

**Reaffirmation of Accreditation Recommendation  
for**

**New Mexico State University Carlsbad  
Carlsbad, New Mexico  
of the 2014 - 2015  
Academic Quality Improvement Program  
Review Panel on Reaffirmation**

**The Higher Learning Commission**

**February 25, 2015**

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## **I. Context and Nature of Review**

### **A. Review Purpose, Process, and Materials**

AQIP Reaffirmation of Accreditation reviews are scheduled seven years in advance, when an institution first joins the Academic Quality Improvement Program (AQIP) or when an institution already participating in AQIP is reaffirmed via the AQIP Reaffirmation of Accreditation process.

In conducting these reviews, the AQIP Reaffirmation of review panel examines the following materials for each institution:

- Current Commission History file of institutional actions
- Current Commission Statement of Affiliation Status
- Current official Commission Organizational Profile
- AQIP Review Panel Report(s) on Institutional Status Change Requests
- Focused visit report(s) and action letter(s)
- Institutional websites
- Key correspondence between the institution and the Commission
- Last Comprehensive PEAQ Evaluation team report, institutional response, and Commission action letter
- Summary of Action Projects attempted
- Summary Update of institutional activity and dynamics since the last Quality Checkup, provided by the institution on September 1 of the review year
- Systems Appraisal Feedback Report
- Systems Portfolio, including update provided by the institution on September 1 of the review year
- Quality Checkup report
- AQIP Supplemental Report of Campus Quality Improvement Initiatives, (ASR)
- Any evidence supporting compliance with the Criteria for Accreditation
- Any other major reports or documents that are part of the institution's permanent Commission files

Two lead panelists from the AQIP Reaffirmation of Accreditation draft a recommendation that is reviewed and approved by the entire panel before it is forwarded to the Institutional Actions Council.

### **B. Organizational Context**

New Mexico State University Carlsbad (NMSU) was first accredited by the Commission on November 4, 1980 (having been admitted to Candidacy for Accreditation on July 20, 1973).

NMSU is an independently accredited branch campus of New Mexico State University in Las Cruces.

The institution was admitted to AQIP in fall 2000 and has participated in required Strategy Forums.

Since admission to AQIP, the institution has officially declared and attempted fifteen individual Action Projects, eleven of which have been completed, and has provided AQIP with Annual Updates of ongoing projects and received Annual Update Feedback Reports on these.

The institution provided its most recent Systems Portfolio for review in November 2012, and received a Systems Appraisal Feedback Report on February 25, 2013.

AQIP conducted a Quality Checkup visit to the institution on October 23-25, 2013, and provided a report of the findings of the visiting team on November 22, 2013.

### **C. Organizational Scope and Structure (including extended physical or distance education operations)**

The institution offers 29 associate degrees and 24 certificate programs. It is approved for distance education courses and programs. On May 7, 2014, the institution reported 573 full-time undergraduate students and 1487 part-time undergraduate students. There were 600 dual enrollment students.

The main campus is located at 1500 University Drive in Carlsbad, New Mexico. The institution has no other campuses or additional locations.

The institution is public.

### **D. Notification of Quality Checkup Visit and Solicitation of Third-Party Comment**

A Quality Checkup site visit to the institution was conducted on October 23-25, 2013. In compliance with Commission requirements, the institution notified its constituencies and the public of this visit and solicited third-party comment to be sent directly to the Commission. The Commission shared all comments received with the institution and the team, and the team discussed both the comments with the institution and reviewed evidence of the institution's compliance with the Commission's notification and third-party comment requirements.

### **E. Compliance with Federal Requirements**

In compliance with the Commission's federal compliance program, the institution provided evidence of compliance in conjunction with the Quality Checkup visit on October 23-25, 2013. For each of the required component reviews, the visiting team checked "The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements."

## **F. Evidence of the Organization’s Responsiveness to Previous Commission Concerns Regarding Fulfillment of the Criteria for Accreditation**

The Systems Appraisal team concluded that New Mexico State University Carlsbad (NMSU Carlsbad) has presented evidence that it complies with each of the Five Criteria for Accreditation and each of their Core Components. The Quality Checkup team determined that all core components were “Strong, clear, and well-presented.”

## **II. Fulfillment of the Criteria for Accreditation**

**CRITERION ONE: MISSION.** The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

**Core Component 1A:** The institution’s mission is broadly understood within the institution and guides its operations.

**Subcomponent 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.

**Subcomponent 2.** The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

**Subcomponent 3.** The institution’s planning and budgeting priorities align with and support the mission.

**Team Determination:**     X  Core Component is met  
                                   \_\_\_ Core Component is met with concerns  
                                   \_\_\_ Core Component is not met

### **Evidence:**

- As noted in the AQIP Supplemental Report of Campus Quality Improvement Initiatives (ASR) in fall 2014, NMSU Carlsbad began an in-depth analysis of its current mission and vision statements, starting with a campus-wide study of college values. These institutional values were employed in developing an institutional vision statement which led to the proposal of a revised institutional mission statement. The newly proposed mission, vision, and values statements will be presented to the NMSU Carlsbad advisory committee and the NMSU Board of Regents for approval during the spring 2015 semester.
- The campus mission and values are established at the local level to respond to the needs of the local community and embrace the campus’s role as a community campus. The college’s recognition that it is a community campus guides the college in providing appropriate academic programs and student support services to match the needs of its local communities. As a branch campus in the New Mexico State University (NMSU) system, the college participates in a yearly strategic planning retreat with other branch campuses in the system at which time the campuses align their missions, visions, and goals with the University goals and initiatives.

- NMSU Carlsbad sets budget priorities to support the initiatives and goals of the college and the system. The Board of Regents of New Mexico State University reviews all NMSU Carlsbad initiatives. The college also has as an advisory board, the Carlsbad School District Board, which is in a contractual arrangement with NMSU for the operation of the local campus. The Carlsbad School Board is required by state statute to approve the annual operating budget of the campus before it is presented to the NMSU Board of Regents for final approval.

**Core Component 1B:** The mission is articulated publicly.

**Subcomponent 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.

**Subcomponent 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.

**Subcomponent 3.** The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- NMSU Carlsbad communicates the campus mission and values through evaluations of how well personnel understand how programs align with and support the mission and vision, through the performance review process which includes measures for community service and for governance committee participation, and by the inclusion of the mission and values on all course syllabi, course catalogs, and course schedules, and on the campus webpage.
- The ASR articulates the proposed vision, mission, and values:  
*Vision Statement:* NMSU Carlsbad, a diverse and community-centered institution dedicated to excellence and student success through transformative discovery.  
*Mission Statement:* The mission of New Mexico State University Carlsbad is to provide students the resources necessary for them to fulfill their educational potential so that they may help meet the needs of their community as well-trained, well-educated, and productive citizens.  
*Values:* New Mexico State University Carlsbad is committed to and demonstrates: Community-Centeredness, Discovery, Diversity, Excellence, Student Success.
- The ASR asserts that “The proposed statements capture the essence NMSU Carlsbad and reflect the input of internal and external stakeholders.” These proposed

statements were arrived at through a process that “required the institution to studiously analyze its programs, services, and purposes.” The Systems Portfolio notes that to move forward the college must take into account the following stakeholder perspectives: maximizing financial resources, student and stakeholder needs, and the internal strengths and opportunities of the institution.

**Core Component 1C:** The institution understands the relationship between its mission and the diversity of society.

**Subcomponent 1.** The institution addresses its role in a multicultural society.

**Subcomponent 2.** The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- The newly proposed Vision, Mission, and Values found in the ASR articulate NMSU Carlsbad’s commitment to diversity. In the Systems Portfolio NMSU identifies itself as “a Title V, Hispanic-Serving Institution with a student body that is diverse ethnically and demographically. Enrollment in NMSU Carlsbad is open to all; most students are from southeastern New Mexico.”
- The commitment to diversity is demonstrated through “its widely diverse faculty, staff, and students” and the range of multicultural events such as Black History Month, Women’s History Month, Hispanic History Events, Asian History Month, and International Students Month enumerated in the ASR. The Systems Portfolio records academic programs responsive to student needs such as placement tests, partnerships with school districts, professional development for faculty, and direct assessment of student success, as well as processes, services, and accommodations that address the needs of students with disabilities or special needs such as note-taker services, books on tape, Visualek magnification machines, assistive listening devices, and voice activated computer software.

**Core Component 1D:** The institution’s mission demonstrates commitment to the public good.

**Subcomponent 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.

**Subcomponent 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.

**Subcomponent 3.** The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

- Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- The Systems Portfolio makes clear that “As a community college in the New Mexico State University System, a public land-grant university, NMSU Carlsbad does not serve proprietary interests. As part of a public land-grant university system, NMSU Carlsbad is subject to state oversight and entails public obligation as part of its reason for being.” A significant example of how NMSU Carlsbad actions demonstrate that in its education role it serves the public is described in the ASR. The college has joined in partnership with the public school district in creating an “Early College” High School on the college campus. Early College began in fall 2014 and allows selected high school students to complete their high school requirements at the college in two years. During the following two years these students will complete college-level certificates and associate degrees.
- NMSU Carlsbad focuses on educational responsibilities in a number of ways. The Systems Portfolio notes that the college pursues funding to support and enhance its educational offerings and opportunities. In the ASR, the college notes that it received state funding for its “Early College.” In its interaction with external stakeholders, the college puts strong emphasis on educational opportunities with such initiatives as providing concurrent enrollment, offering continuing education, serving as home site for Adult Basic Education, and offering GED tutoring and testing.
- According to the Systems Portfolio, NMSU Carlsbad assesses and responds to community and stakeholder needs through a variety of activities including participation in key civic groups, keeping abreast of trends in state and local economic development efforts, feedback from the Manufacturing Sector Development Program and the Small Business Development Center, regular meetings with local school districts and community stakeholders, partnering with organizations such as Carlsbad Municipal Transit System to provide needed services to its students, and anticipating new sources of students and stakeholders through environmental scanning and Citizen Advisory Council meetings.

**Team Determination on Criterion One:**

- Criterion is met  
 Criterion is met with concerns  
 Criterion is not met

**Summary Statement on Criterion One:**

NMSU Carlsbad has recently gone through a process to update its Vision, Mission, and Values that involved its internal and external stakeholders in a thoughtful analysis of the

institutions values. The new mission and vision were built on those values. The 2012 Systems Portfolio shows that the institution has in place a culture that demonstrates a commitment to alignment with the mission and that has the tools and processes in place for disseminating the mission. Both the Systems Portfolio and the more recent ASR provide evidence of the college's role in a multicultural society and its dedication to meeting the needs of its greater community as well as the goals of the New Mexico State University System.

Criterion One is met and no Commission follow-up recommended.

**CRITERION TWO: Integrity: Ethical and Responsible Conduct.** The institution acts with integrity; its conduct is ethical and responsible.

**Core Component 2A:** The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- NMSU Carlsbad ensures the ethical practices of all employees in a number of ways as described in the Systems Portfolio:
  - Annual workshops to inform all employees about best practices related to ethics in the work place;
  - Administrative policies and directives emanating from NMSU Las Cruces as well as NMSU Carlsbad;
  - The Student Code of Conduct;
  - Ethicspoint™, a confidential reporting line that provides an anonymous channel through which any member of the college community can report criminal or unethical behavior;
  - A Conflict of Interest form which all employees must file with their immediate supervisor;
  - An online FERPA training module, which all employees must review annually;
  - SchoolDude Operations Management Software used campus-wide in order to centralize, document, and make transparent all maintenance, IT, and travel requests;
  - The Faculty-Mentoring Program.
- The ASR describes how NMSU Carlsbad is strengthening its compliance with federal student identity requirements for online courses by piloting Respondus Monitor which contains visual and hearing components “that will lock down the course if additional presence is sensed in the vicinity of an online student.”

**Core Component 2B:** 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.

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- UMSU Carlsbad provides students with clear information about all of the aspects of academic programming through the following means: student orientation and pre-registration; early outreach; college life and success; the student handbook; course catalogs; specialized course/discipline/program descriptions; marketing brochures; the college website; course syllabi; program check sheets; and the academic alert system.

**Core Component 2C:** The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

**Subcomponent 1.** The governing board’s deliberations reflect priorities to preserve and enhance the institution.

**Subcomponent 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.

**Subcomponent 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.

**Subcomponent 4.** The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- The Board of Regents of New Mexico State University reviews all initiatives and budgets related to the annual strategic planning process. NMSU Carlsbad also has as an advisory board, the Carlsbad School District Board. The school board is in a contractual arrangement with NMSU for the operation of the local campus. The Carlsbad School Board is required by state statute to approve the annual operating budget of the campus before it is presented to the NMSU Board of Regents. According to the ASR, NMSU Carlsbad has implemented the process of analyzing the Memorandum of Understanding (MOU) that governs the relationship between the Carlsbad School Board which serves as the college’s local advisory committee and the NMSU Board of Regents. The MOU is reviewed and adopted on a biennial basis.

- The Systems Portfolio describes the yearly University strategic planning retreat attended by presidents and their administrative teams who develop the University strategic plan which is entitled “Building the Vision.” The NMSU Carlsbad participation in this process and the goals of “Building the Vision” reflect the strategic goals of the NMSU Carlsbad campus which are based on the college’s mission.
- As described in the Systems Portfolio, the “campus president deploys the mission, core values, and performance expectations through the executive council and the governance committee system.” The president delegates authority to the vice presidents and retains authority over human resources, research, marketing, and the Small Business Development Center. The faculty and department chairs play lead roles in program review, and program development with suggestions and feedback from Community Participation Action Committees that include university, local industry, and community members.

**Core Component 2D:** The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

**Team Determination:**     Core Component is met  
     Core Component is met with concerns  
     Core Component is not met

**Evidence:**

- The mission, vision and core values of NMSU Carlsbad define the expectations of effective teaching and learning. Various methods of communicating these values to the faculty, staff, and students include the college catalog, school website, and monthly faculty meetings. The campus library actively defends library users’ rights to read, seek information, and speak freely through its material purchases and educational programming. NMSU Carlsbad uses a hierarchal system of governance committees that report to a central steering committee that oversees the integrity of scholarly practice. These committees are composed of students, staff, faculty, and executive members. NMSU Carlsbad is not a research institution in and of itself; however, as a member of the NMSU system, NMSU Carlsbad’s ethics in conducting research is overseen by the office of the vice president of research at NMSU Las Cruces.

**Core Component 2E:** The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

**Subcomponent 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.

**Subcomponent 2.** Students are offered guidance in the ethical use of information resources.

**Subcomponent 3.** The institution has and enforces policies on academic honesty and integrity.

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- The NMSU Carlsbad Library is a critical support service of the college for the ethical use of information resources. The campus library promotes information literacy among students, faculty, and staff thorough the purchase and use of high quality academic materials and educational programming. It also gives instruction in accordance with the Code of Best Practices in Fair Use for Academic and Research Libraries.
- NMSU Carlsbad Library guides students through instruction in an overview of information literacy skills, including the proper use of citation, in how to acknowledge the ideas of others, and in using copyright guidelines for reserves materials in print and digital formats. In addition, NMSU libraries provide a webpage defining plagiarism and best practices on how students can avoid plagiarism and handout guides to the proper use of ideas from other sources. The ASR notes that the “institution is piloting the use of Turnitin.com, a software program which provides the faculty a mechanism to more effectively monitor the incidents of plagiarism in submitted assignments.” So far the pilot has been successful in helping students better understand the NMSU system academic dishonesty policies.
- The NMSU system has academic honesty and integrity policies. At NMSU Carlsbad, these policies are communicated to students the first day of classes when students are “required to read and sign a statement pledging to maintain academic honesty in all course assignments.” The academic honesty and plagiarism policies are also communicated by a section in the common syllabus template, in the course catalog, and in the student handbook. The vice president for student services serves as Campus Discipline Officer and the vice president for academic affairs serves as the Hearing Officer in a NMSU system-wide procedure that disciplines those engaged in academic misconduct.

**Team Determination on Criterion Two:**

Criterion is met  
 Criterion is met with concerns  
 Criterion is not met

**Summary Statement on Criterion Two:**

NMSU Carlsbad has extensive programming to ensure that all of its employees know and understand the institution’s policies and processes for ethical behavior. The institution uses a variety of tools, initiatives, and one-on-one encounters with students and its public

to communicate programs, requirements, costs, controls and accreditation. The institution works hard to align priorities and maintain integrity within the statewide system, the direction of its local advisory board, and the NMSU Board. It makes use of system policies to ensure ethical behavior and takes advantage of its relationship with NMSU Las Cruces and the active engagement of its own library to ensure academic honesty and integrity.

Criterion Two is met and no Commission follow-up recommended.

**CRITERION THREE: Teaching and Learning: Quality, Resources, and Support.** The institution provides high quality education, wherever and however its offerings are delivered.

**Core Component 3A:** The institution's degree programs are appropriate to higher education.

**Subcomponent 1.** Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

**Subcomponent 2.** The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

**Subcomponent 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).

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- The institution's courses and programs are regularly reviewed by department chairs, program managers, faculty, and students through a local curriculum committee as well as a state-wide curriculum committee. Student and employer surveys, advising counselors, and stakeholder feedback are also used to assess the current relevance of course and program offerings. The institution is actively involved with local stakeholders to determine the needs of local employers and ensure responsive academic programming.
- Students are assessed for their abilities to demonstrate academic achievement and specific competencies and skills as they progress through their programs of study. Courses provide instruction that teaches, emphasizes and/or reinforces one or more of the institution's six learning outcomes expected of graduates of the institution. Course assessment of graduate learning outcomes in traditional, online and hybrid courses is used to ensure that learning goals are consistent across all modes of delivery.
- Students who graduate with an associate's degree must take the Collegiate Assessment of Academic Proficiency Exam (CAAP) in the last semester of their

program. Students' proficiency in reading, writing, mathematics, science, and critical thinking are measured and aligned with the institution's graduate learning outcomes.

- Multiple data sources and methodologies are employed to create and sustain academic programs that are responsive to student and other stakeholder needs. Faculty and program managers use feedback from program reviews and Community Participation Action Committees to update and/or eliminate courses.

**Core Component 3B:** 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.

**Subcomponent 1.** The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

**Subcomponent 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.

**Subcomponent 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.

**Subcomponent 4.** The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

**Subcomponent 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.

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- NMSU Carlsbad has comprehensive university-wide shared general learning outcomes for graduates that are prominently shared with students and other stakeholders. Both the Assessment Committee (composed of the vice president for academic affairs, the institutional researcher, the director of developmental studies, and up to ten faculty members) and the collective faculty, review and approve graduate outcomes. These shared objectives include NMSU system-wide Faculty Senate General Education Review Committee's learning objectives and the New Mexico Higher Education Department's mandated competencies for each area of general education.
- General education courses for each program are evaluated annually to assure their alignment with New Mexico Higher Education Department's (NMHED) mandated

core competencies in communication, mathematics, laboratory science, social/behavioral sciences, and humanities and fine arts. Assessment procedures, results, and course improvements are published to the NMHED; the results are used to make improvements in the general education courses offered. The Assessment Committee examines the measurable course objective data from all faculty on a regular basis for an aggregate and categorical analysis of performance results, types of assessment used, and types of classroom improvements made.

- Program learning objectives are determined by multiple groups and processes including department chairs, faculty members, and feedback from Community Participation Action Committees (CPACs) that include local industry and community members. CPAC reviews the departmental and faculty objectives annually and gives them guidance in developing new program objectives and revising current program objectives. CPAC's review focus is on university, local industry, and community members.
- NMSU Carlsbad serves an ethnically and culturally diverse population and has been designated by the U.S. Department of Education as a Hispanic-Serving Institution. A multi-lingual staff and faculty are employed. Advising and student service materials are available in Spanish and English. Faculty design their courses to meet cultural and human diversity needs, and offer alternative times and delivery methods for courses. Several different language and special topic courses are offered that facilitate student success in a diverse world. Several student groups and special events recognize and support cultural and human diversity. NMSU Carlsbad is represented on the Diversity Council of NMSU Las Cruces and contributes to the NMSU system's efforts in diversity and inclusion.

**Core Component 3C:** The institution has the faculty and staff needed for effective, high-quality programs and student services.

**Subcomponent 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.

**Subcomponent 2.** All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

**Subcomponent 3.** Instructors are evaluated regularly in accordance with established institutional policies and procedures.

**Subcomponent 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.

**Subcomponent 5.** Instructors are accessible for student inquiry.

**Subcomponent 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.

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- Appropriate faculty qualifications are ensured by the following methodologies: 1) Human Resource Services create announcements in conjunction with campus stakeholders (chairs, established faculty, the campus president and vice president of academic affairs); 2) search committees screen faculty candidate applications and interview candidates; 3) the vice president of academic affairs reviews all transcripts and vitas; and 4) involvement and support from the Provost's Office and Human Resource Services of NMSU Las Cruces.
- The institution recently conducted an analysis of its faculty numbers to ensure the number of faculty are appropriate to meet student needs. Based upon the completed analysis, additional position needs have been identified in engineering, and anatomy and physiology.
- To determine whether new faculty members are making satisfactory progress toward permanent hiring, their teaching and student evaluations are monitored by the vice president for academic affairs, who also reviews each faculty member's annual Allocation of Effort. The faculty promotion and tenure committee evaluates the classes of tenure-track faculty members, reviews their student evaluations, and monitors their progress toward promotion and/or tenure.
- Annual faculty evaluations through the vice president of academic affairs require faculty members to describe their goals and objectives for the upcoming year. At this time, a faculty member may make specific requests for support of those goals and objectives (for example, funding to attend a conference). Required annual Faculty Allocation of Effort Statements are reviewed by the vice president of academic affairs and faculty members to further identify and commit to faculty requests for support.

**Core Component 3D:** The institution provides support for student learning and effective teaching.

**Subcomponent 1.** The institution provides student support services suited to the needs of its student populations.

**Subcomponent 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.

**Subcomponent 3.** The institution provides academic advising suited to its programs and the needs of its students.

**Subcomponent 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).

**Subcomponent 5.** The institution provides to students guidance in the effective use of research and information resources.

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- Multiple methodologies are employed to help students select programs of study that align with their needs, interests, and abilities including College 101 and the Multiple Pathways to Learning Assessment test (required of all new students), a career guidance software program (CHOICES CT), Counseling and Student Development advisors, college library resources, and department services.
- Programs and faculty are supported by state-of-the-art technology, including computer-assisted instruction in specific liberal arts and vocational-technical courses, as well as Web access. Students benefit by gaining access to these technologies, as well as to the campus library, which serves as a hub to connect students to global and local resources in digital and print format. The institution provides fine arts facilities for instruction that also accommodate several entertainment and cultural events annually. Drama students participate in Carlsbad's community theater.
- The institution has implemented improved processes for new student orientation in order to ensure that new students are receiving all necessary and pertinent information during these activities.
- The Counseling and Student Development Center announces opportunities for students to engage in cooperative education and internship experiences; it also provides job information and related services to students who seek help defining and choosing their careers.

**Core Component 3E:** The institution fulfills the claims it makes for an enriched educational environment.

**Subcomponent 1.** Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

**Subcomponent 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.

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- The institution offers a number of co-curricular activities and clubs that are consistent with its mission and contribute to student learning. Examples include the Associated Students organization, Phi Theta Kappa, American Criminal Justice Society, Student Nurses Association, Active Minds, Skills USA and Alliance for Minority Participation.
- NMSU Carlsbad is striving to provide additional opportunities for students to acquire critical skills and knowledge outside the classroom as well as in the classroom. The institution is in the process of implementing additional student clubs and organizations as a result of feedback from an improvement initiative for student orientation processes. Additionally, in the fall 2014 the college implemented an apprenticeship program in the Industrial Maintenance Technician program. The college will begin offering a four-week mid-management program designed to prepare individuals from local industries to enter management positions.
- The institution's assessment committee assisted three active student organizations, the Nursing Club, Phi Theta Kappa, and the Criminal Justice Club, to develop student learning outcomes and align those outcomes with assessments that these organizations perform each year. As other student organizations form, the assessment committee plans to assist them in developing and aligning learning outcomes with assessments.

**Team Determination on Criterion Three:**

- Criterion is met  
 Criterion is met with concerns  
 Criterion is not met

**Summary Statement on Criterion Three:**

NMSU's courses and programs are regularly reviewed by department chairs, program managers, faculty, and students through a local curriculum committee as well as a state-wide curriculum committee. Multiple data sources and methodologies are employed to create and sustain academic programs that are responsive to student and other stakeholder needs. The institution has comprehensive university-wide shared general learning outcomes for graduates that are prominently shared with students and other stakeholders. Appropriate faculty qualifications are ensured through multiple methodologies. Programs and faculty are supported by state-of-the-art technology. The institution offers a number of co-curricular activities and clubs that are consistent with its mission and contribute to student learning. Accordingly, NMSU Carlsbad demonstrates that it provides high quality education and degree programs appropriate to higher education. Educational programs are supported by appropriate faculty and staff, teaching and learning resources, and student services. Student learning is supported both in and outside of the classroom.

Criterion Three is met and no Commission follow-up is recommended.

**CRITERION FOUR: 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.

**Core Component 4A:** The institution demonstrates responsibility for the quality of its educational programs.

**Subcomponent 1.** The institution maintains a practice of regular program reviews.

**Subcomponent 2.** The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

**Subcomponent 3.** The institution has policies that assure the quality of the credit it accepts in transfer.

**Subcomponent 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.

**Subcomponent 5.** The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

**Subcomponent 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).

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- A graduate survey is conducted annually to assess the extent to which alumni feel they have acquired the skills and knowledge necessary for career success. In 2013, the institution reinstated an annual employer survey. Employers who participate in the institution's annual career fair participate in this survey.
- Comparative workforce data and program licensure results are examined. Using these two indicators, the institution performs an evaluation of the knowledge and skills that students have acquired, identifies gaps in those knowledge and skills, and revises curriculum accordingly.
- Prerequisites for courses are initially proposed by the institution's departments and programs. They are reviewed by the institution's curriculum committee and the vice

president for academic affairs in consultation with the campus president. Prerequisites are then reviewed by the deputy provost of NMSU Las Cruces. The Office of Institutional Analysis then forwards curricular prerequisites to the New Mexico Higher Education Department for final review and approval.

- A process was initiated in 2013-2014 that integrates program reviews into the institution's regular assessment initiatives. All programs undergo an in-depth program review every three years. Program reviews examine program outcomes, program assessment, curriculum, student demand, personnel, resources, facilities, financing and faculty profiles. All departments are required to submit interim reports in the years an in-depth review is not scheduled.
- The college catalog records that the associate degree program in nursing offered by NMSU Carlsbad is accredited by the Accreditation Commission for Education in Nursing. Both the certificate and associate degree programs in nursing are approved by the State of New Mexico Board of Nursing. All vocational programs offered by NMSU Carlsbad are reviewed and approved by the New Mexico State Department of Education's Division of Vocational, Technical and Adult Education.

**Core Component 4B:** The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

**Subcomponent 1.** The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

**Subcomponent 2.** The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

**Subcomponent 3.** The institution uses the information gained from assessment to improve student learning.

**Subcomponent 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.

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- The institution has established an annual assessment cycle that incorporates course and program level assessment into its annual planning and budgeting cycle so that monies can be allocated to make identified improvements in courses and programs. Nonacademic programs such as student services, the library, the learning technology center, and executive offices also have scheduled assessments and an annual assessment cycle that links identified needs for improvement with planning and budgeting.
- A graduate survey is conducted annually to assess the extent to which alumni feel they have acquired the skills and knowledge necessary for career success. The

institution is reinstating the annual employer survey that is conducted with employers who participate in the career fair held by NMSU Carlsbad each spring. NMSU Carlsbad also examines comparative workforce data and program licensure results. Using this multi-indicator approach, the college performs a robust evaluation of the knowledge and skills that students have developed that will be important for stakeholders and allow the College to identify gaps and needs.

- The institution has implemented multiple improvements to its assessment processes. A recent Action Project focused on program review and the assessment of institutional outcomes. As a result, Taskstream was implemented in the fall of 2014. This software program allows faculty and staff to enter their assessment results and to follow up and track these results in future semesters. An Assessment Retreat was held in August 2014. All members of the Executive Team, the Director of Institutional Analysis, and the Chair and Chair-Elect of the Assessment Committee met off-campus to survey the achieved assessment results and to make plans for the 2014 – 2015 assessment initiatives.
- NMSU Carlsbad uses student feedback from the Student Satisfaction Survey and course enrollment trends to create a responsive class schedule. Course scheduling within programs is done using a time block template to avoid course time overlap. The college also offers a large number of online and hybrid courses, evening classes, and classes at satellite locations for effective course delivery.

**Core Component 4C:** The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

**Subcomponent 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.

**Subcomponent 2.** The institution collects and analyzes information on student retention, persistence, and completion of its programs.

**Subcomponent 3.** The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

**Subcomponent 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.)

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- The institution is participating in Cohort I of the Commission's Academy on Student Completion and Persistence. The campus president and director of institutional analysis attended a planning session in December 2013. A team of five institutional representatives attended the first session of the Academy in March 2013. The institution was placed in Track A which focused on enhanced data collection processes related to retention and completion. The institution is now transitioning to a focus on best practices in student persistence and completion with the submission of a four-year plan.
- The institution employs multiple methodologies and best practices to analyze and improve its retention and graduation rates. These include, but are not limited to, data-collection using multiple sources and methods; analyzing comparative data and benchmarking; and engaging students, faculty, and staff in activities that facilitate student success.
- NMSU Carlsbad assesses student needs through a number of formal means, most notable of which are Student Opinion Survey (SOS), Adult Learner Survey (ALNS), Employee Satisfaction Survey (ESS), external evaluations, placement testing, and student surveys of instruction. Results from the feedback are analyzed at the unit level and by the Executive Council. Faculty and staff are required to attend one of the SWOT analysis sessions which are conducted four times per year.

**Team Determination on Criterion Four:**

- Criterion is met  
 Criterion is met with concerns  
 Criterion is not met

**Summary Statement on Criterion Four:**

All of NMSU's programs undergo an in-depth program review every three years. Program reviews examine program outcomes, program assessments, curriculum, student demand, personnel, resources, facilities, financing and faculty profiles. The institution has established an annual assessment cycle that incorporates course and program level assessment into its annual planning and budgeting cycle so that monies can be allocated to make identified improvements in courses and programs. The institution is participating in the Commission's Academy on Student Completion and Persistence. Accordingly, NMSU Carlsbad demonstrates accountability for the quality of its educational programs, learning environment and support services. The institution actively engages in evaluative processes that facilitate continuous improvement in each these areas.

Criterion Four is met and no Commission follow-up is recommended.

**CRITERION FIVE: 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.

**Core Component 5A:** The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

**Subcomponent 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.

**Subcomponent 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.

**Subcomponent 3.** The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

**Subcomponent 4.** The institution's staff in all areas are appropriately qualified and trained.

**Subcomponent 5.** The institution has a well-developed process in place for budgeting and for monitoring expense.

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- At the beginning of each budgeting cycle, the executive council asks department chairs to submit budget requests for faculty positions, faculty development, and instructional material; The executive council allocates funds necessary to meet approved requests, to meet the college's payroll, and to maintain the physical plant and support services necessary for the smooth functioning of the college. The vice president of business and finance (VP of B&F) ensures that funding of campus operations stays within the budget.
- Requests to fund strategic goals and initiatives submitted by the governance committees are prioritized by the Steering Committee for final approval. The Steering Committee ensures that resource allocations complement the college's mission, short- and long-term strategic plans, and distinctive objectives and that funding requests are based on adequate data and on an accurate interpretation of data.
- NMSU Carlsbad has both an effective hiring process as well as programming to ensure that employees stay qualified and trained. The hiring process for each employee category is articulated in the NMSU Policy Manual and the Search Committee Guidelines, which are implemented for each position search. The college also provides time and resources for educational training and personal/professional development and expects faculty and staff to apply their increased educational and technological expertise in the classroom or work area. Training and developing employees is accomplished through both formal and informal processes, including

free course credits; technology training, and equipment, and leave time made available through grant funding to all faculty members who wish to teach online; and professional development resources (transportation, travel funds, and monies for registration fees) for conventions and workshops.

- The ASR describes a new integrated budget planning process implemented in spring 2014 by the Vice President for Business and Finance. The revised process requires all entities requesting funding to meet with their direct supervisor and the VP for B&F to analyze the current year usage of funds and to discuss budget needs for the upcoming fiscal year. The budget requests are then submitted. When completed, the developed plan is carried forward as the fiscal budget is prepared. Additionally, beginning with the fall 2014 semester, the college implemented the use of Taskstream to track budget requests.

**Core Component 5B:** The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

**Subcomponent 1.** 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.

**Subcomponent 2.** The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

**Subcomponent 3.** The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- The Systems Portfolio describes the roles of various groups in the NMSU Carlsbad governance process:
  - Board of Regents approves tuition recommendations, program changes, and changes to mission and vision
  - Carlsbad School Board operates as a local advisory board, maintains contractual agreement with NMSU, reviews the campus annual budget before submission
  - Las Cruces campus approves hires, terminations, promotions, tenure, course descriptions, and the academic calendar
  - The college's Executive Council creates and reviews the campus mission, guides and monitors institutional planning and assessment, fiscal management, resource utilization, and mission attainment

- The Steering committee reviews all recommendations from the governance committees
- Associated Students operates as the student government and activity board for all student events; representatives serve on governance committees of the campus
- Governance committees develop changes in mission and vision statements, approve tenure and promotion, and determine how to meet AQIP goals
- Department chairs approve course offerings, competencies, and schedules
- The Promotion and Tenure Committee reviews and approves full-time faculty applications for promotion and/or tenure
- Individual instructors determine course content
- The campus president deploys the mission, core values, and performance expectations through the executive council and the governance committee system. The president delegates authority and responsibility to the vice presidents of academics, student services and business and finance for their respective areas. The president retains authority and responsibility for the human resources processes, institutional research, marketing and public relations and oversees the operation of the Small Business Development Center

The ASR describes two major changes to the committee structure:

- The Faculty Council, consisting of six elected faculty members, was created “to provide a conduit for input from the faculty to the College President and the Executive Team.
  - A Collaboration Council, a cross-functional elected group of eight, is chaired by the Director of Institutional Analysis. The function of the Council “is to receive strategic plan results submitted by standing committees and based upon the achieved results to propose modifications to the strategic plan and to propose AQIP action plans for the institution.”
- As noted above the Board of Regents approves the budget, tuition recommendations, program changes, and changes to mission and vision while the Carlsbad School Board operates as a local advisory board, maintains a contractual agreement with NMSU, and reviews the campus annual budget before submission to the Board.
  - Through the governance committee system, employees are made responsible for evaluating data, determining opportunities for improvement, and designing processes to fulfill those opportunities. Through professional development and opportunities to participate in AQIP formal activities as well as campus-wide committees, employees are encouraged to develop leadership skills.

**Core Component 5C:** The institution engages in systematic and integrated planning.

**Subcomponent 1.** The institution allocates its resources in alignment with its mission and priorities.

**Subcomponent 2.** The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

**Subcomponent 3.** The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

**Subcomponent 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.

**Subcomponent 5.** Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- Per the ASR, the college has adjusted its budgetary planning procedures to be more transparent to ensure that resources are allocated in alignment with the mission, vision, and values.
- The ASR notes that NMSU Carlsbad initiated the use of Taskstream to assist in the tracking of assessment and results from other campus initiatives in order to provide data that can be used in future planning. In line with this, the college initiated a college summer retreat in August 2014 to survey achieved results. This summer retreat is being integrated into campus operations.
- On the NMSU system level, the NMSU Carlsbad campus president and his administrative team along with the presidents and teams from the other branch community college campuses in the NMSU system, meet annually to align the campuses' mission, vision and goals with the University goals and initiatives. The colleges of the University participate in the development of the University strategic plan which is entitled "Building the Vision."
- In the Quality Summary the college described recent strategic plan activities. NMSU Carlsbad spent a full year on an AQIP Action Project devoted to the development and implementation of a revised strategic plan. The process of developing the NMSU Carlsbad strategic plan involved a series of focus meetings with groups which included faculty, staff, students, and business and community representatives. Each focus group concentrated on a particular goal and from that goal the focus group developed objectives, strategies, actions, and key performance indicators. Upon completion of the strategic plan, the Steering Committee voted to assign each goal to an appropriate standing committee. The designated committee was charged with submitting an annual report to the Steering Committee that addressed the institution's performance on the goal, objectives, strategies, and action and submission of data addressing each key performance indicator. The goals are Diversity, Graduation, Internationalization, Economic Development, Effectiveness and Efficiency, Resource Stewardship, and Culture of Pride.

- NMSU Carlsbad bases its decision-making processes on performance data to fulfill its commitment to fact-based management and decision-making. Whenever possible, decisions are made locally to address local problems. For example, the Stakeholders Committee assembled a marketing task force to address the problem of declining enrollment, resulting in the marketing plan now being used.
- The ASR describes actions that the college took in planning for change in fall 2014. At that time, the college evaluated its technology services and, as a result, Wi-Fi will be provided across the campus and tablets will be used at a more effective level.

**Core Component 5D:** The institution works systematically to improve its performance.

**Subcomponent 1.** The institution develops and documents evidence of performance in its operations.

**Subcomponent 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.

**Team Determination:**     Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

- NMSU Carlsbad documents its performance in a number of ways. One key example is that the college collects data to report on its progress toward meeting the New Mexico Senate Joint Memorial 11 higher education statewide goals. These goals are: Effective and efficient use of human, financial and physical resources in the delivery of education, services, and research; Quality education and training to cultivate a competitive, high quality work force; Service to New Mexico through the discovery and sharing of knowledge, research, and innovation; Teacher education and professional development in partnership with the public school system to achieve the highest quality teaching; Accessible and affordable education to fulfill the personal, social, cultural, and economic potential of the state's diverse population; and Partnerships among public schools, colleges, universities, and the private sector to promote coordinated educational opportunities appropriate to the global marketplace. The college also sends data to the State Legislative Finance Committee and the Higher Education Department in order to assist lawmakers in establishing legislative priorities. These data represent the results in achieving New Mexico Association of Community College standards and provide comparative data to participating educational institutions in certain areas.
- NMSU Carlsbad's governance structure places responsibility for data analysis on Institutional Research. If the analysis determines there is an opportunity for improvement, the institution develops either an AQIP Action Project or a less formal response. The suggested actions are forwarded to the Steering Committee for approval.

**Team Determination on Criterion Five:**

- Criterion is met  
 Criterion is met with concerns  
 Criterion is not met

**Summary Statement on Criterion Five:**

NMSU Carlsbad has integrated its strategic planning with its budget so that resources support the institution's priorities. Decision making at NMSU Carlsbad is appropriately distributed across the institution with the President, the Advisory Board and the NMSU Board assuming roles in the approval process. As part of the NMSU system and as an institution, NMSU Carlsbad has created and participated in timely and mission-driven strategic planning processes. NMSU Carlsbad works to keep its goals aligned with its mission and with the goals and mission of the system. The college collects and analyzes data to understand its results and to develop action plans for improvement.

Criterion Five is met and no Commission follow-up is recommended.

**TEAM RECOMMENDATION****A. Affiliation Status**

**Recommendation:** The Systems Appraisal Feedback Report, Quality Checkup Report, and Quality Highlights indicate that the institution provided evidence that it complies with each of the Five Criteria for Accreditation and their Core Components. The Reaffirmation Panel agrees that the Criteria for Accreditation are all met.

**Rationale:** The Panel's rationale for this conclusion is spelled out above for each of the five Criteria for Accreditation.

**Criterion-related Monitoring Required (report, focused visit):**

Monitoring: None

Rationale: N/A

**B. Commission Sanction or Adverse Action**

N/A

**III. Participation in the Academic Quality Improvement Program (AQIP)****A. Comments and counsel on specific improvement projects**

NMSU Carlsbad has launched fifteen AQIP Action Projects, eleven of which have been completed. The institution provided AQIP with Annual Updates of ongoing projects and received Annual Update Feedback Reports on these. Completed projects include:

- 4 projects in Category 1 – Helping Students Learn
- 1 project in Category 3 – Understanding Students’ and Other Stakeholders’ Needs
- 1 project in Category 4 – Valuing People,
- 1 project in Category 5 – Leading and Communicating
- 2 projects in Category 8 – Planning Continuous Improvement
- 1 project in Category 9 – Building Collaborative Relationships
- 1 project labeled for “any” category

The completed Action Projects demonstrate a focused concern for student learning integrated with an interest in student needs. The projects maintain a focus on student learning, while building effective systems to support them. In addition, the college has developed projects in all but Category 2 and Category 6, demonstrating a drive to practice continuous quality improvement across functions and stakeholders. The projects demonstrate responsiveness to the comments in the Systems Appraisal as well to the feedback received on planning improvement.

Four of the AQIP Action Projects are active. These include Enhancing a Sense of Value among Campus Entities in Category Four (Valuing People), Enhancing Campus-wide Involvement in Continuous Improvement Planning Processes in Category Eight (Planning Continuous Improvement), Enhancing Student Participation in Campus Life in Category Three (Understanding Students’ and Other Stakeholders’ Needs), and Enhancing Student Persistence and Completion Rates in Category One (Helping Students Learn).

Enhancing Student Persistence and Completion Rates flows from NMSU Carlsbad’s participation in the Persistence and Completion Academy (PCA). Since the college started the PCA in Track A, it is focused on developing meaningful data sets to enable analysis of student cohorts and campus projects in order to determine student needs and initiative effectiveness. It will be important to develop clear communication of the objectives for Persistence and Completion to both faculty and students in order to garner support and participation.

The Enhancing Student Participation in Campus Life Project is an opportunity to look at co-curricular learning outcomes and their assessment. The college has already worked with a small set of student clubs to align club activities with learning objectives so it has a foundation for building this type of assessment across all student organizations. This Action Project might also determine if its activities support the PCA efforts.

Many of NMSU Carlsbad’s Action Projects have been long-term in nature, lasting more than a year. The institution is encouraged to consider shorter length Action Projects with results that build upon one another. This may help institution stakeholders to see results and internalize positive improvements more frequently, generating buy-in for the quality improvement process.

## **B. Comments and counsel on key institutional processes and systems**

Upon receiving the feedback from its February 2013 Systems Appraisal Feedback Report, NMSU Carlsbad examined its key institutional processes and systems through the framework of

the nine AQIP categories. The purpose of this examination was to identify and prioritize quality improvements initiatives. The following actions were undertaken: 1) developed a more detailed analysis of assessment processes and activities; 2) identified additional workforce placement data; 3) submitted evidence of stakeholder input from business, industry, and public education; 4) included comparative data from peer group institutions; 5) adopted morale-boosting measures; 6) utilized a more detailed analysis of Standing Committee roles and functions; 7) solidified the Executive Team; 8) started an analysis of the institution's mission and vision statements; 9) provided evidence of data-driven decisions; 10) devoted additional attention to the needs of adult learners; 11) enhanced data-collecting measures; 12) began development of short- and long-term planning processes; 13) included stipulated benchmarks; and 14) clarified the depth of partnerships and collaborative relationships.

The institution is improving its institutional systems and processes by creating a holistic framework and a new strategic plan to assess the impact of the improvements. Using a collaborative and inclusive process, the institution engaged in the creation of a new strategic plan. The plan is based upon seven key goals. These goals look holistically at the institutional systems and processes, and mirror the intent of the AQIP categories. Objectives, strategies, actions and key performance indicators have been developed for each goal. In order to facilitate the internalization of each goal, a committee, which already existed at the institution, was assigned accountability for reporting the institution's performance on the goal. The process of reporting and analyzing the goals' first year results began in spring 2014. This process will occur on an annual basis.

These actions have led the institution to create a process that offers the opportunity of closing the quality loop. NMSU Carlsbad is encouraged to continue using and improving this holistic approach.

### C. Comments and counsel on the institution's culture of quality and its quality program or infrastructure

NMSU Carlsbad has demonstrated a strong organizational commitment to excellence and systematic quality improvement. The Quality Checkup Team commended the institution for its focus on improvement and its numerous accomplishments since the Systems Portfolio Feedback Report was received. Some of the initiatives undertaken in response to Systems Portfolio Feedback are using Quality Matters for online courses, creating and sharing system-wide rubrics, enhancing support through the student support TEAM Center with mentoring, writing across the curriculum initiative, retention focused activities including the "Red-Green" awareness day and improving the process for identifying at risk students for early intervention. The Quality Checkup Team also counseled that the institution should leverage Action Projects in a manner that increases campus engagement in quality initiatives and strengthens a culture of quality.

Since the October 2013 Quality Checkup Visit, NMSU Carlsbad has continued to actively engage in initiatives that reinforce its quality culture and infrastructure. Areas addressed include institutional effectiveness and assessment; mission and vision; attracting and retaining quality students, faculty, and staff; and communication initiatives.

For example, NMSU Carlsbad has implemented multiple improvements to its assessment processes. A recent Action Project focused on program review and the assessment of institutional

outcomes. A process was initiated in 2013-2014 that integrates program reviews into the institution's regular assessment initiatives. All programs undergo an in-depth program review every three years. Program reviews examine program outcomes, program assessment, curriculum, student demand, personnel, resources, facilities, financing and faculty profiles. All departments are required to submit interim reports in the years an in-depth review is not scheduled. Taskstream was implemented in the fall of 2014. This software program allows faculty and staff to enter their assessment results and to follow up and track these results in future semesters. An Assessment Retreat was held in August 2014. All members of the Executive Team, the Director of Institutional Analysis, and the Chair and Chair-Elect of the Assessment Committee met off-campus to survey the achieved assessment results and to make plans for the 2014 – 2015 assessment initiatives.

Additionally, the institution is participating in Cohort I of the Commission's Academy on Student Completion and Persistence. The campus president has demonstrated visible support for this initiative that has engaged multiple stakeholder groups. The institution initially focused on enhanced data collection processes related to retention and completion and now is transitioning to a focus on best practices in student persistence and completion with the submission of a four-year plan.

**Summary of panel comments and counsel about the organization's commitment to continuous quality improvement and its participation in AQIP:**

NMSU Carlsbad is a member of the first cohort of institutions to choose AQIP as its accreditation pathway. The institution has demonstrated a long-term commitment to the AQIP philosophy and has worked to develop an inclusive culture of continuous improvement and data-driven decision-making. A pattern of responsiveness to the feedback and counsel received through its annual Action Project Reviews, its Systems Appraisal and Quality Checkup Visit has been demonstrated. As NMSU Carlsbad begins its third AQIP reaffirmation cycle, the Reaffirmation Panel encourages the institution to leverage its past experience in the AQIP Pathway, actively renew its commitment to AQIP and its quality program, and to celebrate all its successes – big and small.



**STATEMENT OF AFFILIATION STATUS WORKSHEET**

**INSTITUTION and STATE:** New Mexico State University Carlsbad NM

**TYPE OF REVIEW:** AQIP Reaffirmation of Accreditation Recommendation

**DESCRIPTION OF REVIEW:**

**DATES OF REVIEW:** 2/25/15

No Change in Statement of Affiliation Status

**Nature of Organization**

**CONTROL:** Public

**RECOMMENDATION:** No change

**DEGREES AWARDED:** Associates, Certificate

**RECOMMENDATION:** No change

**Conditions of Affiliation**

**STIPULATIONS ON AFFILIATION STATUS:**

Prior Commission approval is required for substantive change as stated in Commission policy.

**RECOMMENDATION:** No change

**APPROVAL OF NEW ADDITIONAL LOCATIONS:**

Prior Commission approval required.

**RECOMMENDATION:** No change

**APPROVAL OF DISTANCE EDUCATION DEGREES:**

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

*Recommendations for the  
STATEMENT OF AFFILIATION STATUS*

**RECOMMENDATION: No change**

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**ACCREDITATION ACTIVITIES:**

AQIP, Quality Checkup: 10/23/2013

AQIP, Quality Checkup: 2022 - 2023

AQIP, Systems Appraisal: 11/01/2017

AQIP, Systems Appraisal: 11/01/2021

Multi-Location Visits, Additional Location Confirmation:

**RECOMMENDATION:**

**AQIP, Systems Appraisal: 11/01/2017**

**AQIP, Systems Appraisal: 11/01/2021**

**AQIP, CQR: 2022-23**

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**Summary of Commission Review**

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**YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2007 - 2008**

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**YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2014 - 2015**

**RECOMMENDATION: 2022-23**

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**ORGANIZATIONAL PROFILE WORKSHEET**

**INSTITUTION and STATE:** 1815 New Mexico State University Carlsbad NM

**TYPE OF REVIEW:** AQIP Reaffirmation of Accreditation Recommendation

**DESCRIPTION OF REVIEW:**

No change to Organization Profile

**Educational Programs**

|                                   | <u>Program Distribution</u> |
|-----------------------------------|-----------------------------|
| Programs leading to Undergraduate |                             |
| Associates                        | 26                          |
| Bachelors                         | 0                           |
| <br>Programs leading to Graduate  |                             |
| Doctors                           | 0                           |
| Masters                           | 0                           |
| Specialist                        | 0                           |
| <br>Certificate programs          |                             |
| Certificate                       | 24                          |

**Recommended Change:**

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**Off-Campus Activities:**

In State - Present Activity  
Campuses: None.

Additional Locations: None.

**Recommended Change:**

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Out Of State - Present Activity

Campuses: None.

Additional Locations: None.

**Recommended Change:**

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Out of USA - Present Activity

**ORGANIZATIONAL PROFILE WORKSHEET**

Campuses: None.

Additional Locations: None.

**Recommended Change:**

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**Distance Education Programs:**

Present Offerings:

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate of Arts Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate of Science Internet

**Recommended Change:**

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**Correspondence Education Programs:**

Present Offerings:

None.

**Recommended Change:**

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**Contractual Relationships:**

Present Offerings:

None.

**Recommended Change:**

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**Consortial Relationships:**

Present Offerings:

None.

**Recommended Change:**

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