliminating the three-hour Advisory Option from the Extended Core Requirements. The change was implemented in the 2015-17 Catalog. In addition, the implementation of the Curriculum, Advising and Program Planning (CAPP) program in Banner allows students to run degree evaluations at any time, and to explore whether alternate degree paths would be advantageous. These types of efforts promote completion by providing students with current and readily accessible feedback regarding their progress to the degree.

Data regarding persistence through the math sequence, especially when developmental courses were required, indicated that this was a stumbling block for retention. The faculty in the Department of Mathematics redesigned the mathematics general education requirement based on pathways geared toward students' declared major.

ENMU has developed a variety of other efforts for improved retention and persistence, leading to improved completion. Early Alert allows faculty and staff to identify students experiencing academic or nonacademic issues and to monitor at-risk students. This provides a mechanism for intervention with students at critical times. The College Success Program provides assistance with study and career skills to first-generation students, under-represented students, and students with disabilities. STEM Outreach and the Graduate Student Commons provide similar services to these populations. Effective advising is emphasized at all levels, by providing updated advising modules to the Advising Center, training in advising to all new faculty, and advising workshops at back-to-school meetings for continuing faculty.

Good Practice and Valid Measures: The Office of Institutional Research systematically collects and reports University data, including information on student retention, persistence, and completion. By using measures tailored to Eastern's student profile and focusing on data that are easy to compare across institutions, ENMU can benchmark its efforts to monitor progress and

identify possible improvements. Several features indicate that ENMU's methodologies represent good practice. First, the institution uses "Common Measures" of retention and completion (as reported earlier in this section) that allow comparison with the performance of other New Mexico institutions; these measures also permit the University to analyze long-term trends and to consider appropriate responses. Furthermore, ENMU's "Mission-Specific Measures" permit the evaluation of retention and completion efforts that fit our student body. For example, the inclusion of the "degrees per 100 FTE" benchmark enabled the University to incorporate a completion measure that more accurately reflects the demographics of our student population (large number of transfers) while continuing to examine the traditional measures of completion.

In 2015, ENMU applied to and was selected by the John N. Gardner Institute as a pilot institution for an initiative addressing retention management. This effort facilitated a careful analysis of institutional data trends and it motivated an inventory of the number of processes and activities the University uses to ensure student academic success. A task force consisting of the vice president for student affairs, vice president for academic affairs, chief information officer, executive director for planning and analysis, and retention coordinator now meets regularly with the goal of better integrating and coordinating efforts and functions that fall in separate administrative units. From an academic perspective, retention and completion strategies are standing agenda items for Deans' Council and college council meetings, and are integral components of Effectiveness Plans and Program Review (see 4A). Programs receive snapshot data annually for these reports, but department chairs have access to these figures and are encouraged to monitor trends throughout the year. The measures used to evaluate and the strategies used to improve retention and completion, therefore, are emphasized at all levels of the institution and are infused throughout the assessment and planning processes.

Finally, in an effort to be responsive to data, ENMU incorporated several of the "high-impact educational practices" identified by Kuh (2008) that are tailored to address retention, persistence and completion trends specific to the University's student population. Among the data that inform such efforts are: trends among minority students, first-generation students, economically-disadvantaged students, underprepared students, non-traditional students and transfer students.

Sources

- 2016 PER Report (ENMU Mission-Specific Measures)
- Degrees per 100 FTE (2007-08 to 2015-16)
- FTFT Retention and Completion
- Transfer Students (2012-13 to 2016-17)

4.S - Criterion 4 - Summary

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

Summary

Eastern New Mexico University is intentional in its commitment to high quality education; it demonstrates this dedication through the careful collection and analysis of retention, persistence and completion data, both within academic programs and at the institutional level. The University sets concrete goals and incorporates systematic effectiveness and program review reporting mechanisms that emphasize awareness and accountability for these measures. ENMU's mission and the specific attributes of the University's student population are fully integrated into the institution's strategic efforts and processes related to retention, persistence, and completion.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

Sufficient Resources: The University assures that its resources support educational programs and their delivery by continuously monitoring budgets and expenditures; complying with state, federal and internal audits; consulting with key campus committees, constituencies and the Board of Regents; and by studying trend data to address future needs and emerging initiatives. This is accomplished through long-range and short-term planning.

Since its founding in 1934, ENMU has built its reputation on fiscal responsibility, accountability and careful stewardship of public funds. Since the last Higher Learning Commission (HLC) reaffirmation (Fiscal Year 2008), the campus suffered a 16% reduction in its state funding (FY 2008 - FY 2012). Through a right-sizing exercise in 2010-2011, the University intensified fiscal monitoring strategies, realigned personnel and resources, and reduced expenditures. During this same period, enrollment increased dramatically: over 27% in FTE and 43.9% in headcount. ENMU's state appropriations continue to fluctuate, with reductions in October 2016 (-4.5%) and January 2017 (-2%). Nonetheless, the University has demonstrated its good stewardship through its renovation-focused facilities management and low cost per full-time student (lowest of all New Mexico four-year universities; second lowest in the state; fourth lowest among 81 southwestern public institutions).

ENMU annually reports state-mandated institutional accountability measures to document its accountability to stakeholders. Progress on these measures also informs formula-funding calculations for higher education. ENMU's enrollment growth, despite declines across the state, positioned the campus to pursue technology initiatives and a series of ambitious campus building and renovation efforts, using institutional bonds and statewide General Obligation Bond awards ($164.4M since 2001). The institution internally monitors budgeting and expenditure processes. As noted in 2A, external institutional audits are consistently clean, with a remarkable "no findings" reported for two of the last three years, the only institution in New Mexico so recognized. To position itself for future challenges, the University scrupulously safeguards its fiscal reserves (above the 3% required by the state) and has enhanced its Foundation assets from $3M to $15.5M between 2000-2015. A decline to $14.2M in 2016 reflects the Foundation's contribution to the Greyhound Stadium campaign.

To serve its academic mission, ENMU has expanded academic programs, increased enrollment, and raised its profile without a significant influx of state funding. ENMU recruits and retains engaged, student-focused faculty and staff, and seeks innovative ways to meet fiscal challenges. The University's culture of planning and sound fiscal management positions it well to maintain affordable tuition, address infrastructure needs, monitor expenditures, and anticipate the current and future needs of a comprehensive university and its students.

The students, faculty and staff of Eastern New Mexico University are its most important assets, and the hiring and retention of well-qualified employees is an institutional priority. The 2016 ENMU workforce consists of 501 full-time employees. ENMU's ten-year staffing history shows that faculty numbers have increased 9% to address enrollment growth, while staff numbers have declined 7%. Staff reductions were accomplished through attrition, not lay-offs, and enabled by various efficiencies of process and technology solutions. The strategic use of part-time employees and adjunct faculty and staff allowed the institution to balance the workforce during this period of flux to its current status of 163 faculty and 338 staff. Recent additions to staff directly addressed identified student needs (transfer center coordinator, 2014) and faculty development (assistant VPAA for research and program development, 2013).

Anchoring its virtual and residential scope, ENMU's main campus of more than 400 acres and 56 buildings is clustered around a pedestrian mall, with athletic facilities to the north, the Broadcast Center to the west, and, to the east, Blackwater Draw, a National Historic Landmark archaeological site, managed by ENMU. A regularly updated Facilities Master Plan tracks institutional renovation and construction priorities and needed maintenance. A statewide audit of campus facilities ranked ENMU the fifth best (of 27) in the state by a weighted facilities condition index (FCI).

To enhance human resource operations, the Office of Human Resources (OHR) added several programs, including neogov.com, an online program that manages hiring of faculty and staff; part-time and temporary employees; and graduate assistants. Implemented in 2010, neogov.com provides search committee members with access to applicants' credentials; it also archives materials, facilitates Affirmative Action monitoring and streamlines hiring approval processes. OHR monitors personnel policies and payroll production, processes state and federal tax and benefits reports, and coordinates new employee orientation. The director also insures compliance

with Title IX and Equal Opportunity statutes and regulations. Finally, the HR office implemented Ellucian applications to increase accuracy and efficiency in generating benefits information, W-2's and other required forms.

Technology Services (ITS) supports student learning and the needs of faculty, students and staff through a Help Desk that responds to any teaching, computing or technology problems. The [University Computer and Technology Committee](#), chaired by the University's Chief Information Officer (CIO), with representation from administration, faculty, staff and students, collaborates with ITS to identify and address campus technology requirements. Recent [technology initiatives](#) include upgrades to the Ellucian Banner student information system, upgrades to the Blackboard Learning Management System, the web-conferencing system (Collaborate), and the lecture-capture system (Mediasite®); enhanced infrastructure security; expansion of wireless connectivity; and an ongoing five-year computer replacement program. Current and future projects are included in the ITS strategic plan, with annual progress reports.

IT infrastructure and services have systematically supported growth in [online program and course delivery](#); web-based student credit hours increased 28% since 2010, over 300% since 2008. Drawing from best practices and campus surveys, the Distance Education Committee monitors institutional progress and makes specific recommendations regarding professional development, infrastructure needs and other services to support online teaching and learning; these are all significant components of the committee's planning [Roadmap](#). Specifically, the committee has given special attention to the instructional needs of (high school) dual enrollment efforts, where the institution has seen an 86% increase in credit hours since 2011.

Resource Allocation: ENMU's allocation of human, fiscal, technological and physical resources addresses the institution's overarching objective: to place students and student learning at the center of every institutional action and activity. Resource allocation is based on the institution's [strategic plan](#), anticipated state funding, enrollment trends, economic conditions in the state and region, and current needs of students and the University community. Each division/administrative entity is involved in the annual [budget process](#). Units submit proposals to their manager or dean, who examines and forwards them to the executive administrator. These budgets are reviewed again before final submissions are signed by the unit manager, executive administrator, and University president. The institutional budget, with any fiscal year adjustments, is reviewed by the University Budget and Planning Committee and approved by the Board of Regents, who also set institutional budget priorities. At every level of review, the process aligns budget allocation with the institution's mission.

As part of the budgeting process, academic departments and institutional support units can request additional funding for equipment, technology, space, staff, or other needs consistent with their academic program or unit missions. Justifications for these requests are tied to program/enrollment growth, increased workload, or defined goals that are articulated in the [unit strategic plan](#) or [effectiveness plan](#). For example, to address equipment needs, the University sets aside an Equipment Renewal and Replacement (ER&R) budget. Requests, with justifications, are ranked as they are forwarded through the executive administrator to the President's Core Staff for funding prioritization. For faculty or staff line requests, rationales are prepared by the requesting unit and reviewed by the executive administrator before the proposal is presented to

the University president. Examples of space and resource allocations are the new University Veterans Center (temporarily housed in a classroom building until the new Golden Student Success Center is renovated), the Agriculture research lab (renovated space in the Agriculture building) and the new kiln, an enhanced resource for campus and community artists (See ER&R expenditures).

Realistic Goals: The strategic planning process employs environmental scans and capacity assessments to identify realistic opportunities for program growth and diversification, their alignment with the University's mission, and resource availability to support these initiatives. The current (2013-2018) strategic plan is reviewed annually and new measures are developed as needed to advance, refine or redirect plan objectives. Institutional data and feedback from unit strategic reports and departments' effectiveness reports inform these decisions. Progress on these initiatives is charted in annual strategic plan updates, published on the ENMU website.

ENMU's strategic plan is implemented through the University President's annual goals and through academic support units and academic departments. Strategic plans (for support units) and effectiveness plans (for academic departments) are aligned with institutional goals/strategies and are reviewed yearly by each unit's executive administrator. Outcomes from the previous year and new initiatives are incorporated into the annual update.

The effectiveness plans submitted annually by academic departments assess both student learning outcomes and overarching program goals; this includes faculty research, curriculum design, engagement of students, retention and degree completion. These plans are reviewed at the college level and by the vice president for Academic Affairs. The Office of Distance Education and Outreach implements a five-year strategic plan or 'roadmap' that is created by stakeholders across the institution. Action plans are prepared for the strategic implementation of new initiatives. For example, *ad hoc* committees with broad institutional representation and consultation created action plans for implementing the Quality Matters initiative and a sweeping transformation of the University's Golden Library. The addition of an academic program in Digital Filmmaking and a master's degree in Nursing also involved broad consultation with campus and external stakeholders about workforce needs, opportunities and campus capacity.

Qualified and Trained Staff: The University's Office of Human Resources (OHR) oversees personnel functions as described in 2A. The office maintains job descriptions of all full-time positions that specify minimum qualifications of candidates (samples provided; additional examples available on request). Application materials for all searches are accessible via a secure tracking system (neogov.com). Recruitment and hiring policies for staff and faculty are clearly outlined, as is the Affirmative Action officer's role in reviewing applicant pools. Search committees receive orientation and training about best practices for conducting searches.

The HR office also provides new employee orientations and progressive training for staff, training in the handling of hazardous materials and blood borne pathogens, general safety, defensive driving, and business applications. Emergency response training, sexual assault awareness (using the online Campus Clarity program), and Frontline meetings (for employees with direct customer service responsibilities) are scheduled regularly. To supplement standard on-the-job training, the HR Office provides guidance for managers and staff in ENMU's annual

staff evaluation process. Annual briefings at the beginning of the academic year review new policies, changes in processes, and always include a discussion of the University's mission and vision. Finally, employees have opportunities to receive specific training and professional development, either from on-campus consultants or at off-campus conferences: for example, at the Banner Summit or in state-wide or regional meetings in institutional research, financial aid, safety, and facilities management.

Budget Oversight: As described above, ENMU has effective, well-developed processes to monitor budgeting and expenses. The fiduciary and oversight responsibilities of the Board of Regents and its Audit and Finance subcommittee are outlined in the Board of Regents Manual. Budget oversight is also part of ENMU's shared governance. The Budget and Planning Committee meets monthly to discuss budget reports, updates on construction projects (ongoing or anticipated), revenue projections, and other issues. The committee is also charged with monitoring the University's Strategic Plan and the alignment of resources with institutional goals and objectives.

ENMU's enterprise resource planning system and Ellucian applications allow users to monitor budgets, track revenue and expenditures, and verify bimonthly payouts of payroll, fringe benefits, and employee salaries; they can monitor budget expenditures to date and visually review paperwork for all transactions –including requisitions, receipts, and invoices-- through the document imaging system (WebXtender). Recent upgrades to the Banner module have improved the fixed asset depreciation process (including imaging of art and other difficult-to-tag items) and management of ENMU Foundation endowed funds.

While budgets are monitored by individual departments, periodic, randomized audits by the Internal Auditor assure that unit budgets are accurate and appropriately expended. By statute, the University's financial accounts are audited annually by independent public accountants approved by the New Mexico State Auditor. Federal and state-funded grant budgets-- which are reviewed by a Project Director, the grants accountant, and the University grant administrator-- have an additional layer of oversight. The integrity of the University's internal controls has resulted in consistently clean institutional audits.

Sources

- accountability Report 2016
- Bldg Renovation 2001-16
- Board of Regents Manual (Budgetary Oversight)
- Budget process
- CampusClarity
- Delivery modes
- DEO Roadmap
- Effectiveness Plan (Sample Report)
- Effectiveness Plan template and sample
- Employee Orientation 2017
- ENMU Audits 2014-16

- ENMU Workforce (2007-2016)
- ENMU_Strategic Plan 2013-2018
- ER&R 2014-2017
- Facilities Master Plan
- FCI
- Foundation Assets
- Frontline agendas 2014-16
- Internal Controls
- ITS Updates
- ITS Updates
- President goals 2017
- Recruitment Hiring 40-3
- Right Sizing
- sample job descriptions
- Search Guidelines (dean)
- SPlans Template and Sample
- Staff Evaluations
- State Appropriations
- Stewardship 2017
- Strategic Plan Updates 2011-16
- UCTC Committee Issues

5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Eastern New Mexico University's mission is accomplished through the engagement of its students, faculty, and staff. In its key governance documents, the University affirms the concept of shared governance, and clearly articulates the rights and responsibilities of students, faculty, staff, administrators and Regents. The Board of Regents embraces the essential practice of engaging and consulting the University's constituencies, by regularly inviting comments from constituency groups and campus administrators at their meetings, showing an active interest in campus life, attending campus events, and maintaining close contact with the University president.

Governing Board: The ENMU Board of Regents (Board) is the [repository of institutional authority](#) granted by the Constitution of New Mexico. It exercises its legal and fiduciary responsibilities according to policies in the Regents Manual, which encourage cooperation between the Board and the President, faculty, staff, and students in fulfilling the mission of the University. As described in Criterion 2.C, the Board has the broad responsibility of managing and monitoring the health of the University. A [Regents' orientation](#) outlines responsibilities and functions of the Board and provides a comprehensive overview of campus operations, state funding mechanisms, and the practices of shared governance. By scheduling meetings on all three campuses of the ENMU System; attending meetings of the branch campus Community College Boards; adhering to the [Open Meetings Act](#); publishing their [agendas and minutes](#); inviting campus members to attend and contribute to Regents' meetings; and by actively engaging in ENMU campus life, the Board strives for collaboration, consultation, and transparency in its administrative structures and practices. Materials for each Board meeting are disseminated in advance to each of the constituency senate presidents, and are available to anyone, upon request, prior to the meeting. The Board welcomes input from all interested parties.

The Board annually appoints an [Audit and Finance Committee](#), a sub-committee of Regents whose members review budgets, budget adjustments, and annual internal and external audits.

Each year, the full Board meets to make decisions concerning student fees, tuition, housing costs, compensation, and other budget matters. Once approved by the Board, the budget is submitted by the President to the Higher Education Department and the State of New Mexico's Department of Finance and Administration.

Following this consultative model, a well-established system of student, faculty and staff constituency senates and committees and councils further assures that institutional decisions involve broad input and consultation. Minutes of these meetings are published in the ENMU Portal. Shared governance practices allow input from departments and other units through college councils, advisory groups, and committees, in addition to input from senates and from Management Information Exchange meetings. The University president holds campus-wide staff meetings, and the vice president for Academic Affairs convenes regular general faculty meetings, where administrators address current campus issues, answer questions, and invite comments. Transparency and regular communication have been the hallmarks of effective leadership and accountability in challenging times.

Engagement of Constituencies: ENMU's Statement on Governance defines the five campus constituencies (students, faculty, support staff, professional employees, and administrators) and clarifies how they collaborate with the Board of Regents in University governance. The principles of disclosure, responsiveness, and accountability are the hallmarks of this process, which is coordinated through University Council, a standing committee with representation from each campus constituency. The Council serves as the clearinghouse for all questions of policy; governance issues may come to the Council from committees, units, colleges, councils, or any member of the campus community. The Council refers issues to appropriate bodies for further study or additional information before conducting discussions, voting, and forwarding the Council's recommendations to the University president for submission to the Board of Regents.

The Bill of Rights and Responsibilities for All Members of the University further clarifies institutional practices of shared governance. This document describes individual and collective rights, outlines the obligations of University community members to "protect the integrity of the academic process," and delineates the right to fair and equitable processes. These obligations are reiterated in other governance documents, including the Constitution of the Associated Students of ENMU. The Student Code of Conduct, Student Handbook, constitutions and by-laws for faculty and staff, and handbooks for at-will employees, faculty and staff, establish the rights of the constituency members while outlining their obligations to protect and advance the mission of the institution.

University Standing Committees have mixed constituency memberships, assuring campus-wide input on issues they address. Constituency Committees address concerns unique to their membership (for example, the Student Concerns Committee of the Student Senate and Grievance Committees for the support, professional and faculty constituency groups). Committees, unlike councils, consist of elected or constituency-appointed members. Most council members serve by virtue of their positions or are elected to represent their administrative areas. Councils implement policy, share information, and facilitate reviews of policies and procedures. The Statement on Governance also allows for the formation of consultative groups or *ad hoc* committees, as needed, to address short-term issues that fall outside regular or standing committees' purviews.

Committees can also propose changes or modifications to their charge, membership or processes to University Council.

ENMU students play a vital role in University governance. Students serve on all University standing committees. Furthermore, Student Senate distributes a portion of student fees to student organizations and services, and conducts "Student Concerns" forums each year, where issues raised by the student body are formally addressed by Administration. Through the Student Concerns committee, students have effectively lobbied for changes to campus policies and practices (see Criterion 1), including their promotion of an on-campus stadium and additional lighting in certain areas of campus.

Academic Policies and Processes: AAUP's 1966 Statement on Governance of Colleges and Universities asserts that the collective expertise of faculty accords them primary responsibility for academic governance of curriculum, subject matter and methods of instruction, research, faculty status, and aspects of student life relating to the educational process. Accordingly, ENMU's faculty take the primary role in curriculum design and review, the assessment of student learning, academic program review, and the choice of instructional methods and research subjects.

Standing committees of the Faculty Senate reflect those central functions. Student and staff memberships on these committees assure full campus input into these decisions, in consultation with Academic Affairs administrators. The Faculty Senate is the primary vehicle for faculty participation in University governance and takes seriously its obligation to inform colleagues, debate issues of significance, vote on matters within its purview, and advise the University president on topics of concern. Examples of recent Faculty Senate issues include course evaluation instruments, the administrator evaluation process, faculty reassigned time requests, revisions to the Faculty Handbook, campus climate surveys, and processes for the evaluation of teaching. Comments from the University president and the vice president for Academic Affairs open every Senate meeting, providing opportunities for open dialog before the Senate conducts its regular business. Recent changes to institutional processes that were initiated by standing committees of the Senate include recommendations from the Admissions and Standards Committee to change honors categories, the academic warning process, and academic suspension rules. Departments initiate curriculum changes, which are reviewed by the College Council and dean before reaching the Curriculum Committee (for undergraduate programs) or Graduate Council.

The president of the University has fostered a highly collaborative environment for University governance through regular formal and informal interactions with campus groups. Meeting agendas and minutes, with details about committee deliberations and actions, are posted on the University intranet's governance page. Advisory groups in the colleges, manager groups, constituency senates and the president's Core Staff provide opportunities to share and discuss issues across the University and with community stakeholders.

Sources

- 10-7 Audit Finance Committee
- AAUP Statement
- Advisory Groups
- AGP&P 10-1 BOR Institutional Authority
- AGP&P 10-1 BOR Open Meetings
- BOR agenda minutes
- Committees and Councils
- constituency committees
- constituency committees
- constituency senates
- ENMU AGP&P 15-1 Bill of Rights and Responsibilities
- Faculty Senate issues
- Governance Documents (My ENMU)
- Governance webpage
- MIE
- Regents Orientation
- standing committees
- Statement on Governance AGP&P 15-2

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

The University's planning processes are systematic, consultative, and accountable to its internal and external constituencies. They involve collaboration between academic programs and the academic support units that provide services to support student learning. Campus-wide consultation and information-sharing allow the President to make specific, actionable recommendations to the Board. Because of the President's regular briefings about campus plans, trends, and priorities, the Board of Regents is knowledgeable about and engaged in this planning process.

Resource Allocation: Eastern New Mexico University is a constitutionally independent institution, with the right and responsibility to manage its budgets, policies, and priorities in a shared governance environment. ENMU's planning and budgeting processes are intentionally aligned with the University's mission and priorities. Annually, academic departments and academic support units review their goals, report on their progress and set new goals for the coming year. This planning for continuous improvement is mirrored at the institutional level. The University conducts a full institutional review every five years and uses annual reviews and updates to assess progress and identify measures to be achieved in the coming year. These reviews involve assessments of economic environment, technology and academic program support needs, revenue and expenditures, trends in enrollment and demographics, and other financial indicators, as well as recommendations from campus committees and internal and external constituents. (See minutes of [Budget and Planning Committee](#).)

Through its commitment to planning, the University remains financially solvent, effectively leveraging its resources to support student learning; competitively compensate faculty and staff; improve campus infrastructure and plan for future facilities, academic support, and campus technology needs. In short, ENMU invests in priorities as defined by its mission, while controlling costs, managing tuition and fees, and maintaining sound revenue and investment strategies.

Linked Processes: Student learning outcomes and effective campus operations directly inform University planning through an institutional strategic plan, academic effectiveness plans and unit plans that set goals, guide budget requests, and chart progress. Essential institutional initiatives are implemented using internal budget reallocations and by seeking external grant funding. Examples of grant-funded initiatives in the past ten years include revisions to developmental mathematics, the nursing transfer pipeline, teacher education outreach, and new retention strategies.

Assessment of Student Learning: Goal one of ENMU's Strategic Plan is to assure high quality academic programs. Aligned with this, academic departments systematically assess course-level and program-level student learning outcomes. The University also engages in cyclical administration of the National Survey of Student Engagement (NSSE), the Educational Testing Service (ETS) Proficiency Profile (formerly MAPP), and (in some programs) ETS major field tests or other discipline-specific measures. Surveys of students (online learners, on-campus students and graduating students) contribute information about student preferences, needed services, or satisfaction with academic programs. Examples of institutional improvements resulting from these assessments include enhanced advising and degree audits, review of hours to degree, revision of general education requirements, strengthened online services for students, discussion of the global diversity requirement, and evaluation of financial aid services. Students also evaluate course instruction each semester, in every class. This feedback informs faculty about classroom effectiveness, and these data are considered in the formative evaluation and mentoring of faculty, as well as in promotion and tenure decisions. Student input is a vital component of ENMU's commitment to improving classroom instruction and students' academic experiences. [See Criterion 3]

As described in 2A, several standing committees of the Faculty Senate examine the quality of student learning, including Graduate Council, Academic Assessment, Curriculum, General Education, and Program Review committees. Each committee monitors a different element of academic program effectiveness, from appropriate, up-to-date curriculum and rigorous assessment practices to the use of data to inform program changes and pedagogy. Some recent changes implemented through committee review include significant modifications to the developmental mathematics curriculum and the inclusion of the Assessment Committee in program review.

The Senate also convenes *ad hoc* committees to study special issues and recommend solutions. For example, concerns about students' timely progress-to-degree prompted the implementation of a Curriculum, Advising, and Program Planning (CAPP) degree audit system and training for faculty advisors in its use. In addition, an *ad hoc* committee recommended an online teaching evaluation form that can more rapidly compile and share data with instructors (implemented spring 2016). In another effort to strengthen learning environments, the campus moved to a lecture-capture system (Mediasite®) that provides students with live-stream or on-demand lecture access. This Distance Education and Outreach Committee initiative is complemented by the implementation of the Quality Matters (QM) program, a faculty-centered peer review process that assures the quality of online course design and delivery. Each of these initiatives has been institutionalized in ENMU's budget.

Efficiency of Campus Operations: Goal 3 of ENMU's strategic plan addresses "Sustainable programs and efficient operations." Internally, ENMU evaluates its operations with fiscal audits (conducted by the Business Office and the Internal Auditor) and by state mandated external audits. A rolling five-year Capital Projects report, part of the Facilities Master Plan, allows the institution to plan for renovations and facilities upgrades, according to the needs of academic and academic support programs, the current condition of facilities, and resource availability. The report is updated annually and approved by the Board of Regents. The yearly update of both this report and the institutional Strategic Plan allows for institutional responsiveness in planning, prioritizing, and debt capacity assessment.

The institution also prepares an annual Accountability Report for the New Mexico Department of Finance and Administration, the Legislative Finance Committee, and the New Mexico Higher Education Department. It is published, posted to public websites, and distributed to key constituency members. Progress on additional accountability measures is also reported and targets are set for the coming year; measures address retention, graduation rates, grant funding secured by the campus, and student satisfaction with their educational experience.

Unit strategic plans also assess the effectiveness of campus operations. Unit reports document information such as numbers of students served by various campus offices and co-curricular activities, needed upgrades to technology and information security and minor facilities renovations; these data are incorporated into annual strategic plan updates. For example, because of the Campus Union's incremental plan for upgrading its furnishings, the facility has added new furniture or services each year, from the Starbuck's Coffee Bar to new couches in the lobby.

The efficiency and resource needs of academic support units are also assessed annually during the budget-building process. Requests for additional resources are balanced against the unit's past record and progress on its initiatives. Periodically, more formal reviews of unit effectiveness are conducted. For example, a right-sizing review process in 2010-2011 required all units to submit justifications for their current staffing levels using a zero-based budget rationale. A parallel review of academic programs was incorporated within on-going program review processes (see 4A). Reductions in staff lines (due to attrition and transfers) and increases in faculty lines (including re-allocations) were one outcome of this comprehensive review (see 5A).

The institutional monitoring of cost-per-full-time student (FTE) relative to peers and ENMU's value for the dollar for degrees reflect the University's commitment to high-value, quality education. Data trends show that ENMU consistently offers the lowest cost-per-FTE among New Mexico four-year institutions. Further, two studies from *The Economist* and the Brookings Institute assessed value of education relative to students' expected median salary ten years after entering college. ENMU performed significantly better (43rd percentile) than two larger universities in the state and slightly better than the engineering institution, New Mexico Tech, using *The Economist*'s analysis. Notably, Brookings Institute data also reveal that, relative to other universities in the state, ENMU students had the second highest percent of first-generation students, the second lowest average family income, and the highest percent of students receiving loans (2011 data), factors which generally contribute to lower retention and completion rates. These reports corroborate institutional findings that ENMU serves a higher-than-average percentage of financially and academically at-risk students, yet provides them a

relatively better value for the dollar than institutions with more academically advantaged students.

<u>Transparent, Inclusive Budgeting and Planning Processes</u>: ENMU's collaborative planning process, reflected in the [Budget Process chart](#), uses academic assessment and effectiveness plans (for academic departments) and unit strategic plans (for academic support units) to address student success and institutional mission priorities, which are set by the Board of Regents and operationalized by the President and the Core Staff. At every point in the planning process, from the selection of new initiatives to the review and modification of ongoing programs and activities, input is gathered from all constituencies, including student groups, University standing committees, constituency senates, student concerns forums, the University management team and other stakeholders.

At general faculty and staff meetings and in meetings with student leadership, the President informs the campus of budget issues, tuition rates, planned construction, and campus priorities. Transparency is fostered, and campus-wide input is encouraged by the [posting](#) of committee and council minutes and ENMU's institutional strategic plan and updates. Community interactions, and consultation with the institutional Alumni and Foundation boards assure that there is external support for and input about campus initiatives. The construction of an on-campus multi-purpose athletics facility, [Greyhound Stadium](#), is a recent example of a major capital project that was initiated by external and internal constituencies. Support from alumni, the local school district, a student body vote, and stakeholder lobbying moved this proposal to the top of the campus' capital priorities. A transparent and consultative process is further ensured through input from the Higher Education Department and the Legislative Finance Committee, community input from civic organizations, and consultation and long-standing [partnerships](#) with school district consortia in the northeast and eastern part of the New Mexico.

Likewise, fundraising priorities are aligned with institutional mission and strategic planning. For example, in 2014-2016, the ENMU Foundation was actively involved in the Stadium campaign, and in securing funds for a second-semester learning community pilot to support retention. The Foundation regularly funds academic scholarships and the "starter" scholarship for entering freshmen.

The oversight of the University's Budget and Planning Committee, the consultative body discussed above, assures that allocations identified in the institution's inclusive planning process align with agreed-upon priorities to address emerging needs and critical initiatives. The University is also guided by the mandates and best practices proposed by [ENMU's accrediting bodies](#), the NCAA and Lone Star Conference, and by academic and other professional organizations (as discussed in Criterion 2).

Institution-wide planning and consultation with external stakeholders allow for crucial validation of and response to emerging trends. Three recent campus initiatives exemplify the significant contributions of internal and external constituencies: the construction of Greyhound Stadium (mentioned above), campus emergency planning, and the renovation of the [Golden Student Success Center](#), a project melding library and student support services into one central campus facility. Using focus groups, campus-wide conversations and regular reports to campus

constituencies, this major renovation project will substantially enhance student learning and success. The University recognized the need for expanded emergency planning for the campus in its strategic plan. The president convened a campus-wide *ad hoc* committee to oversee training, webpage and information updates, and to conduct emergency drills each semester.

A Fiscally Conservative Approach to Institutional Budgeting: ENMU is historically thrifty and fiscally conservative by design. The University, through the president and other institutional representatives, actively participates in state-wide dialog and consultation about New Mexico's economic forecast, investments and various state educational initiatives. This engagement and the institution's conservative approach have served ENMU well.

Institutional state appropriations data from the past ten years demonstrates the University's resourcefulness in navigating declines in appropriations relative to operating budgets (a decline from 65% to just under 51% since 2007-08), while headcount enrollment has increased 44% since 2007 (from 4,180 students to 6,014 in 2016). Comparative peer data show that ENMU's expenditures align with institutional peers, with slightly lower administrative costs. Over time, current funds show that approximately 49% of ENMU's operating budget is regularly expended on Instruction and Academic Support, while 26% is allotted to Academic Support Services, 11% to Research and Public Service, and 15% to other core expenses (auxiliary services, plant, infrastructure, etc.).

Leveraging opportunities to strengthen the institution, the University has pursued external grant funding and opportunities to underwrite capital projects and enhance campus infrastructure as part of an ambitious schedule of campus construction and renovation improvements. Campus initiatives, including utilities savings and water conservation projects, as well as expansion of band-width capacities and a computer upgrade and replacement plan, have allowed ENMU to increase efficiency and cost-effectiveness. Careful analysis of enrollment preferences and types of learners has permitted the campus to meet student needs, through dual enrollment, four-week and eight-week sessions (compressed schedules), online, hybrid or face-to-face delivery platforms. Institutional data collected in ENMU's annual Fact Book allows academic departments to adjust curriculum offerings and course rotations to facilitate students' progress toward their degree completion.

The University-wide budget modeling process incorporates demographics and environmental factors (e.g., changes in enrollment trends), to create reasonable budget scenarios that inform the planning process. For example, business partnerships have been created to manage student residence halls, campus maintenance, vehicle use, and ancillary services (e.g., dining, bookstore). Each of these partnerships has resulted in tangible benefits for students. For example, the Barnes & Noble Bookstore management team actively sought alternative ways for students to rent textbooks, or purchase used or online options, saving them hundreds of dollars. The New Mexico State Board of Finance has recognized ENMU's Facilities Master Plan for its thorough attention to campus planning; it is updated regularly, with significant input from ENMU administration, students, faculty, and staff, without the use of outside consultants. The Plan shapes strategies for campus building renovation, construction or renovation of residence halls, and modification of classroom spaces. Student input to campus decision-making is valued, and a portion of their fees goes back to students to allocate to the activities and organizations that best

support campus life. The [Student Fees Committee process](#) is a model of consultation and accountability for the campus and its student stakeholders.

Emerging Trends Inform Institutional Planning: ENMU uses several strategies to anticipate new or emerging factors in its institutional planning. The SWOT Analysis (i.e., internal **S**trengths and **W**eaknesses and external **O**pportunities and **T**hreats) is one strategic planning model that the campus uses as an [environmental scan](#). These scans have focused on graduate education, distance education, international programs, global partnerships, financial stability, and athletics. The exercises helped identify several academic initiatives, including the development of the MSN in Nursing and the pursuit of Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation for the Counseling program. Academic support units also consider emerging factors from a "Student Success" approach to address student demographics, technology needs, recruitment and retention, and institutional staffing. Projections for utilities expenditures and other fixed costs inform the setting of tuition and fees. The University regularly consults with state entities that govern legislative appropriations to track anticipated changes in funding.

The Budget and Planning Committee invites Administration and campus constituencies to identify emerging needs and opportunities collaboratively. For example, recommendations from the Distance Education and Outreach Committee were critical in identifying the need to increase technology infrastructure and faculty professional development in online instruction. Building and renovation projects for the campus are regularly reviewed and discussed; deferred maintenance is monitored and reported in the Facilities Master Plan. To facilitate transparency in information sharing, key institutional reports and data are published annually in the institutional Fact Books and budget and planning initiatives are regularly discussed at campus meetings for all constituencies.

A critical emerging educational priority for ENMU is students' development of a wider understanding of global issues. This is addressed through academic and cultural programming, international student recruitment, and an upper-division global diversity general education requirement (see discussion in Criterion 3), the first such requirement in New Mexico. Academic programs actively incorporate broader elements of global societies, from summer programs in Mérida, Yucatán; Guatemala, or Spain; the creative writing residency in Lisbon, Portugal; classes in anthropology, sociology and other areas; fine arts performances from diverse artists; to the College of Business Speakers Series, showcasing global and international business efforts. The University intentionally recruits international students (approximately 2-3% of the student body) from almost thirty countries who contribute to the diversity of the campus with a range of perspectives and experiences. Partnerships with Consortium of North American Higher Education Collaboration (CONAHEC) and World American Cultural Exchange (WACE) also facilitate international students' enrollment at the University and ENMU students' study abroad (discussed further in Criterion 3).

Sources

- Additional Accountability measures

- B&P
- Budget Development
- Business partnerships
- Capital Projects 2015-20
- CAPP Degree Evaluation System
- committee-minutes posting
- Construction and Renovation Improvements
- CUP 2016 PER Report
- Eastern New Mexico University Accreditation web page
- Educational Partnerships (CET)
- Emergency Planning
- ENMU Current I&G Funds (2010-2016)
- ENMU Factbook
- ENMU_Strategic Plan 2013-2018
- Environmental Scan
- Grants List
- Grants List
- Greyhound Stadium
- GSSC project
- Institutional Profile
- ITS Updates
- Peer Data
- Right Sizing
- State Appropriations
- Strategic Plan Updates 2011-16
- Student Fees Committee
- Utilities and Water Conservation
- Value for the Dollar

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

Over the course of its institutional history, ENMU's fiscal conservatism has provided a strong base for its operations and the University has built a reputation for strong planning, cost efficiency, and steady progress on its accountability measures. Broad-based consultation and planning have kept ENMU administration responsive to campus concerns. Campus faculty, staff and administrators remain firmly committed to enhancing the educational experience of ENMU's students and the sustainability of its operations.

Evidence Development and Documentation: The institution systematically reports on its performance and assesses its operations through strategic plan updates, the Accountability Report, and informal communication to constituents via the webpage and other campus publications. Further, the University president annually presents a list of Presidential goals to the Regents. Accountability and progress on goals are reported in academic department effectiveness and student learning outcomes assessment plans, academic program reviews, unit strategic plans, reviews by the internal auditor, and external audits. In addition, the University prepares reports for various state agencies, including quarterly financial reports for the New Mexico Higher Education Department (HED) and semi-annual reports on accountability targets for the New Mexico Department of Finance and Administration (DFA), the New Mexico Legislative Finance Committee (LFC), Legislative Education Study Committee, as well as the Higher Education Department. University personnel work closely with state policy analysts and other legislative groups to provide additional performance data, as required.

Performance measures and results are shared with the campus community through periodic meetings with faculty, staff, and managers and with external stakeholders --including the ENMU Alumni Board and the Foundation Board-- at the President's "state of the University" briefings. Press releases and newspaper articles also acquaint the wider community with University goals and accomplishments. In compliance with state regulations, an institutional data dashboard with key performance indicators is published and regularly updated on ENMU's main webpage. The Board of Regents takes an active role in reviewing University progress on key initiatives, requesting reports from various administrators and inviting input from campus constituencies; it reviews the annual operating budget, capital plans, and other financial documents to monitor operational effectiveness and alignment with the University's mission.

Improvement of Institutional Effectiveness: ENMU's history of efficient business practices, enrollment growth, good stewardship, and fiscal soundness contribute to its effectiveness, capacity-building, and sustainability. Using system-wide consultation, the University has leveraged the advantages of a regional comprehensive institution and its two branch community colleges with distinctly different missions, to build a system that shares information and resources, collaborates on programs and student services, and communicates regularly. For example, the weekly Information Exchange Council, convened by the vice president for Technology and Systems CIO, connects the three campuses via video conferencing in an open-ended, free-ranging discussion of technology, policy, Ellucian updates, student concerns and desired efficiencies. The standard for this collaborative forum is set at the annual system-wide Three-Campus Retreat, where administrative teams from the three campuses meet to share goals and challenges and strategize about how to address common initiatives. Less formally, in various venues, all three campuses share information with their stakeholders, staff, and students and engage them in identifying new initiatives, needed efficiencies, and innovative solutions to challenges. Examples from the ENMU-Portales campus follow:

- In 2016, Alumni Affairs piloted an internship program for seniors, with placements referred by or mentored by ENMU alumni.
- A retention planning initiative, through the John Gardner Institute, was inaugurated in 2015 (see Criterion 3); it identified at-risk student populations and focused on specific best-practice interventions.
- The Baird Pilot project is funding second-semester learning communities to enhance persistence and success.
- A pilot collaboration with the University of New Mexico defines pathways to degree completion as a career-exploration aid to students.
- A grant-funded peer mentoring initiative, if successful, will be institutionalized at the grant's conclusion.

Distance and online education and technology are key areas that have relied on unit strategic plans for anticipating upgrades and needed modifications, allocating resources, and monitoring effectiveness. Perhaps the most dramatic change on campus in the past ten years has been the increasing diversity of instructional delivery modes and students' multifaceted course-taking patterns, mixing online, face-to-face, and hybrid courses. Examples of institutional planning efforts to address these needs follow:

- A systematic computer upgrade and replacement plan in student labs and faculty offices assures that the teaching-learning mission is supported by state-of-the-art technology.
- Classroom technology is regularly upgraded, from computers and projectors to integrated teaching podiums that allow all room functionalities to be controlled from one keypad. Top-end technology is budgeted in all classroom-building renovation projects.
- The University leveraged a federal grant, Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA), to acquire Mediasite® technology for graduate programs, expanding and institutionalizing the program at the conclusion of the grant.
- Mediasite® lecture-capture resources have been gradually augmented to increase the number of classrooms with this capacity as faculty interest and student utilization increase. There is ample support for faculty using this technology; training is provided

before faculty teach online; just-in-time, on-demand assistance is always available as well. The recent addition of Desktop Recorder capacity allows faculty to capture video away from the classroom on a variety of devices.

- To support increasing internet use and student demand, the University has regularly increased bandwidth capacity and monitors its use to grant priority access to students accessing online coursework and materials, opening options later in the evening to students for gaming and streaming videos. Much of this planning is outlined in the Distance Education and Outreach Roadmap.

- Through the Office of Distance Education, a process has been initiated to assess which programs are best suited for online delivery without loss of program quality or quality of student learning. Factors include student demand, resource and staff allocation, and curriculum delivery strategies.

The campus has strategically outsourced certain campus services beyond the traditional dining hall:

- In 2014, ENMU added Retention-Pro (a student tracking and retention functionality) to its Enrollment Management and Services (EMAS) program. This saved resources and staffing costs while enhancing retention efforts.

- Partnering with Barnes & Noble since 2007-08, the institution upgraded its bookstore services with rental and electronic textbooks and traditional "new" and "used" textbook options, realizing an annual rebate of over $100,000. At its latest contract renewal, the bookstore committed to funding student textbook scholarships.

- A portion of campus electrical, plumbing, HVAC and grounds-keeping work was outsourced to local businesses that perform work on weekends, with less disruption to campus activities.

- A contract with Tinsley Mullins Engineering (TME) has reengineered key campus electrical systems for greater efficiency and cost-savings.

- Almost seven years ago, a contract with Enterprise allowed the University to dramatically downsize the University vehicle fleet and to provide newer vehicles precisely suited to the nature of the required transportation.

- In 2014, the University contracted with a local healthcare provider, La Casa del Buena Salud, to staff Student Health Services.

- Hiring practices were streamlined with the adoption of neogov.com, HR software that automates the entire hiring, onboarding, and personnel approval process. Another new application, FLAC (Faculty Load and Compensation) generates contracts for faculty and adjuncts, and allows them to sign contracts electronically.

- ENMU has used Search Engine Optimization and expanded social media interactions to increase its programs' visibility.

Perhaps ENMU's most substantial operational conversion since the implementation of the SunGard Banner System is the upgrade to Ellucian, with the help of SIG Consulting Inc. Guided by an ENMU system-wide team (the Information Exchange Council), system upgrades were discussed and then implemented, including the Fixed Asset depreciation process, the Endowment tracking module, improved Student Accounts billing and online payment options through TouchNet, and conversion of forms and processes to electronic formats, including student hiring

forms, calculation of 941 taxes and New Mexico taxes, Family Medical Leave Act (FMLA) functionality, and an integrated tracking of faculty employment records and contracts. These increased efficiencies have permitted ENMU to sustain effective operations even with staff reductions from right-sizing.

To address sustainability, the institution has also initiated a number of energy- and cost-savings interventions. These include everything from recycling, xeriscaping, and outdoor "bubble" fountains to renovations for energy efficiency. The last four campus building renovations merited Leadership in Energy and Environmental Design (LEED) Silver status. LEED is a green building certification program that satisfies prerequisites for cost- and energy-saving efficiencies.

Sources

- CUP 2016 PER Accountability Report
- DEO Roadmap
- Information Exchange Council Agenda
- Institutional Dashboard
- President goals 2017
- Strategic Plan Updates
- Three Campus Retreat

5.S - Criterion 5 - Summary

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

Summary

Eastern New Mexico University uses its human, financial, physical, and technological resources in support of and alignment with the University's mission. The University's shared governance model—which engages faculty, students, staff, and stakeholders—leverages inclusive planning processes that define and address emerging trends. Internal campus processes support planning; consultation informs decision-making; and regular communication assures that the campus is knowledgeable about campus direction, mission-driven initiatives and challenges. Financial planning is a continuous process, supported by internal controls that monitor expenditures and operational efficiencies. Academic planning uses learning assessment and department effectiveness plans to chart progress and to allocate fiscal and personnel resources. The University works to assess, document and improve its performance across all aspects of its academic and administrative operations and engages its Board of Regents in the institution's performance and improvement activities.

Sources

There are no sources.