Higher Learning Commission

Federal Compliance Filing by Institutions

Effective September 1, 2016 – August 31, 2017

This document outlines the information institutions should provide in a separate federal compliance section of their Assurance Argument or Comprehensive Quality Review. Institutions should answer the questions below and provide supporting documentation where necessary. The information requested in this document should be uploaded in the Assurance System in a separate federal compliance document **before** the visit unless otherwise noted. The institution should refer to the *Federal Compliance Overview: Information for Institutions and Peer Reviewers* in completing this template. This guide identifies applicable HLC policies and provides an explanation of each requirement. Note that some federal requirements are related to the Criteria for Accreditation or Assumed Practices. This document identifies those related Criteria and Assumed Practices so that the institution may cross-reference any material it prepares to address them. The document also provides cross-references to the Code of Federal Regulations; while these cross-references will provide context for HLC's requirements, it is important that institutions write to HLC's requirements and not to the federal regulations cited.

Institution name: Eastern New Mexico University

Main contact in the financial aid office: Brent Small, director, Financial Aid

Number of staff members in the financial aid office: 10

Identify when the last U.S. Department of Education training for the staff of the financial aid office occurred: *Varies by staff*

Assignment of Credits, Program Length and Tuition

1. Complete the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*. Submit the worksheet and the attachments listed in it as **Appendix A**.

2. What is the length in semester or quarter hours or other applicable units of each of the institution's degree programs? Institutions offering programs at a single degree level may be able to identify a specific number of semester or quarter hours to which all their programs conform; institutions with programs at different degree levels may need to expand their answer, and if so should include a list in Part A, Section 1 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours* (Appendix A).

ENMU awards semester hours. Certificate 15-30; Associate 64; Bachelor's 120-150; Masters 30-36; Graduate Certificate 15-18

3. Are there any differences in tuition for specific programs?

   ☒ Yes

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☐ No

If so, please identify the programs and explain the rationale for the difference in tuition.

Graduate programs require higher tuition per state regulations, the leveling program in communicative disorders allows students who have a bachelor's degree to continue to pay undergraduate tuition rates from the lower division courses. Dual credit students do not pay tuition based on regulations of the state of New Mexico.

For more information see Federal Requirements 34 CFR §602.16(a)(1)(viii), 34 CFR §602.24(f), 34 CFR §600.2, and 34 CFR §668.8(k) and (l).

Institutional Records of Student Complaints

4. What is the institution's process for handling student complaints?

   Students are advised to resolve any problem or complaint directly with the individual(s) involved. This may be an advisor, instructor or roommate. In the event a student cannot resolve the problem at this level, the student is then advised to address the problem at the next level, such as a dean, director or department chair. Most of the time, complaints and problems are handled in this manner before using the formal university complaint process.

5. Provide the institution's complaint policy and procedure and the web address where the public can find this information:

   The ENMU complaint policy can be found at https://ssb.enmu.edu/PROD/stu_complaint.p_menu and is attached as part of Appendix B *ENMU Student Complaints.*

6. Provide an aggregated report of the number and type of complaints received since the last comprehensive evaluation by HLC and explain their resolutions. Attach as **Appendix C**.

7. How does the institution integrate what it has learned from the complaint process into improvements in services or in teaching and learning?

   ENMU's Student Complaint process, as it addressed an individual student's concern, has also allowed the Administration to address more systemic issues (for example, ...).

   In addition, ENMU Office for Student Affairs and ASENMU provide opportunities for students to raise concerns before they reach complaint status. Each semester, Student Government hosts a Student Concerns Forum, with administrators in attendance, to address any issue or complaint that students wish to raise. (See Appendix B Student Concerns Forums for a sample of the issues and responses, fall 2012 – spring 2016) Resolutions and remedies to the concerns are posted across campus so that students can see how issues were addressed.

   For more information see Federal Requirement 34 CFR §602.16(a)(1)(ix).

Related HLC Requirement: Assumed Practice A.4.

Publication of Transfer Policies

8. Where are the institution's transfer policies published?

   Undergraduate transfer policies are published in the Undergraduate Catalog, p. 7 http://www.enmu.edu/images/academics/catalogs/undergradCatalog_15-17.pdf and at http://www.enmu.edu/admission/transfer-students. The webpage also includes information for international students, including requirements for using the National Association of Credential

Evaluation Services, TOEFL or IELTS scores, financial statement (I-134), visa information and links to the International Student Transfer Form.

http://www.enmu.edu/admission/international-students

Policy governing transfer of graduate credits from other institutions is published in the Graduate Catalog, p. 14.

http://www.enmu.edu/images/academics/catalogs/gradCatalog_14-16.pdf

http://www.enmu.edu/graduate/international-graduate-students

Provide copies of the published transfer policies (such as those included in the institution's catalog, on the website or in other appropriate publications) as **Appendix D**.

9. How does the institution disclose articulation agreements, at both the institutional level and the program level, to current and prospective students? (Ensure that the disclosures clearly identify whether the institution 1) accepts credits from the other institution(s) through the articulation agreement; 2) sends credits to the other institution(s) through the articulation agreement; 3) both offers and accepts credits with the institution(s) in the articulation agreement; and 4) what specific credits articulate through the agreement [e.g., general education only; pre-professional nursing courses only; etc.].)

ENMU's website provides easy access to the University's Transfer Equivalency System (TES) at

http://www.enmu.edu/admission/transfer-courses-tes

Undergraduate students can verify how undergraduate courses taken at hundreds of universities across the United States may articulate with undergraduate ENMU courses. The website clarifies that final determination of transfer credit acceptance is made by deans or department chairs. The Transfer Equivalency System is updated constantly as students from colleges submit transfer hours that are articulated with ENMU courses. Students may also appeal a decision not to accept credit in transfer, as defined in the *Undergraduate Catalog*, p. 15.: "The students may appeal . . . by obtaining a catalog description of the transfer course in question and meeting with the department chair of the content areas. If the student is denied and wishes to continue the appeal the student may appeal to the dean of the college. If the issue in not resolved at the University, students may appeal to the New Mexico Higher Education Department, 2048 Gallisteo Street, Santa Fe, NM 87502-2100; phone 505.476.8400, hed.state.mn.us."

The acceptance of transfer credit for graduate programs is at the discretion of the graduate program and must meet criteria set by the Graduate School as well, as outlined in the *Graduate Catalog*, p. 14. Credits must be earned from a C.H.E.A. graduate school, grades of B (3.0) or higher, within the six-year limit established for graduate program coursework, shall not have satisfied a previously earned degree. Students may appeal for exception to established requirements and policies relating the transfer credit by petitioning first the graduate advisory committee, the graduate program coordinator, and then the graduate dean (*Graduate Catalog*, p. 9).

http://www.enmu.edu/graduate/admission-procedures-graduate

Provide a list of articulation agreements as **Appendix E** and the web address where the public can access this list. Note that you do not need to provide the full articulation agreements, only the list of agreements that you make public.

See Appendix E.

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10. What is the process implemented by the institution to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions?

http://www.enmu.edu/admission/transfer-courses-tes   Also attached as Appendix F.

Provide evidence (e.g., charts, data, etc.) that institutional decisions regarding transfe13,r of academic credit align with the policy:

or attach as **Appendix F**.

For more information see Federal Requirement 34 CFR §602.249(e).

Related HLC Requirement: Assumed Practice A.5.

Practices for Verification of Student Identity

11. Does the institution have students enrolled in distance or correspondence courses, as defined in federal definitions?

☒ Yes

☐ No

12. How does the institution verify the identity of students enrolled in these courses?

Verification of students is done by the faculty member of the online course. Verification of identity is also done through the proctoring services.

13. Are there any additional costs (e.g., fees associated with test proctoring) charged directly to the student because of this method?

☒ Yes

☐ No

14. What are these additional costs?

$10.00 per exam.

15. How are the additional costs disclosed to students prior to enrollment in a distance or correspondence course?

The course syllabus

Provide copies of the disclosures and the web address where the public can access such information as **Appendix G**.

16. How does the method of verification make reasonable efforts to protect student privacy?

Third party proctoring services such as: Proctor Free and Proctor University. Not sure what to put here. However, ENMU faculty have choices in the proctoring services offered. Some monitor exams via Skype.

For more information see Federal Requirement 34 CFR §602.17(g).

Title IV Program Responsibilities [#17, #19 in progress]

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This requirement has several components the institution must address. The institution staff compiling this information should work with the financial aid office and the chief financial officer or comptroller. For more information see Federal Requirement 34 CFR §602.16(a)(1)(x).

17. General Program Responsibilities
    a. What is the current status of the institution's Title IV program (e.g., recertified on date x, provisionally certified on date x, etc.)?

    b. When was the institution's most recent Title IV program review?

    c. Has the institution been audited or inspected by the Office of the Inspector General of the U.S. Department of Education since the last comprehensive evaluation by HLC?

    ☐ Yes

    ☐ No

    d. Attach the most recent Title IV program review, or other inspection or audit reports since the last comprehensive evaluation by HLC, as **Appendix H**.

    e. List any limitation, suspension or termination actions imposed on the institution by the U.S. Department of Education (hereafter referred to as "the Department") since the last comprehensive evaluation by HLC and the reason for such actions.

    f. List any fines, letters of credit or heightened monitoring imposed on the institution by the Department since the last comprehensive evaluation by HLC and the reason for such actions.

    g. What response and corrective actions has the institution taken in regard to these Department actions?

    h. What are the consequences of these challenges for the institution's short- and long-term financial health?

    i. What are the findings from the OMB Circular A-133 portion of the institution's three most recent audited financial statements, which identifies material weaknesses in the processing of financial aid?

    j. In which of the following Title IV federal financial aid programs does the institution participate? Select all that apply:

    ☐ Pell Grant
    ☐ Federal Family Education Loan
    ☐ Federal Direct Stafford Loan
    ☐ Direct PLUS Loan
    ☐ Federal Supplemental Educational Opportunity Grant
    ☐ Federal Work Study
    ☐ Perkins Loans

☐ Academic Competitiveness Grant

Provide all correspondence with the Department and other documents that explain the above responses as **Appendix I.**

For more information see Federal Requirement 34 CFR §668.16.

18. Financial Responsibility Requirements

   a. What were the outcomes of the three most recent Department reviews of the institution's composite ratios and financial audits?
   The total composite financial indicator scores for ENMU:
   FY13   2.7
   FY14   4.40
   FY15 without GASB 68   3.86
   FY15 with GASB 68   -.23

   b. Have there been any fines, penalties, letters of credit or other requirements imposed by the Department as a result of these reviews?
   None. All the ratios were within compliance. The Federal Audit Clearinghouse has accepted all of ENMU's audits and at this time the submissions are complete without any issues. The eZ Audit submissions required by the Department of Education have been submitted and accepted as being complete without any issues.

   Note: HLC also annually analyzes each institution's financial ratios to determine whether there might be financial concerns. The peer review team checks with the institution and the HLC staff to determine whether HLC or the Department has previously raised concerns about the institution's finances based on these ratios.

   c. What actions has the institution taken or does it plan to take in response to any concerns raised by HLC or the Department? (*Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.1.)*
   No concerns raised.

   Provide all correspondence with the Department and other documents that explain the above actions as **Appendix J**.

For more information see Federal Requirements 34 CFR 668.15, 34 CFR 668.23, 34 CFR 668.171, 34 CFR 668.173, and 34 CFR 668.174.

Related HLC Requirements: Criterion 5, Core Components A (resources) and B (administrative capacity).

19. Default Rates. The institution should take steps to avoid excessive loan default rates.

   Institutions and teams should use the three-year default rate to complete this section.

   a. What are the student loan default rates as provided by the Department for the three years leading up to the visit? (Institutions with evaluations after September must include the most recent cohort default rate in the Federal Compliance Filing or ensure that the most recent rate is provided to the team on-site if the rate was not available when the Federal Compliance Filing was submitted.)

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Year 1:

Year 2:

Year 3:

b. If the institution's default rates are higher than those of its peer institutions, if the institution's rates are rising, or if the rates have exceeded Departmental thresholds or triggered a Department review, what actions has the institution taken in response?

Provide any correspondence with the Department related to default rates and any default rate management plan required by the Department as **Appendix K**.

c. Does the institution participate in private loan programs or any loan services that it provides to students directly or that a related corporation provides to its students?
☐ Yes

☐ No

If yes, provide a list of companies that provide loan services to the institution's students and explain the relationship of these companies to the institution.

Provide samples of the loan agreements and disclosure information as **Appendix L**.

For more information see Federal Requirements 34 CFR §668.201, §668.204, and §668.217.

Related HLC Requirements: HLC Criterion 2, Core Component A (integrity); Criterion 5, Core Components A (resources) and B (administrative capacity); Assumed Practices D.1–5.
[Financial Aid and Related Disclosures – Brent Small, Joann Martinez]

20. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures. Title IV responsibilities include the legal obligation to disclose information to students and to the public about campus crime, athletic participation and financial aid.

a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?
Mr. Brad Mauldin, chief, ENMU Police Department, for Campus Crime information
Bryan Principe, Coordinator, Athletic Compliance, for Athletic Participation

b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 20?
☐ Yes

☒ No

c. Does the institution have any findings from the Department regarding these disclosures?
☐ Yes

☒ No

Explain any findings related to any of the required disclosures listed in question 20 and corrective action plans the institution may have put together to remedy the findings.
N/A

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d. Provide copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix M**.

For more information see Federal Requirements 34 CFR §668.40, 668.41, 668.42, 668.43, 668.44, 668.46, and 668.49.

21. Student Right to Know/Equity in Athletics. Title IV responsibilities require that institutions provide to students and the public graduation/completion rates for the student body by gender, ethnicity, receipt of Pell grants and other data as well as information about the process for withdrawing as a student, cost of attendance, policies on refund and return of Title IV financial aid, current academic programs and faculty, names of applicable accrediting agencies, description of facilities for disabled students, and the institution's policy on enrollment in study abroad. In addition, certain institutions need to disclose their transfer-out rate. Also, institutions with athletic programs are required to disclose athletic participation rates and financial support data.

a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?
Bryan Principe, Coordinator of Compliance (Department of Athletics)

b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 21?
☐ Yes
☒ No

c. Does the institution have any findings from the Department regarding these disclosures?
☐ Yes
☒ No

d. Explain any findings related to any of the required disclosures listed in question 21 and corrective action plans the institution may have put together to remedy the findings.
N/A

e. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix N**.

For more information see Federal Requirements 34 CFR §668.41, 668.45, 668.48, and 668.8.

Related HLC Requirement: Assumed Practice A.6.

22. Satisfactory Academic Progress and Attendance Policies. The institution is required to have a Satisfactory Academic Progress policy and an attendance policy as part of the Title IV program.

a. Are these policies readily available to students?
☒ Yes
☐ No

b. Do they satisfy state or federal requirements?
☒Yes
☐ No

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   c. Does the institution have any findings from the Department regarding these disclosures?

     ☐ Yes

     ☒ No

     Explain any findings related to any of the required disclosures listed in question 22 and corrective actions that may have been required by the Department related to these findings.
     N/A

   d. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix O**.

     http://www.enmu.edu/financial-aid/satisfactory-academic-progress

   e. Are the policies being appropriately applied by the institution in individual student situations?

     Note: HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies provide information to students about attendance at the institution.

     ☒ Yes

     ☐ No

For more information see Federal Requirement 34 CFR §668.34.

Related HLC Requirements: Criterion 3, Core Component A; Assumed Practice A.5.

23. Contractual Relationships. List any contracts related to academic programs with third-party entities not accredited by a federally recognized accrediting agency. Attach as **Appendix P**. Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

    (The institution should have previously disclosed to HLC all existing contracts and received approval for those contracts as required by HLC policy. Institutions can see the list of HLC-approved contractual arrangements on its *Institutional Status and Requirements (ISR) Report*. HLC's substantive change policy requires that the institution notify HLC of any new contracts for up to 25 percent of an academic program, that the institution obtain prior HLC approval before initiating any contract for 25 to 50 percent of a program, and that HLC approve contracts for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

ENMU does not engage in any contractual relationships for the provision of courses for academic credit.

24. Consortial Relationships. List any consortial relationships with other entities accredited by a federally recognized accrediting agency. Attach as **Appendix Q.** Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

    ENMU does not participate in consortial relationship for the provision of academic programs.

    (The institution should have previously disclosed to HLC all existing consortiums and received approval for those consortial arrangements as required by HLC policy. Institutions can see the list of HLC-approved consortial arrangements on its *Institutional Status and Requirements (ISR) Report*.

HLC's substantive change policy requires that the institution notify HLC of any new consortiums for up to 25 percent of an academic program, that the institution obtain prior HLC approval before initiating any consortiums for 25 to 50 percent of a program, and that HLC approve consortiums for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

For more information see Federal Requirement 34 CFR §668.5.

Related HLC Requirements: Assumed Practices A.10–11.

Required Information for Students and the Public

25. Provide course catalogs and student handbooks. Attach as **Appendix R.**

    Attach as **Appendix R.-** These are located at **http://www.enmu.edu/academics/catalogs http://www.enmu.edu/images/greyhound-life/student-handbook.pdf**

26. Which sections of the institution's website include required disclosure information? Provide the webpage name and link for each.

    Mission and vision statement- http://www.enmu.edu/welcome/mission
    Descriptions of the requirements for its programs, including all prerequisite courses-
    http://www.enmu.edu/academics/degree-program-types
    Requirements for admission both to the institution and to particular programs and majors-
    http://www.enmu.edu/admission/how-apply
    Policies on acceptance of transfer credit, including how credit is applied to degree requirements-
    http://www.enmu.edu/admission/transfer-courses-tes
    All student costs including tuition, fees, training, and incidentals, out financial aid policies, practices, and requirements, and it's polices on refunds. Financial Aid http://www.enmu.edu/financial-aid
    Undergrad Tuition and Fees-http://www.enmu.edu/admission/tuition-fees Graduate Tuition and Fees-
    http://www.enmu.edu/graduate/tuition-and-fees-graduate- Refunds- Page 16 of the undergraduate
    catalog-http://www.enmu.edu/images/academics/catalogs/undergradCatalog_15-17.pdf
    Policies regarding academic good standing, probation, and dismissal, residency or enrollment
    requirements- http://www.enmu.edu/financial-aid/satisfactory-academic-progress
    A full list of its instructors and their academic credentials-Pages 183-186 of undergraduate catalog-
    http://www.enmu.edu/images/academics/catalogs/undergradCatalog_15-17.pdf
    Accreditation for the University and programs- http://www.enmu.edu/public-docs/enmu-accreditation

27. What policies and processes does the institution have in place to ensure required information for current and prospective students about institutional programs, fees, policies and related required information is accurate, timely and appropriate? Attach copies of these policies and procedures as

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Appendix S.

Policy 65-4-1, states all printed and electronic forms and publications, including web forms, must adhere to University standards and must be approved by the Office for Communication Services. https://my.enmu.edu/c/document_library/get_file?uuid=13116a77-0a11-41bc-8a27-dd8b100be1df&groupId=2502172&filename=65-4%20University%20Publications%20and%20Forms.pdf

The process that the University has place is when a department makes changes that are about institutional programs, fees, polices and related required information is accurate, timely, and appropriate is the following

1.   When a department makes a change the department needs to submit the change to the Office of Communication Services via the web update work order located here: https://my.enmu.edu/group/forms/web-update-request-form.

2.   Once the work order is received the Office of Communication Services, they cross reference the requested change with the dean or department head to make sure they approve of the requested change.

3.   If the information involves student enrollment, retention, graduation, satisfaction and other core University operations the Office of Communication Services verifies all of this information with the Office of Institutional Research. Once verified the information is then updated in the document

4.   If the information involves tuition and fees, housing and meal plan prices the Office of Communication Services verifies all of this information with the Business Office. Once verified the information is then updated in the document.

5.   Once the dean or department head approves the change Office of Communication Services updates the information on the website.

6.   The Office of Communication Services then lets the department know the change is done and the department either approves or asks for minor edits until the information is correct.

For more information see Federal Requirement 34 CFR §602.16(a)(1)(vii).

Related HLC Requirements: Criterion 2, Core Component B; Assumed Practice A.5.

Advertising and Recruitment Materials and Other Public Information

28. Do the institution's advertisements and recruiting materials provide accurate, timely and appropriately detailed information to current and prospective students, and is information about the institution's accreditation status with HLC and other accrediting agencies clear and accurate? If the institution has been placed on a sanction or its programmatic accreditation has been withdrawn, do the disclosures accurately explain this information?
    ☒ Yes

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☐ No

Provide copies of these advertising and recruiting materials as **Appendix T**.

29. Which sections of the institution's website include advertising and recruiting information? Provide the webpage name and link for each

Our website enmu.edu underwent a design and purpose change with a launch in March 2016. The new design and layout allows our website to be mobile friendly and now focuses on the user experience from a prospective student/visitor point of view. We consider the entire enmu.edu website to be an online recruiting publication. Specific areas to highlight:

http://www.enmu.edu/admission/admission-enmu
Admission to ENMU
includes how to apply, schedule a campus visit, our tuition and fees, financial aid and scholarships

http://www.enmu.edu/academics/academics
Academics
includes degrees and programs, colleges and departments, catalogs and schedules, and library

http://www.enmu.edu/greyhound-life/greyhound-life
Greyhound Life
includes student involvement, housing and dining, spirit and traditions, and life on campus

http://www.enmu.edu/about
About ENMU
includes about ENMU, administration, employment opportunities, and news, events and social media

30. What policies and processes does the institution have in place to ensure advertising and recruiting information to current and prospective students about its programs, locations and policies is accurate, timely and appropriate? Provide copies of these policies and procedures as **Appendix U.**

Policy 65-4-1, states all printed and electronic forms and publications, including web forms, must adhere to University standards and must be approved by the Office for Communication Services. https://my.enmu.edu/c/document_library/get_file?uuid=13116a77-0a11-41bc-8a27-dd8b100be1df&groupId=2502172&filename=65-4%20University%20Publications%20and%20Forms.pdf

The process that ENMU has in place to ensure advertising and recruiting information to current and prospective students about its programs, locations and polices is accurate, timely and appropriate is the following

1. The department requesting the advertising submits a publication work order to the Office of Communication Services located here: https://my.enmu.edu/group/forms/publication-request

2. Once the Office of Communication Services receives the work order, it is put in process with it being assigned to one of the Office of Communication Services graphic designers.

3. The graphic designer will touch base with the department that submitted the work order to ensure all information that they received is correct, and then will design the publication for the department.

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4. If the information involves student enrollment, retention, graduation, satisfaction and other core University operations the Office of Communication Services verifies all of this information with the Office of Institutional Research. Once verified the information is then updated in the document

5. If the information involves tuition and fees, housing and meal plan prices the Office of Communication Services verifies all of this information with the Business Office. Once verified the information is then updated in the document

6. Once the publication is designed it is sent to the Office of Communication Services web and print content coordinator, who then makes any corrections that may be needed.

7. The graphic designer then sends the publication to the department and the department either says it is good and approves, or sends back to the Office of Communication Services for further edits until it meets the requirements of the department.

31. What webpage displays the Mark of Affiliation on the institution's website? Provide a link.

http://www.enmu.edu/public-docs/enmu-accreditation

For more information see Federal Requirements 34 CFR §602.16(a)(1)(vii) and 602.23(d).

Related HLC Requirements: Criterion 2, Core Component B; Assumed Practices A.5, A.7.

Review of Student Outcome Data

Institutions in their program review and institutional improvement processes are required to consider student outcome or performance data on the full range of their offerings where such data are available. Data can be at the institutional or the program level. Student achievement data typically include retention rates, graduation rates, licensure exam pass rates, employment rates, acceptance to further study or other similar information.

32. How does the institution gather or receive information about student outcomes from academic programs across the institution?

ENMU's policies and procedures have evolved over time but our primary purpose has always been to ensure student success. The gathering and reporting of ENMU's student learning outcomes is managed at four organizational levels.

Annual Department Effectiveness Reports

Starting in 2008-2009, departments were first asked to provide an annual assessment plan and report (click here for link to old assessment report). This process was new and not all departments completed a plan or report. We have a collection of these voluntary reports from 2008-09 to 2011-12 (click here for link to file storage of files). Starting in 2012-2013, ENMU went through an organizational development process which ended with the creation of the new Annual Department Effectiveness Report (click here for link to template). The first academic year reported on was 2014-2015 (click here for link to storage of files).

Annual Department Effectiveness Reports involves the evaluation of students' achievement of learning outcomes in each major located in an academic department. Every ENMU degree

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program has an assessment plan that describes expected student learning outcomes for the degree program and the methods used to evaluate student achievement of those outcomes. This requires faculty to explain how their degree program fits in with the mission of the university and how degree program efforts address and accomplish university objectives. An assessment plan articulates what faculty expect students to know and be able to do upon degree completion, identifies appropriate tools for evaluating the extent to which students are achieving those outcomes, and describes how faculty evaluate student achievement of the program's expected learning outcomes and use that information to work continuously to improve academic programs. Departments also use this report to highlight significant accomplishments/outcomes/results, goals and effectiveness measures, plans for improvements, and to make resource requests (click here for link to a good example of an annual department effectiveness report).

Program Review Reports

Starting in 2012-2013, ENMU went through an organizational development process which ended with the creation of the new Program Review Report process. The first academic year the rotation started for these reports was 2014-2015 (click here for link to program review process and rotation schedule). Based on a five-year rotation of all degree programs, all departments are evaluated by the college, through the program review process (click here for link to example of program review report). Some programs are guided by specific accreditation criteria. Every ENMU degree program has an assessment plan that describes expected student learning outcomes and the methods used to evaluate achievement of those outcomes (click here for a link to the file storage of all program review reports). The Program Review Report includes faculty vita highlighting accomplishments and data such as number of majors, student retention, student completion/graduation, national exam pass rates (if applicable), employment rates, results from student surveys, student evaluation of faculty teaching data, and the like. A complete program profile is provided, including application statistics, admission processes, program resources, with special emphasis on data trends, how the program has changed over the reporting cycle, and how the program intends to proceed in the next reporting cycle (click here for link to for an example program review report). These documents are reviewed both by the Academic Assessment Committee and the Program Review Committee who provide feedback to the program, and then sends their finding forward to the VPAA (click here for link to example feedback from both committees).

Accreditation Reports

Various programs at ENMU have earned accreditation from the following agencies and provide reports of student outcome data to each of these agencies (click here for link to accreditation reports for accredited programs):

- National Association of Schools of Music
- Association of Collegiate Business Schools and Programs
- American Speech-Language-Hearing Association
- Accreditation Commission for Education in Nursing (formerly National League for Nursing)
- Council for the Accreditation of Educator Preparation (formerly National Council for Accreditation of Teacher Education)
- Council on Social Work Education
- ENMU is on the approved list for the American Chemical Society offering an ACS Certified degree.

Assessment of General Education and Institutional Requirement Courses

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General education course assessment involves the evaluation of student achievement of basic skills competencies and general learning goals on a five-year rotational basis (click here for link to current rotation schedule). The purpose of assessment of general education is to evaluate student achievement of New Mexico State mandated competencies in general education in communicative, analytical, and critical thinking skills (click here for link to report templates of each set of competencies). In compliance with SB 161 passed by the New Mexico Legislature, Eastern New Mexico University assesses each general education course that is part of the statewide transferable core, and makes these course assessment reports available to New Mexico Higher Education Division (HED) (click here for link to the file storage of general education course assessment reports).

Starting in 2015-2016 academic, ENMU began to assess the institutional requirements of the Freshman Seminar course, and all of the Global/Diversity courses. Every institutional requirement course has an assessment plan that describes expected student learning outcomes and the methods used to evaluate achievement of those outcomes on a new five-year rotational basis (click here for link to current rotation schedule). An assessment plan articulates what faculty expect students to know, identifies appropriate tools for evaluating the extent to which students are achieving those outcomes, and describes how faculty use that information to work continuously to improve their courses (click here for link to the file storage of institutional course assessment reports). Evaluation of the course assessment reports is managed through the university's General Education Committee in coordination with the university's Academic Affairs Committee.

Institutional Assessment

Periodic institutional assessment involves measuring the "education achieved" by all students, and measuring the satisfaction of all students and alumni to ensure the quality of education as well as to meet the needs of our primary stakeholders. ENMU administers two primary nationally normed measures to gauge our student learning or their perception of learning. First, ENMU utilizes ETS *Measure of Academic Proficiency and Progress* (i.e., the "Proficiency Profile"), given about every five years to freshman and seniors. Second, ENMU utilizes the *National Survey of Student Engagement* (NSSE), given about every four years. ENMU also administers the State constructed and mandated *Student Satisfaction Survey* every semester of all exiting students, and administers institutionally created distance education and graduate surveys are offered on an annual basis. Reporting and analysis of our data is available in a variety of places (click here for link to institutional data analysis documents), and how we use this data is also discussed among both faculty and university administration on a regular basis (click here for link to presentation and meeting documents regarding institutional data). ENMU institutional data is compiled and presented on a regular basis in our *ENMU Factbook* (click here for link to Factbooks).

Source material required (to be linked to text):

1. Link to an example of an old assessment plan and report.
2. Link to the file storage of department assessment plans and reports from 2008-09 to 2011-12.
3. Link to template of new annual departmental effectiveness report.
4. Link to the file storage of 2014-15 annual department effectiveness reports.
5. Link to a good example of an annual department effectiveness report.
6. Link to the new program review process and rotation schedule.
7. Link to an example program review report.
8. Link to the file storage of all program review reports.
9. Link to example feedback on program review reports from the Academic Assessment Committee and the Program Review Committee.
10. Link to accreditation reports for accredited programs.

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11. Link to current rotation schedule of general education course assessment
12. Link to report templates of each set of competencies in general education.
13. Link to the file storage of general education course assessment reports.
14. Link to current rotation schedule of institutional requirement courses.
15. Link to the file storage of institutional course assessment reports.
16. Link to institutional data analysis documents.
17. Link to presentation and meeting documents regarding institutional data.
18. Link to the *ENMU Factbooks*.

33. List the types of student outcome data available to the institution:

Types of Student Outcome Data Available:

- Department Assessment Plans and Reports from 2008-09 to 2011-12.
- Annual Department Effectiveness Reports from 2014-15 to 2016-17.
- Program Review Reports.
- General Education Course Assessment Reports.
- Institutional Course Assessment Reports.
- Institutional Data Analysis Documents.
- Accreditation Reports for Accredited Programs.
- *ENMU Factbooks*

See also **Appendix V***.*

34. Explain how information about student outcomes informs planning, academic program review, assessment of student learning, consideration of institutional effectiveness, and other topics.

ENMU has been formally involved in assessment since 1986. Our policies and procedures have evolved over time but our primary purpose has always been to ensure student success. We do this through the evaluation of student learner outcomes, faculty, pedagogy and curriculums, materials and technology, and infrastructural support. We consider our mission fulfilled when our students are accepted into graduate programs or secure sustainable, productive employment in the workforce.

The overarching goals of ENMU's assessment efforts are to:

1. To foster a view that assessment is a continuous process and a source of information for instructional and program improvement.
2. To respond to accreditation and governmental demands that assessment is necessary for accountability to stakeholders.
3. To facilitate the feedback of assessment results into institutional, program, and course level planning.
4. To provide professional development opportunities for faculty and staff in assessment procedures and processes.

The process of closing the loop with ENMU's student learning outcomes is managed at four organizational levels.

Individual Course Design Changes

The primary responsibility of closing the loop with ENMU's student learning outcomes lies in the hands of the program faculty level through:

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- Faculty reflections that modify individual course strategies and pedagogies;
- Changes by the program to program or curriculum requirements
- Changes by the university to general education requirements;
- Catalog reviews at the university level through the University Curriculum Committee;
- Program review at the undergraduate and graduate levels.

General education and institutional requirement courses (i.e. Freshman Seminar and all Global/Diversity courses) conduct periodic course assessment reports that describe expected student learning outcomes and the methods used to evaluate achievement of those outcomes. The course assessment report articulates what faculty expect students to know, identifies appropriate tools for evaluating the extent to which students are achieving those outcomes, and describes how faculty use that information to work continuously to improve their courses. Faculty involvement in general education and institutional requirement course assessment activities results in the implementation of instructional strategies to improve their student learning outcomes.

Some colleges also require the periodic course assessment of their degree program courses. For example, the College of Business (COB) requires that all faculty conduct annual course assessment reports that articulate what faculty expect students to know, identifies appropriate tools for evaluating the extent to which students are achieving those outcomes, and describes how faculty use that information to work continuously to improve their courses (click here for link to the file storage of COB course assessment reports). COB Faculty involvement in course assessment activities results in the implementation of instructional strategies to improve their student learning outcomes.

All faculty conduct some form of an annual performance evaluation. Tenure-track faculty complete Faculty Evaluation Review (FEC) files while tenured faculty complete the Annual Performance Evaluation Report. Resource faculty alternate over a three-year cycle between the APE report and the FEC file. As part of these documents, faculty may write self-reflective essays on their teaching performance from the previous year, and they may have other faculty conduct peer appraisals of their teaching (click here for link to an example of a reflective essay and an example of a peer appraisal). These efforts may result in implementing instructional strategies to improve their student learning outcomes.

Departmental Resource Requests

The Annual Departmental Effectiveness Reports are forwarded to College Councils for feedback from the Deans and the chairs of within the colleges (click here for link to example feedback from council). Final drafts of Reports then sent to the VPAA and, ultimately, to the President. When additional resources are needed, the department will list the data supporting the need for these resources in the Report, how the resources will fit into the mission of the university, possible mechanisms for acquiring the requested resources, and the priorities/timelines and assistance needed for doing so.

Program Curriculum Changes

Every two years (alternating years for undergraduate and graduate programs), degree programs make program curriculum changes through the catalog change process (click here for link to university curriculum change policies). Some programs are guided by specific accreditation criteria (click here for link to example program accreditation criteria), but every ENMU degree program must submit justification for any curriculum changes. All changes have to be justified by the program or course assessment data collected in previous years (click here for link to example program

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curriculum change proposal). Faculty are involved in the curriculum change process by participating at their department level curriculum committee, or their college level curriculum committee, or through the University Curriculum Committee (click here for link to the work done by the UCC).

Institutional Interventions

[The narrative and links here should be on institutional-wide interventions that should be in other HLC criterion sections. Those interventions that could be discussed here are: (a) the Freshman Seminar course review; (b) the re-write of Global/Diversity learning outcomes: (c) the development of the Annual Department Effectiveness Report; (d) the Gardner Institution work; (e) the CAPP degree evaluation improvement; (f) the new advising information system being developed; (g) the Quality Matters training; or (h) the Blackboard and Mediasite training and mentoring.]

Source material required (to be linked to text):

1. Link to the file storage of College of Business course assessment reports.
2. Link to a good example of a reflective essay.
3. Link to a good example of a peer appraisal.
4. Link to an example of feedback from a college council to a department on their annual department effectiveness report.
5. Link to university curriculum change policies.
6. Link to example program accreditation criteria relating to curriculum requirements.
7. Link to example program curriculum change proposal
8. Link to work done by the University Curriculum Committee.

35. The federal government is increasingly concerned that institutions and accreditors are taking into account federal metrics in the review of student outcome data. These metrics are best found in the College Scorecard.

Explain how information from the Scorecard is incorporated in the institution's review of its student outcome data. Please note the loan repayment rate identified on the Scorecard and explain how the institution uses this metric in its review of its own data.

Eastern New Mexico University Value for the Dollar, Cost-per-FTE, New Mexico Institutions of Higher Education (FY 2013-2014)

The table below shows cost per full-time-equivalent student as a ratio of I&G budget and fall 2014 semester FTE at all New Mexico public four-year universities. ENMU is the lowest of the four-year universities.

Institutions	FTE (2013)	I +G* (FY 2013-14)	Cost per FTE I&G /2013 FTE	FTE (2014)	I &G*(FY 2014-15)	Cost per FTE I&G /2014 FTE
ENMU	**3,983**	$38,634,301	**$9,700**	**4,031**	$39,861,077	**$9,889**
WNMU	2,412	$29,575,329	$12,262	2,221	$28,011,697	$12,612
UNM	23,618	$312,855,498	$13,246	23,632	$322,919,063	$13,664
NMSU	13,482	$176,558,578	$13,096	13,036	$183,405,594	$14,069
NNMC	1,057	$12,901,810	$12,206	870	$12,723,052	$14,624
NMHU	2,718	$36,356,528	$13,376	2,626	$36,681,256	$13,968
NMT	1,813	$36,245,298	$19,992	1,805	$37,625,249	$20,845

Source: Data from NMHED, I&G (2013-14, 2014-15) and Fall end-of-semester enrollment (2013, 2014).

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ENMU = Eastern New Mexico University, WNMU = Western New Mexico University, UNM = University of New Mexico, NMSU = New Mexico State University, NNMC = Northern New Mexico College, NMHU = New Mexico Highlands University, NMT = New Mexico Institute of Mining

Adding to the argument for value for the dollar of an education at ENMU are two studies from *The Economist* and the Brookings Institute. Using data from the US Department of Education, *The Economist* conducted a study of the value of an education at each university relative to their students' expected median salary 10 years after entering the university (2011 salary for entering 2001 class). ENMU performs significantly better (43rd percentile) that than two other New Mexico universities, UNM and NMSU (at the 7th percentile), and slightly better than the engineering institute, New Mexico Institute of Mining and Technology (at 39th percentile) using *The Economist's* methodology. Other four-year institutions in New Mexico were not included in *The Economist's* study.

College	Rank	Percentile	State	Expected earnings	Median earnings	Over/Under
ENMU	719	43	NM	$30,872	$30,200	$-672
NMT	1184	39	NM	$53,770	$52,800	$-970
NMSU	1180	7	NM	$38,563	$33,800	$-4,763
UNM	1184	7	NM	$40,751	$35,900	$-4,851

Sources: US Department of Education; *The Economist (available at* http://www.economist.com/blogs/graphicdetail/2015/10/value-university)

The Brookings Institute conducted a study on value-added from the educational experience measured by attendees median salaries. The following table provides the 2011 median earnings of all students receiving financial aid and attending the New Mexico four-year institutions in 2001-2002. Compared to other four-year universities in New Mexico, ENMU students have the second highest percent of parents not attending college (second to WNMU), second lowest average family income (second to WNMU), and the highest percent receiving student loans. These factors tend to correlate with lower expected graduation rates and hence lower salaries for students attending ENMU. Two nearby Texas universities (WTA&M and TTU) are shown to illustrate that New Mexico four-year universities on average have students who are more financially and academically at risk than the national average. NMT (STEM-university) has a large valued-added median salary since they graduate STEM majors.

Institutions 2001-2002 Cohort	% of parents not attending college	students' average family income	% of students receiving loans	value-added median earnings of students, 2011	predicted & actual medium salaries in 2011	value-added percentile
ENMU	**53%**	**$42,594**	**44%**	**+1.6%**	**32,399 & 31,784**	**26**
WNMU	56%	$41,727	43%	+2.3%	32,076 & 32,836	39
UNM	43%	$49,830	19%	+1.2%	37,332 & 37,783	35
NMSU	47%	$54,222	36%	+3.6%	36,880 & 35,573	20
NMT	32%	$69,949	23%	+36.3%	55,589 & 38,652	98
NMHU	51%	$44,680	42%	+4.8%	35,206 & 36,941	47
WTA&M	46%	$63,338	39%	+12.6%	37,125 & 42,098	73
TTU	32%	$101,573	34%	+9.7%	44,043 & 48,518	64

Source: *The Brookings Institute* (available at http://www.brookings.edu/research/reports2/2015/10/29-earnings-data-college-scorecard-rothwell) (Incomplete data for NNMC).
WTA&M = West Texas A&M, TTU = Texas Tech University

Graphing the actual median salary of attendees versus I&G per FTE for the New Mexico four-year universities provides a measure of how well the institution's I&G resources are being converted to attendees salaries. Notice that ENMU is above the regression line compared to other New Mexico four-

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year universities. This suggests that ENMU is doing a better job of translating New Mexico state dollars to attendee's salaries than the many of the other New Mexico four-year universities.


Actual Salary versus I&G per FTE for NM four-year universities

$y = 2.3107x + 5493.6$
$R^2 = 0.9101$
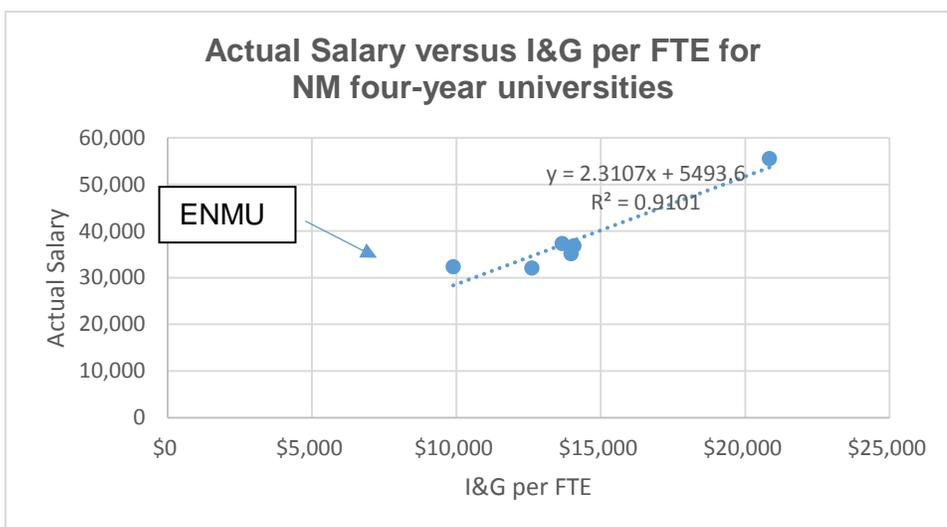
The Brookings Institute's analysis shows that a college's curriculum, mean faculty salary, and completion rates strongly predict the future earning of those that attend (institutions value-added to the student's future salary). The X-factor is all of the other institutional factors that may affect attendee's median salaries. The following tables summarize the effect of these factors on value-added median salary (6-years later) who attended the New Mexico four-year universities. The 1997-1998 ENMU cohort scored at the 9th percentile for value-added median salary while the 2005-2006 ENMU cohort scored at the 21st percentile. ENMU's percentiles are low since they graduate a low number of STEM majors, and have a low graduation rate. ENMU's overall improvement between the two cohorts is significant (10.4%). This gives ENMU the largest growth in value-added median salaries for all New Mexico four-year universities and putting them at the 80th percentile compared to all other higher-education institutions. The 1997-1998 cohort was last (by a large margin) for all NM four-year universities but the 2005-2006 cohort performed better than two other four-year institutions (WNMU and NMSU). The data suggests that changes that ENMU made during that period have improved the median salaries of its attendees more than for the other New Mexico four-year universities.

1997-1998 Cohort						
	Curriculum and STEM	Grad Rate	Faculty Salaries	X-factor	Total	%tile
UNM	4.7%	-0.7%	3.6%	-12.6%	-4.9%	21
NMSU	5.8%	-0.6%	2.5%	-10.4%	-2.7%	26
NMT	31.2%	-0.7%	2.6%	-11.5%	21.7%	94
WNMU	0.0%	-2.0%	-1.0%	7.2%	4.2%	48
NMHU	10.8%	-2.1%	-0.3%	-7.3%	1.0%	38
ENMU	**-0.9%**	**-1.3%**	**-0.4%**	**-12.0%**	**-14.6%**	**9**
2005-2006 Cohort						
	Curriculum and STEM	Grad Rate	Faculty Salaries	X-factor	Total	%tile
UNM	6.0%	-0.7%	6.8%	-11.4%	0.8%	33
NMSU	6.9%	-0.6%	3.9%	-17.1%	-6.8%	17
NMT	38.6%	-0.6%	4.3%	-22.9%	19.4%	83

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	Curriculum and STEM	Grad Rate	Faculty Salaries	X-factor	Total	%tile
WNMU	4.3%	-3.7%	-0.6%	-11.2%	-11.2%	13
NMHU	9.4%	-3.4%	-0.1%	-8.1%	-2.1%	25
ENMU	**0.6%**	**-3.0%**	**-0.1%**	**-1.6%**	**-4.2%**	**21**
Difference: (2005-2006 cohort) minus (1997-1998 cohort)						
	Curriculum and STEM	Grad Rate	Faculty Salaries	X-factor	Total	%tile
UNM	1.3%	0%	3.2%	1.2%	5.7%	60
NMSU	1.1%	0.0%	1.5%	-6.7%	-4.1%	19
NMT	7.6%	0.1%	1.7%	-11.4%	-2.3%	24
WNMU	4.4%	-1.6%	0.4%	-18.4%	-15.5%	3
NMHU	-1.3%	-1.3%	0.3%	-0.8%	-3.1%	22
ENMU	**1.4%**	**-1.7%**	**0.4%**	**10.3%**	**10.4%**	**80**

Notice that all of the New Mexico four-year universities have negative value-added median salaries resulting from their graduation rates and X-factors. Faculty salary factors are positive for the New Mexico doctoral granting institutions (UNM, NMSU, and NMT) and negative for the three New Mexico regional masters universities (ENMU, NMHU, and WNMU). As discussed in Criterion 3, ENMU's graduation rate effect seems to be low compared to the expected graduation rate (-3.0%).
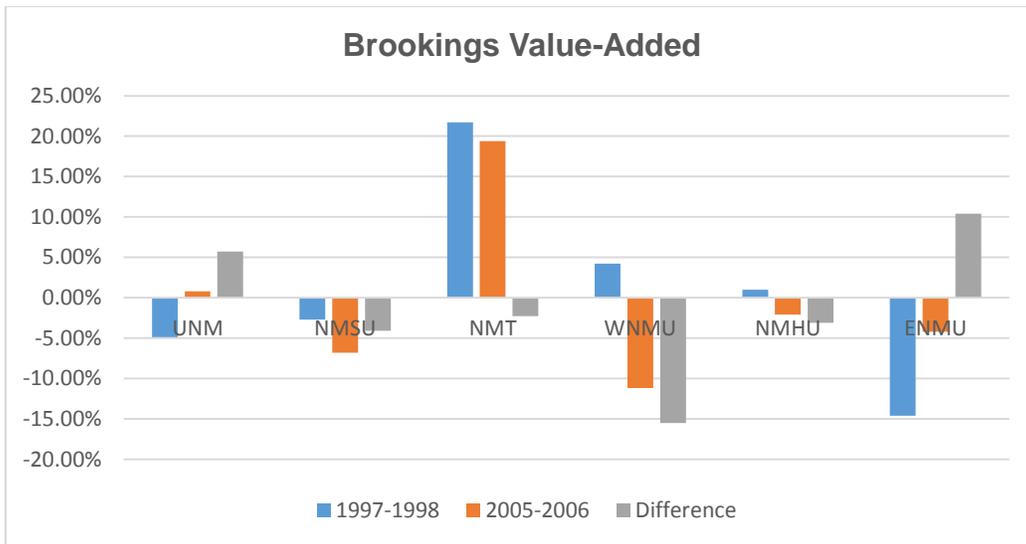
For more information see Federal Requirement 34 CFR 602.16(a)(1)(i).
Related HLC Requirements: Criterion 4, Core Components A–C; Assumed Practice C.7.

Publication of Student Outcome Data

Student outcome data should be made available to the public through the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and should be clearly labeled as such. Any technical terms in the data should be defined, and any necessary information on the method used to compile the data should be included. Data may be provided at the institutional or department level or

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both, but the institution must disclose student outcome data that address the broad variety of its programs.

36. Are student outcome data published on the institution's website following the specifications above?

⊠ Yes

☐ No

[Website data storage needs to be created – see list for Question #38.]

37. How does the institution ensure that the publication of these data accurately reflects the range of programs at the institution?

ENMU ensures that the publication of student learning outcome data accurately reflects the range of programs at the institution through various levels of administrative and faculty oversight.

Departmental assessment reports are the responsibility of faculty of the department and the chair of the department, and the reports are reviewed by the dean of the college and the college council.

Annual department effectiveness reports are the responsibility of the chair of the department and the dean of the college, and the reports are reviewed by the college council and the Vice President of Academic Affairs.

Program review reports are the responsibility of faculty of the department and the chair of the department, and the reports are reviewed by the dean of the college, the Program Review Committee, the Academic Assessment Committee, and the Vice President of Academic Affairs.

Specific program accreditation reports for any of our accredited programs are the responsibility of faculty of the department and the chair of the department, and the reports are reviewed by the dean of the college, the college council, and the Vice President of Academic Affairs.

The data within each general education course assessment report that is part of the statewide transferable core are the responsibility of faculty of the department and the chair of the department, and the reports are reviewed by the General Education Committee.

The data with the *ENMU Factbooks* are the responsibility of the Director of Institutional Research.

The data within ENMU's strategic plan are the responsibility of the Director of Institutional Research and the Executive Director of Planning and Analysis, and is reviewed by the President.

In addition, the responsibilities of the Academic Assessment Committee are to advise and evaluate the design and implementation of academic program assessment activities, and oversee the design and implementation of University-wide academic assessment activities. The Committee also functions as an advisory board to the Coordinator of Student Learning whose duties are to: support unit reporting of student learning outcomes and use data to enhance curriculum and learning; partner with the Academic Assessment Committee in complying with assessment reporting requirements; partner with the General Education Committee in complying with assessment reporting requirements; make assessment results more useful and useable to the campus community; and enhance the culture of learning assessment on campus

38. Provide a link to the webpage(s) that contains the student outcome data.

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[The website data storage listed here need to be created.]

ENMU Student Learning Outcome Data are available online at:

- Link to the file storage of department assessment plans and reports from 2008-09 to 2011-12.
- Link to the file storage of 2014-15 annual department effectiveness reports.
- Link to the file storage of all program review reports.
- Link to the file storage of general education course assessment reports.
- Link to the file storage of institutional course assessment reports.
- Link to institutional data analysis documents.
- Link to accreditation reports for accredited programs.
- Link to the *ENMU Factbooks*.

For more information see Council for Higher Education Accreditation (CHEA) Recognition Standard 12B.1.

Standing With State and Other Accrediting Agencies

39. List any relationships the institution has with a specialized, professional or institutional accreditor or with any governing or coordinating bodies in states in which the institution has a presence. Note whether the institution or any of its programs is on a sanction, is provisionally approved or has lost status with any state agency or accrediting body.

Agency Name:	Standing:
Accreditation Council for Business Schools and Programs	Accredited
American Speech-Language-Hearing Association	Accredited
Council on Social Work Education	Accredited
Higher Learning Commission of the North Central Association	Accredited
National Association of Schools of Music	Accredited
National Council for Accreditation for Education in Nursing	Accredited with warning
National Council for Accreditation of Teacher Education	Accredited
(now Council for the Accreditation of Educator Preparation)	

Provide the most recent comprehensive evaluation report and action letter from each institutional or specialized accrediting agency as well as any interim monitoring prepared for that agency. Attach as **Appendix W**.

40. Explain how the institution makes its standing with state agencies and accrediting bodies available to students. Provide samples of those disclosures as **Appendix X** and indicate the web address where students and the public can find these disclosures.

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All accreditations are listed on the web, in the catalog (institutional accreditation, *Graduate Catalog*, p. 2; *Undergraduate* Catalog, p. 5), and webpages of the programs/departments holding program accreditations.
http://www.enmu.edu/public-docs/enmu-accreditation?highlight=WyJuY2F0ZSJd

ACBSP   http://www.enmu.edu/college-of-business/bba-mba-enmu-college-business
ASHA   http://www.enmu.edu/health-and-human-services/communicative-disorders-
             graduate?highlight=WyJjZGlzZIl0=
CSWE   http://www.enmu.edu/health-and-human-services/social-
             work?highlight=WyJzb2NpYWwiLCJ3b3JrIiwid29yayciLCJzb2NpYWwgd29yayJd
NASM   http://www.enmu.edu/music/department-music
ACEN   http://www.enmu.edu/health-and-human-services/nursing-
             bsn?highlight=WyJudXJzaW5nIiwibnVyc2luZydzIl0=
NCATE   could not find accreditation information except in Counselling program

For more information see Federal Requirements 34 CFR §602.28, 34 CFR 668.41, and 668.43.

Related HLC Requirements: Criterion 2, Core Component B; Assumed Practices A.5, A.7.

41. Submit a list of constituencies that have received the notice of opportunity to comment (students, parents, alumni, taxpayers, donors, community group and local businesses).

42. What media did the institution use to solicit comments?

43. Copies of the institution's notices must be sent in PDF format to HLC. (legalaffairs@hlcommissions.org) at least one month before the comprehensive evaluation visit., The comments and notices are compiled by the HLC staff members and sent to the evaluation team and the institution three weeks prior to the visit. As third-party comments are an important part of the comprehensive evaluation, HLC also reviews and forwards comments received after the deadline lapses and even during the visit. Attach a copy of the notices as Appendix Y.

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

44. Does the institution offer any direct assessment programs, as defined in 34 CFR §668.10?
☐ Yes

☒ No

Note: HLC policy and federal regulations require that direct assessment programs be reviewed and approved by the accrediting agency before they are initiated. Contact your HLC liaison if the institution offers direct assessment programs that have not been approved by HLC.

45. Does the institution offer any competency-based programs?
☐ Yes

☒ No

Note: The definition of competency-based and direct assessment programs (as taken from 34 CFR §668.10) can be found on the substantive change application for new competency-based or direct assessment programs.

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46. Provide a list of direct assessment or competency-based programs offered by the institution.

Not applicable – see answers to questions #44 and #45 above.

47. How does the institution ensure that faculty in these programs regularly engage with students? Please respond to the following questions:

Not applicable – see answers to questions #44 and #45 above.

    a. Do the faculty members initiate communication on some regular basis with the students in the course(s)? If yes, provide examples of how and when this occurs in each program.

    N/A

    b. Do the students have a responsibility to initiate communication with the faculty members on some regular basis that is at least equivalent to contact in a traditional classroom? If yes, provide examples of how and when this occurs.

    N/A

    c. Describe the manner in which faculty respond to questions from students about the academic content of the program. Describe the interaction between faculty and students about demonstrating competencies in the program material.

    N/A

    d. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, written and oral communication abilities, etc., in the context of the course(s) in question with appropriate guidance by faculty.

    N/A

    e. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about core ideas, important theories, current knowledge, etc., in the context of the course(s) in question with appropriate guidance by faculty.

    N/A

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