CRITERION ONE. MISSION

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

Core Component:

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

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

Argument

1.A.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.

Mission

WNMU is an open-access institution committed to sustaining a diverse, inclusive, creative, and caring community of learners. Through applied liberal arts and sciences education, quality professional programs, and career and technical preparation, WNMU provides academic, social, cultural, and technological experiences that empower all learners with the essential skills and knowledge for lifelong success in work and life.

In addition, WNMU embraces its connections and responsibilities to the community and state for public services, economic development, and cultural enrichment.

Vision

WNMU aspires to be a premier and innovative applied liberal arts and sciences university that provides quality professional programs and cutting-edge career and technical preparation. Graduates will know the past, understand the present, and confront the future with confidence, courage, comprehension, and curiosity. Not only will they achieve career goals, be conscientious citizens, and practice social and environmental responsibility, but also they will be independent thinkers with open minds in dealing with the foundational questions of truth, justice, and what it means to be human. While contributing to a better world, they will have the self-knowledge to define what for them is the good life.

The university mission statement was reviewed and revised by the University Planning Council (UPC) that includes representatives from all university divisions. The WNMU Board of Regents reviewed and approved the new Mission and Vision at its December 2018 workshop. Input was also solicited from community stakeholders through a Survey Monkey seeking feedback on strengths, weaknesses, opportunities, and threats.

The WNMU Strategic Plan was recently updated and the mission now reflects the university's new distinctive identity initiatives, including the Applied Liberal Arts and Sciences (ALAS)
program, rural health and education, developing external funding, growing enrollment and retaining students, broadening programs to support workforce needs, expanding international connections, and including the Gila Wilderness in curricula and activities. This process is part of the ongoing responsibilities of the Board of Regents, which oversees the financial, educational, and administrative operations of the university; acts as a conduit of information and feedback between the university and the local community; and takes the lead in strategic planning, to ensure that goals as an institution align with the needs of those served by WNMU. Every three years, the University Planning Council engages in a strategic planning process that is initiated by the Quality Planning Council (QPC) and to review the enduring goals of the university and determine how well current and planned programs meet those goals. Through this regular planning process, procedures are in place to include community stakeholders, staff, faculty, and students in feedback, continuous quality improvement, and transparency. These feedback mechanisms, which are built into strategic planning and other processes, make the university accountable to all constituents. The WNMU Board of Regents has the final approval authority for the Vision, Mission and Strategic Plan.

1.A.2. WNMU’s academic programs, student support services, and enrollment profile are consistent with the stated mission.

WNMU intentionally and proactively designs academic programs and student support services to advance the mission, and actively recruits students from all backgrounds, cultures, and walks of life.

Academic Programs

Academic Programs are offered through the College of Arts and Sciences (CASa) and the College of Professional Studies. As described in the WNMU catalog, WNMU offers forty-two baccalaureate degrees, seventeen associate’s degrees, eighteen undergraduate certificates, and ten graduate degrees in seventy-one different fields of study. Current graduation data reflecting a cumulative period between 2006-2018 show that the highest number of associate degrees are in Nursing and Liberal Studies. The highest number of bachelor degrees awarded in the same period is in the areas of Criminal Justice, General Studies, and Social Work. The highest number of master degrees awarded is in the area of Interdisciplinary Studies and Social Work. WNMU has also begun offering Graduate Certificates and the most popular areas of study are Alternative Licensure in Education and Rural Social Work. This degree data reflects the strengths of WNMU, the interests of students, and the opportunities available in the local, state, and national job markets. By introducing Graduate Certificates and expanding and deepening the reach of programs in these areas, WNMU has kept current with the needs of the surrounding area.

All degree programs support the mission by providing a wide variety of subject matter specializations, and programs are both academically rigorous and flexible. Students receive the best possible education in their fields while enjoying options to complete their degrees at their own pace, so that, at WNMU, students who are working full- or part-time or who are raising families have tremendous opportunities to succeed. Because many WNMU students reflect these demographics (see 1.A.2 below), their ability to design flexible courses of study around work and family obligations plays a critical role in their success, and Student Service Specialists and faculty advisors assist them in making their path to their goals as clear, direct, and personally tailored as possible.

As an open enrollment institution, by definition WNMU reduces barriers to educational access. The WNMU charter of noncompetitive enrollment serves the mission as an open-access institution committed to sustaining a diverse, inclusive, creative, and caring community of learners. Through
applied liberal arts and sciences education, quality professional programs, and career and technical preparation, WNMU provides academic, social, cultural, and technological experiences that empower all learners with the essential skills and knowledge for lifelong success in work and life.

To assess student preparedness, the ACCUPLACER test for Math, Reading and Writing are administered; and developmental studies courses are offered in these areas for students who score as deficient in basic skills, affording students co-enrollment opportunities in developmental courses in English and Math to facilitate quicker advancement to the college level. Students with limited English language skills may take English as a Second Language (ESL) courses through WNMU’s Adult Education Services (AES) or through the Language Institute. For students who are Hispanic and the first in their families to attend college, developmental courses, ESL, and student support services (see below) can be key to their long-term success.

As a regional, comprehensive, open-enrollment institution with strong college-reparation and vocational/technical components, WNMU in many ways serves a community college function in its large service area. Most Silver City students commute to campus, and the Deming branch has no residence hall component. Approximately half of the overall student population is non-traditional and thus often juggles family care and/or off-campus employment with college. As a result, students commonly stop out for a semester or more due to financial or personal obligations. This reality of the WNMU student community presents the university with retention challenges, and potentially skews retention numbers unfavorably in light of standard reporting requirements that measure fall-to-fall enrollment. The Enrollment and Retention Plan addresses these challenges through a number of initiatives [will need details once the latest revision of the Plan is completed].

The Virtual Campus, Extended University, and Dual Enrollment Program also support the mission by reducing barriers to access and providing high quality academic programs to students throughout WNMU’s sparsely populated service area, an 18,000 square-mile region of western New Mexico. WNMU’s home campus is in Silver City, a town of approximately 10,000 people in the remote Gila Wilderness, about 90 miles from the US-Mexico border. The Extended University (EU) oversees the Virtual Campus, and a regional learning center in Deming. High-speed internet technology makes WNMU accessible to communities throughout southwestern New Mexico (and beyond) and provides opportunities for college enrollment and intellectual growth to all age groups in this vast area. The Dual Enrollment Program offers lower-division undergraduate, certificate, and associate degree courses to 9 high schools in western New Mexico.

WNMU serves students as a comprehensive university with an additional community college role: this means that students have the flexibility to explore specialization and certification options without needing to commit to specific degree paths. As simple as this feature seems, it is a critical element in fulfilling the mission, because it further reduces barriers to access. WNMU serves the needs of nontraditional, returning, and vocational students, and with the flexibility of open enrollment through a community college model. The faculty and staff interact with students and prospective students within the setting of a comprehensive university, which allows students who may at first not appreciate the value of a four-year degree to acquaint themselves with the transformative power of higher education.

Student Support Services
As a student-centered university, WNMU offers a wide variety of services focused on academic achievement: physical, mental, and emotional health; Disability Support Services; personal development; and family support and childcare.

**The Center for Student Success** provides a variety of services to support the academic success of WNMU students, including Academic Alert, Career Services, supplemental instruction, tutoring, and new student orientation. Academic Alert is especially noteworthy because it exemplifies the commitment of each member of the faculty and staff to help students achieve their goals and to offer personally tailored intervention and resources when students struggle.

In the Academic Alert process, instructors are asked to identify students in their classes who may be "at risk" and refer those students to the Center for Student Success, where they can get one-on-one assistance. Staff members may also submit an Academic Alert if they become aware that a student with whom they work or interact may be experiencing academic, personal, financial, or other issues that might negatively impact their educational success. A WNMU associate from the Center for Student Success then contacts the student, and, in concert with a professor and a designated staff member (if necessary), develops a plan with the student so that he or she may make appropriate progress in the course. Student Services Specialists, faculty advisors, tutors, and other appropriate support staff assist students to improve their class performance and may also refer students to appropriate social and/or counseling services on campus and in the community. The Academic Alert process may be used by any faculty or staff member who determines that a student may benefit from personalized services. The Center for Student Success also provides general academic support through career counseling services, and internship placement.

Financial Aid Support
The mission of the Office of Financial Aid is to help students find the best financial resources to pay for their education. Aside from providing Federal and State aid, tuition waivers, private loans, and internal and external scholarships, this office also provides loan counseling, *hands-on training* for new students, and FAFSA outreach to the community, particularly to the regional high schools. Improvements made in the Office of Financial Aid over the past two years have dropped WNMU’s loan default rate by 13% and increased the number of students receiving grants through packaging of need-based aid.

Computer labs on campus offer no-fee computing and internet access to all students, as well as a wide variety of professional software. Miller Library offers free student and community access to hardware and software and is open early and late to accommodate a wide variety of student schedules.

**Early Childhood Programs:** WNMU offers nationally accredited Early Childhood Programs that feature not just theoretical teaching and learning opportunities but also practical child care and child education programs that are available to community members and students alike. These programs include the Child Development Center, Growing Tree Infant/Toddler program, which provides care to children whose mothers attend WNMU, and the Early Childhood Family Counseling Center, which offers comprehensive, play-based family services, therapeutic interventions, and mental and emotional counseling.

The Writing Center is administered by the Department of Humanities, located in Miller Library, and provides one-on-one assistance with mechanics, proofreading, and citations to all students.

The Office of Veterans’ Services helps assist armed services veterans with financial aid, housing,
and other needed support while they pursue their educational goals. In 2016, WNMU received funding from New Mexico Veterans' Services to open a Veterans' Center & Lounge, providing private access to technology and resources for veteran students and their dependents, as well as a social space and a free library.

**Clubs Sponsored by Student Life:** Students who are involved in campus activities of their choice are more likely to complete their educational goals, so WNMU offers a wide variety of campus clubs and encourages students to form new clubs to promote particular interests. Co-curricular programs at WNMU and student organizations provide opportunities for students to develop friendships, learn new skills, and practice leadership and group development.

The university’s *Outdoor Program*, housed in the Department of Natural Sciences, uses small group experiences as a vehicle for developing ecological and social literacy among participating students. Since its inception in 2012, the program has participated in Freshman Orientation, sponsored adventure-based outdoor experiences, developed a minor in Outdoor Leadership Studies (OLST), and launched a gear rental facility on campus, which is open to students and the public. In 2018, WNMU piloted an Outdoor Orientation program as well as Wilderness First Aid Training course that is required of all Outdoor Orientation Leaders as part of their credentialing.

WNMU also supports student life and local community culture through:

- the *Center for Gender Equity and Social Justice*
- Programs offered through Student Life
- Felipe de Ortego y Gasca Cultural Center
- The WNMU *Museum*, which offers unique collections that highlight local indigenous cultures—the internationally famous Eisele Collection of Pottery and Artifacts, for example, is the largest and most comprehensive collection of Mimbres artifacts on permanent display in the world
- Light Hall Theater (current movies for students on weekends)
- Many other cultural activities offered through the Cultural Affairs Office and extracurricular opportunities in the town of Silver City

**Enrollment Profile**

As an open enrollment university, WNMU serves the mission as an open-access institution committed to sustaining a diverse, inclusive, creative, and caring community of learners. Through applied liberal arts and sciences education, quality professional programs, and career and technical preparation, WNMU provides academic, social, cultural, and technological experiences that empower all learners with the essential skills and knowledge for lifelong success in work and life.
The main campus of WNMU is located in an impoverished, rural community that is 49.9% Hispanic. As such, WNMU pays particular attention to recruiting and serving students who speak Spanish in the home, who are first-generation collegians, and who lack robust financial resources. WNMU has consistently applied for and received Title V eligibility meeting the Federal definition of an HSI (Hispanic Serving Institute) by the U.S. Department of Education. The Federal Guidelines specify that a college or university that has (1) a full-time equivalent (FTE) enrollment of undergraduate students that is at least 25 percent Hispanic students and (2) not less than 50 percent of all students are eligible for need-based Title IV aid, it should be an "eligible institution" for Title V. According to the United States Department of Education Accredited Postsecondary Minority Institutions, WNMU has a Hispanic undergraduate FTE rate of 45.5%.

Additionally, WNMU was one of the founding members of HACU (Hispanic Association of Colleges and Universities). The Hispanic Association of Colleges and Universities was established in 1986 with a founding membership of eighteen institutions. In 1992, HACU led the effort to convince Congress to formally recognize campuses with high Hispanic enrollment as federally designated Hispanic-Serving Institutions (HSIs) and to begin targeting federal appropriations to those campuses. Today, HACU represents more than 470 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain. HACU is the only national educational association that represents HSIs. The current faculty representative to HACU contributes by attending the Annual Conference with at least one student, making information available to faculty, students and staff about HACU and collaborating in Title V grant applications.

Some additional statistics related to the student profile include the following:

- 41% of the first-time-in-college students were former WNMU concurrent or dual enrolled students (Spring 2019)
- 49.39% of students had/have to take at least one remedial course — 16% taking a course from both developmental subject areas (Fall 2018)
- 26% of degree-seeking undergraduates have had to stop out during their academic career for a variety of reasons [asked for clarification from Betsy]
- 72% are or have been Pell recipients and 6% are lottery scholarship recipients [Cheryl]
- 54% are first generation to college [Andrew?]
- 52.5% of degree-seeking undergraduate students self-report as Hispanic; 67% are female (Spring 2019)
- 53.5% of undergraduates are traditional 18-24 year olds and the average student is 24.7 years old taking 12 credit hours per semester (Fall 2018)
- 66.28% of WNMU degree-seeking undergraduates are enrolled full time (Spring 2019).

1.A.3 WNMU’s planning and budgeting priorities align with and support the mission.

Over 75% of the overall operating budget is dedicated to Instruction and General (I & G), which supports the WNMU mission of empowering learners. The I & G budget is broken out into the following exhibits: instruction, academic support, student services, institutional support, and operations and maintenance. Nearly half (48.99%) of the I & G budget is devoted to instruction: 15% funds academic support and student services, and 25% is used to fund recruitment of students, including athletes. Less than 1% of the budget is used to recruit staff and faculty.

See the detailed discussion of this sub-component in the answer to Criterion 5.C.1. below.
Core Component:

1.B. The mission is articulated publicly.

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

Argument

1.B.1. The institution clearly articulates its mission through one or more public documents.

WNMU states its mission on the website, in the catalog, and will be revised and included in all handbooks, in the Board of Regents Manual, and in other physical and digital public places so that everyone knows and understands the principles that govern operations. Agendas for all BOR meetings also include the mission statement.

These documents define the programs offered by WNMU, the interconnected philosophy of applied liberal arts and sciences, and also the value placed on them by describing the current state of WNMU programs, the financial resources devoted to them, and their suitability to the communities served. These documents also contain the vision for the future in order to show that both current programs and strategic planning align with the WNMU mission.

1.B.2. WNMU’s mission documents are current.

The WNMU mission statement was revised on March 1, 1996; May 13, 1999; December 12, 2008; and March 25, 2014, and on December 13, 2018. The present mission statement was revised using the process described in 1.A.1.

Please see further discussion of Mission-related values in Criterion 3.A. below. [Do we need another sentence or two here?]

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

Both the College of Professional Studies and the College of Arts & Sciences publish statements of Goals and Strategies that align with and support the university mission. Because WNMU has been officially designated “New Mexico’s Applied Liberal Arts and Sciences university,” the nature and scope of all programs are defined with reference to helping students apply humanistic ideas to solving real-world problems. The ALAS program is also designed to strengthen applied skills in preparation for professional programs offered at WNMU (Business, Education, Social Work, Nursing, and Applied Health). Intended constituents include dual enrollment high school students and students at other colleges and universities who wish to develop “applied” skills, and WNMU recognizes them as constituents by having active Memoranda of Understanding with other colleges and schools throughout New Mexico (and beyond) to accept the credits of transferring students, so that they can take advantage of WNMU’s unique programs without losing the degree value of their other training and coursework.
Core Component:
1.C. The institution understands the relationship between its mission and the diversity of society.
   1. The institution addresses its role in a multicultural society.
   2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1. The institution addresses its role in a multicultural society.

WNMU is committed to diversity in all programs, recruitment efforts, student services, and communications with the public. The university’s commitment to diversity is a natural outgrowth of its setting in an incredibly diverse, rural section of southwestern New Mexico, in which a variety of communities have alternately clashed, cooperated, and coexisted for millennia. From the founding of the institution, in 1893 as a Normal School—before New Mexico became a state—the university was a multicultural institution attempting to serve the diverse populations from which it emerged. This commitment also supports the WNMU Mission to “[embrace] its connections and responsibilities to the community and state for public services, economic development, and cultural enrichment” through curricular and co-curricular programming that reflects the diversity of the university’s service areas regionally and abroad.

WNMU is a Hispanic Serving Institution (HSI), and a “majority minority” campus, with around half of the student body self-identifying as Hispanic. WNMU also serves African American, Native American, and Anglo students, in addition to a growing population of international students.

At the learning center in Deming, WNMU serves Hispanic students for whom English is not their first language; and in Silver City, Hispanic students are largely from families who have lived in the area for decades. In each community, public workshops are conducted at secondary schools and community centers, in Spanish and in English, to help prospective students understand the process of applying to and enrolling at WNMU. The university also provides information about opportunities for student aid, scholarships, and loans at such workshops, and, most importantly, information about the nature and value of higher education and the programs offered.

The Felipe de Ortego y Gasca Cultural Center strengthens Hispanic visibility on campus and in the community, and provides housing for the Native American Center’ MEChA, and the Black Student Union.

International Programs at WNMU have brought to campus students from Brazil, Spain, Argentina, Mexico, and Zambia. Approximately 50 MOUs currently exist between Western New Mexico University and international institutions/school systems. Some international students have come to WNMU for English language education; “short stays” for single or combined programming (e.g. English and Applied Technology, or English in an academic field); or for double-degree programs through the School of Education. In Spring 2019 WNMU launched programs in Chemistry, Education, International Business, and Marketing for WNMU’s international partners. WNMU is also working with several universities in Mexico to deliver the Nursing program.

The Language Institute at WNMU is divided into 2 areas: international and domestic. The International area brings in students for intensive English instruction and other, specific
academic needs (e.g. graphic design, resume writing) twice a year for varying amounts of time. The Domestic part of the Language Institute is delivered at the Deming Learning Center and offers Spanish for health providers and restauranteurs, as well as ESL for community members.

These workshops and in-person visits with local communities are critically important for three reasons: first, the WNMU service area is predominantly rural and impoverished. Secondly, no strong tradition of higher education exists in many of the small, outlying communities in the region, so direct outreach and information are key to helping students and parents understand the benefits of higher education. Third, many of WNMU’s students are first-generation college and therefore respond to personal, one-on-one communication over written information, phone calls, or mediated communications, so that face-to-face recruitment is more inclusive and vastly more effective than other kinds of recruitment.

Lastly, WNMU is committed to being an active part of communities served by WNMU, not an ivory tower set apart from them, so that getting to know the constituencies personally helps integrate the university into the local context. For example, WNMU is currently developing a Spanish Language website, beginning with the Admissions main page. Through these efforts, the university seeks to make college human and personal rather than abstract and theoretical, and by engaging in direct outreach, develops important relationships with local community leaders, parents, and potential students themselves, all of which contributes to the diversity of this student population.

WNMU faculty are predominantly female (53.9%) and white (53.9% self-report) staff are 65.1% female and 45.4% self-reporting as white. However, employment and hiring processes are open and inclusive, and WNMU actively recruits minorities and women to fill staff and faculty positions, and requires Affirmative Action training of all employees serving on hiring committees. Finding and hiring diverse faculty continues to be a challenge in large part because salaries are generally not competitive, which is why the President of the University is seeking additional funding to close this gap during the current legislative session.

1.C.2. The institution’s processes and activities reflect attention to human diversity.

WNMU designs, hosts and participates in many activities that reflect and serve the diverse population of New Mexico.

The WNMU Museum is a cultural resource open to the public, which features Mimbres artifacts (from prehistoric local Native cultures).

The Office of Cultural Affairs has strong alliances with local arts groups, such as the Mimbres Region Arts Council, the Silver City Arts and Cultural District, the Silver City International Food and Art Walk, and many others, so that the resources and cultural programs of the university and the surrounding communities mutually support one another and provide expanded opportunities for students and community members alike. This office promotes diversity and works to encourage the recognition of the wide array of cultures that make up this university, with events celebrating Black History Month, National Hispanic Heritage Month, and Women’s History Month. WNMU also offers various lectures, studio art exhibits by professional artists; and a wide variety of events featuring distinguished women, African-Americans, and Hispanics who present cultural performances and academic talks to which the local community would otherwise not have access.

The Department of Student Life hosts programming throughout the year focusing on celebrating the differences and commonalities in ethnicities, culture, sexual identity, religion, gender, food,
music, and politics.

Under the supervision of the Vice President for External Affairs, the *Felipe de Ortego y Gasca Cultural Center* provides housing for the Native American Student Organization, MEChA, and the Black Student Union. The Director of the Cultural Center also oversees the WNMU Veterans' Center, which is housed with the Student Services offices.

WNMU’s *Center for Gender Equity and Social Justice* promotes LGBTQ events, workshops, and outreach, including the annual Glam Week, with information panels, marches, community dinners, and even a drag show.

Finally, through the *Applied Liberal Arts & Sciences (ALAS) Program*, the university encourages each student to explore the world in which he or she lives from a variety of perspectives. The university seeks to develop each student as a whole person capable of contributing to society and appreciating its diversity. The goals of the ALAS Program include developing personal, social, and cultural awareness in students, who ideally will learn to value cultural diversity and recognize the commonalities that bind peoples of the world.

WNMU also offers support services for the following student populations:

- **Disability Support Services**
- Medical Services with accessibility to outside resources
- **Dual Enrollment/Concurrent Program**
- **Adult Education Services**
- **Student Mental Health Services**

**Core Component:**

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

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

**Argument**

**1.D.1. The institution serves the public through its actions and decisions.**

In its mission to embrace its connections and responsibilities to the community and state, WNMU is committed to being an educational, cultural, commercial, and civic hub for Silver City, Grant County, and the entire service area, as is detailed above in **1.C.1.** In order to promote the university’s belief in the value of public service and a commitment to local organizations, WNMU incorporates *formal service learning experiences*, and many *internship opportunities* in and beyond the community for students as part of their regular coursework. The *Western Institute for Lifelong Learning* (WILL) provides an important and popular service to all community members through continuing education classes. The *Office of Communications* shares important information, public service announcements, and programming opportunities through the university’s website, local newspapers, local radio stations, and other social media.
WNMU is committed to being part of an environmentally sustainable future in southwestern New Mexico, through *educational programs and course offerings*, and also through relationships with the community. Beginning in 2014, WNMU partnered with Silver City to increase campus recycling, which resulted in doubling the volume of recycled materials around campus. In addition, the Biology Program has partnerships with local environmental groups and provide support to government agencies that study and protect the fragile high desert ecosystem of the Gila Wilderness, which surrounds the campus.

Other ways in which WNMU partners with agencies and organizations is:

- WNMU Adult Educational Services offers GED preparation, ESL classes, and other services to the community
- The Division of Academic Affairs and the Office of Career Services & Student Leadership offer a *Student Research Symposium/Career Fair* twice per academic year, inviting employers from all over the country to participate
- The WNMU School of Education and the American Association of University Women partner to sponsor an annual event called *Expanding Your Horizons*, for which regional middle-school girls gather together to discover career paths in education and STEM professions
- The Early Childhood Program sponsors an annual *"Challenging Child Conference"* on campus. Childcare providers, counselors, and P-12 educators from around the state attend every year
- The Department of Natural Sciences hosts an annual *Science Olympiad*, which also draws school children from throughout the WNMU service region

Finally, WNMU hosts ongoing *political forums and debates* to provide opportunities for the public to hear, engage with, and evaluate candidates for public office. These events also highlight current issues, and provide a bridge between citizens and government at all levels.

1.D.2. *The institution’s educational responsibilities take primacy over other purposes.*

The WNMU Mission and Vision clearly state the institutional priorities of teaching and learning. The WNMU operating *budget*, in alignment with the Mission and Vision, also demonstrates commitment to students and to the primacy of the university’s educational responsibilities. 81.7% of expenditures fall within classes and programs, so that less than 20% of the budget is spent on non-program expenses, such as facilities and administration. WNMU’s commitment is to the programs that directly benefit students. [Verify percentages with Kelley.] The only arm of the university that is charged exclusively with projects that benefit the university as such is the *WNMU Foundation*, whose budget and operations, as a charitable organization, are separate from the university. The Foundation offers a wide variety of scholarship opportunities and other funding sources to support the mission of the university.


Since WNMU was founded in 1893, as the New Mexico Normal School, this institution has been deeply involved in the community and has grown along with the town and county around it. It is difficult to imagine Silver City without WNMU, and WNMU would be impossible without the deep municipal commitment and civic support of Silver City.
One way the university promotes engagement is to host and sponsor the WNMU Small Business Development Center (SBDC) in Watts Hall. The SBDC is a community resource that offers extremely low-cost workshops to local businesses and community members in everything from starting a business to basic bookkeeping to topics as sophisticated as business plan development and leadership succession. The SBDC also offers free management consulting services and can connect local business owners with each other and with public entities through partnerships with the Silver City-Grant County Chamber of Commerce, the Deming-Luna County Chamber of Commerce, the Lordsburg-Hidalgo County Chamber of Commerce, local city and county governments, and the New Mexico International Business Accelerator (which connects US and Mexican businesses).

Other initiatives that engage external constituencies and communities of interest include:

- School of Business administers an annual Economic Development Course for area leaders, students, and professionals that covers such topics as leadership, community development, and economic growth and expansion
- [SON]
- School of Education hosts Action Learning Presentations where human resources directors and school principals are invited to interview teachers to work in their districts
- WNMU sponsors weekly Rotary luncheons where community members come together to dialogue and plan events and activities related to this service organization
- Expanding Your Horizons, the Student Research Symposium/Career Fair, "Challenging Child" Conference, and the Science Olympiad, all referenced above
- Every fall, the President delivers a State of the University address to the community

[Various Advisory Boards: School of Business, School of Nursing, School of Education, etc.]

Criterion Two. Integrity: Ethical and Responsible Conduct
The institution acts with integrity; its conduct is ethical and responsible.

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

Argument

2.A. Western New Mexico University serves students, faculty, staff, and all community stakeholders in a fair and ethical manner. Policies on participatory and grievance resolution processes are published in the Faculty, Staff, Student, and Board of Regents Handbooks. The Conflict of Interest Policy is also available to all employees via the website and various handbooks. WNMU also employs an AA/EEO Title IX Compliance Officer, and Ombudsperson, and a Human Resources Director trained in conflict mediation to support ethical and fair processes.

All university employees agree to abide by the standards of conduct within their departments and divisions, as well as the following general principles in the Board of Regents Policy Manual:

1. Business Ethics. Employees of the university shall maintain the highest standards of business ethics in transactions with the university, the State, Federal, and local governments, and with the public.
2. Outside Activities. Employees of the university are expected to perform their duties
faithfully and efficiently and never to give rise to suspicion of improper conflict with interests of the University.

3. Gratuities. Employees of the university shall not accept any favor or gratuity from any person, firm, or corporation which is engaged in or attempting to engage in business transactions with the university which might affect or be suspected of affecting the employees’ judgment in the impartial performance of their duties.

WNMU seeks to instill the values of fairness and forthrightness in its students by modeling them in the university’s employee and personnel procedures; making the commitment to ethical behavior public and transparent, WNMU is accountable to every community served. The specific, detailed, and consistent codes of conduct and ethics appear in guides and manuals across the university community as well as on the WNMU website and the Board of Regents Handbook. Vendors affiliated with WNMU, such as Follett Bookstore, are similarly required to adhere to ethical conduct.

Financial, Accounting, and Internal Control Ethics

The University Planning Council has a standing Budget Committee to ensure that the planning and budget processes serve the enduring interests of WNMU. They also assure consistency between department and program budgets and the university’s business and strategic plans, in accordance with Board of Regents requirements.

The Board of Regents (BOR) assumes ultimate responsibility for financial ethics. The BOR has two standing committees with responsibility for financial matters, the Budget & Finance Committee and the Audit Committee:

The Budget & Finance Committee is responsible for oversight of all matters related to operating budgets, finances, trust funds, business operations, and non-academic personnel. They review budgets initially prepared by the Office of Business Affairs in collaboration with all fiscal managers, to help provide input and maintain procedures for budget preparation. The Budget & Finance Committee also:

- reports to the BOR on any financial irregularities, concerns, and/or opportunities in submitted budgets;
- recommends new financial guidelines/policies to the Board, as they apply to the Board’s oversight responsibilities; and
- oversees short- and long-term investments

The Audit Committee is responsible for oversight of both internal and independent audits of WNMU’s finances, including selecting and recruiting external accounting firms, when appropriate, monitoring audits in progress, reporting on audit results to the BOR, and acting as a liaison between the BOR and the Vice President for Business Affairs.

Western New Mexico University follows the New Mexico Higher Education Department’s policies on finance, financial aid, and audits. Internal controls have been established through a coordinated set of policies and procedures for effectively balancing risks, compliance, and oversight.

All incidents involving Western New Mexico University faculty, students, and staff that affect the fiscal integrity of the university, including suspected theft, embezzlement, or falsification of documents, are reported immediately through clearly defined processes that identify responsible
personnel. WNMU also has policies and procedures in place for reporting incidents involving campus security, personal safety, and theft of personal items to Campus Police. Incident reports go directly to the Threat Assessment Team, which reviews them and determines a plan of action. All incidents that are handled by Campus Police are compiled in the annual Security & Fire Safety Report, which is posted to the WNMU website no later than October 1st of every year. There is also a Crisis Response and Intervention Plan in place, which includes the RAVE auto-alert system that sends emergency text messages to all employees and students who choose to receive this service.

Ethical Behavior in Academic Matters for Faculty, Staff, and Administrators

All faculty and staff are expected to exhibit professional conduct at all times. To reinforce this priority, Western New Mexico University provides robust and comprehensive codes of conduct for university staff, faculty, and administrators, as described in the Board of Regents Manual.

Western New Mexico University is committed to and abides by the following vision statement, which also guides the approach to ethical behavior and responsibility:

WNMU aspires to be a premier and innovative applied liberal arts and sciences university that provides quality professional programs and cutting-edge career and technical preparation. Graduates will know the past, understand the present, and confront the future with confidence, courage, comprehension, and curiosity. Not only will they achieve career goals, be conscientious citizens, and practice social and environmental responsibility, but also they will be independent thinkers with open minds in dealing with the foundational questions of truth, justice, and what it means to be human. While contributing to a better world, they will have the self-knowledge to define what for them is the good life.

WNMU also subscribes to and abides by key policies addressing ethics in the workplace, which is a part of the Staff Handbook, including: the Equal Employment Opportunity/Affirmative Action (EO/AA) Policy, Reasonable Accommodation (Disability) Policy, Non-Discrimination Policy, and the Policy for Resolving Student complaints of Discrimination or Harassment.

Western New Mexico University provides required trainings to all new employees on the Family Educational Rights and Privacy Act (FERPA) and Sexual Harassment/Title IX through the AA/EO Title IX Compliance Office. In November 2016, WNMU implemented an online training in Title IX that each employee is required to take every two years. The University also provides required Health Insurance Portability and Accountability Act (HIPAA) training in the Nursing program.

Western New Mexico University also provides internet security, technology use protocols, and etiquette guides to all community stakeholders. These guides help ensure respectful and ethical online conduct, information that is also placed in most course syllabi, and the Information Technology infrastructure provides additional internet data protection for employees whose duties require access to Personal Identifiable Information (PII) or protected data. WNMU ethics and standards policies and guides cover: email and messaging; internet browsing and social networking; mobile devices; passwords; data protection; working remotely; FERPA; HIPAA; PII; and Social Security numbers. These guidelines are provided to students via online course syllabi.

Employees are encouraged to resolve claims or concerns informally between employees and supervisors prior to filing a grievance. In the event that the employee wants to move ahead with
the grievance process, procedures are outlined in the respective faculty and staff handbooks. The Director of Human Resources is trained in conflict mediation. WNMU also provides an independent ombuds, to whom any staff, faculty, administrative, or student member of the community can appeal for help with dispute resolution.

**Personnel**

WNMU’s Office of Human Resources serves the university by providing professional guidance, leadership, and counseling in the ethical management of human resources [link to Business Affairs policies?]. Western New Mexico university is an Equal Employment Opportunity employer.

WNMU provides regular professional development opportunities, such as new staff and faculty orientation and ongoing trainings, which address matters of inclusivity, best practices, and integrity. The Staff Senate Career Development and Training Committee offers bi-weekly presentations and webinars to all staff, faculty, and students. This programming is designed around periodic surveys that are conducted to measure interests and training needs, and often include topics related to professionalism and ethics. Advising training is conducted collaboratively by faculty and staff and addresses FERPA compliance. Business Affairs conducts regular trainings on responsible budgeting, financial accounting, and internal control ethics.

**Ensuring Integrity in Auxiliary Functions**

Auxiliary functions at WNMU include the Associated Students of WNMU (student government), the WNMU Foundation, Sodexo food services, and the WNMU Bookstore. They exhibit integrity through multiple approaches, including a values statement, culture statement, policies and procedures across handbooks, training programs, and voluntary campus associations. The units within the Office of Student Affairs and Enrollment Management operate according to all of the policies, procedures and guidelines established by the university, the New Mexico State Higher Education Department, the State, and the Federal Government.

The student discipline/conduct system is vital to maintaining respect between and among students, faculty, staff, and administrators. WNMU communicates requirements and parameters for conduct in a number of university publications, including the Student Handbook, the WNMU Communications Guide, and the Housing Agreement, the latter of which details the responsibilities of students and monitors and provides clear procedures for handling grievances. The student government’s Constitution also provides students with expectations of conduct and grievance resolution procedures.

WNMU Campus Police has a thorough policy and procedures statement that is posted on the website, so that everyone in the WNMU community knows what to expect from law enforcement on campus. The Campus Police Department is overseen by the Division of Student Affairs and Enrollment Management and follows the Student Affairs and Enrollment Management Policy Manual, in addition to its own policing and reporting policies (provided in the link above).

**Core Component**

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

**Argument**

2.B. Western New Mexico University recognizes its responsibility to plan and communicate
directly and effectively with all of its constituents through the catalog, website, social media, and other electronic and printed material, as well as through the Office of Communications. WNMU has longstanding and continuously improving mechanisms in place to ensure that information about the university and its programs is presented clearly and completely to students and the public.

Course Requirements and Costs to Students

The WNMU Catalog contains the most current information available about undergraduate and graduate programs, course requirements for attaining degrees, and student life. Catalogs are available online via the WNMU website. Catalog data are updated annually. Information regarding fees, admission, academic policies, student services, graduation requirements, contacts, course offerings, and financial information are all included in the catalog. An online costs calculator is available on the website, where students can enter information about their degree programs, prospective course load, housing, scholarships, and financial aid and receive an estimate of their expenses. The Division of Business Affairs distributes, every semester, an Information Packet, which includes details on tuition, fee, financial aid, and important deadlines for students.

Programs, Faculty and Staff

The WNMU Catalog provides comprehensive and current information on programs, requirements, faculty, costs to students, control, and accreditation relationships. In addition, WNMU provides complete information about individual programs on the website. Names, contact information, and academic credentials for all faculty and instructional staff are made available in the WNMU Catalog and the website directory, making it easy for the community to review the qualifications of university personnel.

The Office of Communications provides text and video coverage, online reporting, and podcasts of campus news and events for the online audience, maintaining a consistent and engaged presence on social media. The aim of all of these marketing efforts is to accurately reflect the rigor of each academic program (major, minor, specialization, certificate) and to accurately portray the culture, mission, and values of Western New Mexico University.

Control

All oversight of WNMU, including responsible and ethical fiscal control of the institution, is conducted by the Board of Regents, under the guidance of the Board of Regents' Manual, the annual budget [available May 2019], purchasing and cash handling policy, and the WNMU Plan for Departmental Controls.

Accreditation Relationships

Accreditation information is provided in the WNMU Catalog, on the website, and in program-specific marketing/recruitment publications. Individual accreditations are detailed below in 3A.1.

Core Component

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

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.

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

**Argument**

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

The Board of Regents of WNMU is committed to preserving and enhancing the institution, and follows the mission statement of *the New Mexico Higher Education Department* in doing so:

“The New Mexico Higher Education Department develops and coordinates relevant policies, programs and services that provide advocacy and support equitable access to college to enable all people to succeed in reaching their full potential through education.”

Answering the call from NMHED to develop distinctive identities for each NM institution, the WNMU Board of Regents, in collaboration with University Administration, developed and received final approval on the *areas of distinction*. Areas of distinction include: Applied Liberal Arts & Sciences (ALAS); Rural Health and Education; Career and Technical Education Programs; International Programs; WNMU as a Hispanic Serving Institution.

**2.C.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.**

The Board of Regents is responsible for establishing policies and rules for governing; planning to meet future local, regional, and state needs for higher education; setting admission standards and policies; reviewing and approving budgets; and establishing a regulatory framework that allows WNMU to meet its responsibilities. Board members are appointed by the Governor of the State of New Mexico and have both strong ties to the community and deep, rich backgrounds in higher education. The cooperation and collaboration between the Board of Regents and the local community exemplifies WNMU’s culture of inclusion and reflects the values in the mission statement. In addition, the *University Planning Council*, as an advising body to the President and his Cabinet, supports the BOR in meeting these responsibilities.

The Board meets every other month, with special meetings as circumstances require. The deliberations are guided by a duty to WNMU’s constituents to preserve and continuously improve programs at Western New Mexico University.

The Board of Regents maintains six standing committees in order to monitor and address issues of concern to both internal and external constituencies:

*Governance/Operations Committee*
*Budget and Finance Committee*
*Building, Facility, and Space Naming Committee*
*Personnel Committee*
*Audit Committee*
Honorary Degree Committee

2.C.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.

2.C.3. The Board is composed of five Regents plus a student Regent. The Regents are appointed by the Governor of the State and confirmed by the Senate, so that no local interests influence the composition of the Board. The student Regent is required to be a member of the student body of WNMU, which ensures representation of the students themselves. The terms of appointment of the non-student members of the BOR are staggered obligations of six years. The student Regent serves a two-year term. The Governor and State Superintendent of Public Instruction are designated as ex-officio, non-voting members, and the Presidents of the Faculty and Staff Senates and the President of the Associated Students of WNMU are ex-officio non-voting members.

In compliance with the Board of Regents (BOR) Handbook, the Board of Regents does not take political positions. “In order to assure its autonomy and integrity, the university shall not be an instrument of partisan political action. Expression of political opinions and viewpoints will be those of the individual and not of the university.” The appointed Regents serve as volunteers, so that no monetary incentive exists in their decision-making.

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

2.C.4. The legal basis for the authority of the WNMU Board of Regents in carrying out the objectives stated above is expressed in the New Mexico State Constitution. However, WNMU follows the customary practice of regents nationwide in delegating certain powers to individuals and groups at the institution in order to facilitate operation and to ensure sound decisions. The BOR Handbook clarifies relationships between the Regents and the administration, faculty, and students of the university, and explains how the BOR delegates responsibilities for day-to-day operations and academic matters.

The Board recognizes and approves the authority and responsibility of the university President and Administration in all matters relating to the operation of the university; the authority and responsibility of the Faculty, in cooperation with Administration, to set educational policies, to hire and fire faculty members, and in general, to deal with all matters relating to teaching and research; and the rights and responsibilities of the Associated Students of WNMU to provide for their own self-government.

The BOR is committed not to interfere with the authority of the faculty, administration, and students to conduct their day-to-day affairs. However, they reserve the right to consider and determine any matter relating to the university, if they deem it necessary to carry out the oversight duties legally invested in them by the State of New Mexico.

Core Component

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

Argument

2.D. Of the six General Principles that the Board of Regents commits to uphold in its Manual,
three directly concern freedom of expression and the pursuit of truth in teaching and learning. These principles inform and guide the behavior of all other divisions, colleges, departments, and programs. They commit WNMU to guard and uphold intellectual freedom:

1) Freedom of inquiry and freedom of expression are indispensable elements of a great university. The freedom to express dissent by lawful means, including peaceable assembly and the right of petition, is as important on a university campus as elsewhere in society. The Regents have protected and defended and will continue to protect and defend the freedom of all members to dissent, however, it must not interfere with the right of others or with the educational process.

2) Universities traditionally have been sanctuaries for diversity of thought, free exchange of ideas, and the search for truth. The Regents fully support the application of these principles at this university, though recognizing that rights carry with them corresponding responsibilities. The Regents also emphasize that this campus will not be a sanctuary for those who use unlawful or violent means to pursue their aims.

3) Academic Freedom: The following statements on academic freedom are taken from the 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments, as developed by representatives of the American Association of University Professors and the Association of Colleges during 1969:

   a) Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

   b) Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

   c) College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

The WNMU commitment to academic freedom, as reflected in the “Six Principles,” further supports expression of truth in teaching and learning.

Within the Strategic Plan, WNMU Core Values specifically address this criterion from the student perspective: "We encourage our students and colleagues to challenge each other in the support of academic freedom: inquiry, pursuit of ideas, and creative activity." The Center for Gender Equity and Social Justice supports programming and events that provide a forum for self-expression on a variety of social and political topics. The student newspaper, The Mustang, also provides a venue for student free expression. Other social media outlets are available to students, as listed in 2.B.

Core Component
2.E. The institution’s policies and procedures call for responsible acquisition, discovery and
application of knowledge by its faculty, students, and staff.

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

**Argument**

2.E.1. *The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.*

2.E.1. Western New Mexico University publishes its *Research Committee Policies and Procedures* on its website. This document outlines the methods by which research may be conducted at the university, the ethical standards researchers are expected to meet, the financial oversight and controls involved in research projects, the publication of results, and requirements for transparency of reporting within the university and to the public. The Research Committee provides a standard form for requesting permission to conduct research projects, and all requests for approval must first be vetted by the relevant department chair before being submitted to the Research Committee Chair for evaluation.

The Western New Mexico University Institutional Review Board is led by a faculty member and follows the regulations set forth by the Department of Health and Human Services (DHHS) on the Protection of Human Subjects (45 CFR 46).

The Undergraduate Research Coordinator of the *Student Research and Professional Development* (SRPD) program reports to the College of Arts and Sciences. This student fee-funded program maintains a pool of monies to help students complete special projects, engage in research, or attend conferences and professional trainings that go beyond the standard academic experience and/or course requirements. The overarching goal is to support student access to valuable educational experiences with focused emphasis on research and scholarly activities associated with pursuits in all academic disciplines. Furthermore, the aim is to support student in their pursuit of rigorous, independent scholarship.

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

Ethical use of information resources, including plagiarism, is covered in new Student Orientation, is further addressed in the Library’s bibliographic instruction sessions made available to all classes, course syllabi, and through the Canvas Learning Management System (LMS). CANVAS provides guidance to students for evaluating online sources for quality and reliability, avoiding and preventing plagiarism, and citing others’ work correctly. CANVAS also provides information about site licensing, and it links students to an external website called Turnitin that offers guidance on writing, citing, and borrowing and that helps ensure originality in student scholarship.

The *WNMU Writing Center* also provides peer tutors who deliver face-to-face and online tutoring services to students on a variety of writing projects and topics, including research-supported writing and integration of sources; citation ethics and conventions; strategies for avoiding plagiarism; and documentation systems like APA, MLA, and Chicago Style. Writing instructors also provide in-class guidance on the ethical use of information resources.

2.E.3. *The institution has and enforces policies on academic honesty and integrity.*
Academic honesty and integrity are fundamental to the mission of Western New Mexico University. WNMU has established well-defined academic integrity standards to provide a systematic process for engagement between faculty, students, and administration. Further, consequences are established to remedy violations of academic integrity.

The Faculty Senate has a standing Academic Integrity Committee for the resolution and disposition of violations of academic integrity, as defined in the WNMU Catalog. Violations include cheating, plagiarism, misrepresentation of work, falsification of knowledge, and other harmful and dishonest practices that damage the institution as a whole by undermining the core assumption of the originality of student scholarship.

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

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

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

WNMU courses and programs are regularly evaluated and reviewed to ensure accreditation compliance and appropriate academic rigor for the degree or certificate awarded. The Curriculum and Instruction (C & I) Committee, which is composed of faculty members from each college and department and is overseen by the Provost/Vice-President for Academic Affairs, follows strict and consistent Guidelines for maintaining excellence and appropriateness in undergraduate courses and programs. The Graduate Council, with its own Guidelines, does the same for the masters-level courses and programs, under the direction of the Director of the Graduate Division. Changes and additions to courses and programs are also reviewed and approved by these committees. Courses offered at the Deming, NM site and through the Dual Enrollment Program must meet the same standards as those offered on campus, and syllabi for every course, regardless of delivery location and/or format, must be submitted to the Office of Academic Affairs each semester for posting on the university’s shared drive. Similarly, all courses offered through other consortia agreements, such as Glendale Community College.

It is the responsibility of the Online Course Design Committee (OCDC) to develop criteria and procedures that instructional designers, chairs, or deans, are to follow in determining whether individual fully on-line courses are suitable for listing in the university’s course schedule. The OCDC implemented a voluntary peer review of online courses last year with stipends supported by the Provost's office for persons doing the review. The WNMU Quality Matters course is offered consistently to faculty for further online course development. The OCDC committee’s criteria and
procedures do not replace requirements for on-line courses imposed by accrediting bodies and the Public Education Department/Higher Education Department.

Every course, regardless of delivery method, is evaluated by enrolled students at the end of each semester. Each department follows a program review process that outlines how to conduct a self-study with the final goal of identifying strengths and gaps, and making improvements when and where necessary. The Curriculum and Instruction Committee, the Graduate Council, and the Provost/Vice President for Academic Affairs review programs every five years, according to a well-defined process described in the Board of Regents Handbook and the Curriculum and Instruction Policy Manual. This program review process allows WNMU to ensure program quality and keep course offerings current.

The five-year program review process is divided into four stages: (1) self-study by the department/discipline; (2) an internal university evaluation by the Graduate Council and/or the Curriculum and Instruction Committee; (3) an internal review by the Vice President for Academic Affairs; and (4) review by the Board of Regents.

WNMU is accredited by the Council for the Accreditation of Educator Preparation (CAEP), the Accreditation Council for Business Schools and Programs (ACBSP), the Accreditation Commission for Education in Nursing (ACEN) & Commission on Collegiate Nursing Education (CCNE), the New Mexico Board of Nursing, the Council on Social Work Education (CSWE), the Council on the Accreditation of Counseling and Related Education Programs (CACREP), and the National Council for Accreditation of Teacher Education (NCATE). The Child Development Center is nationally accredited by the National Association for the Education of Young Children (NAEYC), as well as NCATE. WNMU is a member of the American Association of Colleges for Teacher Education, the American Association of University Women, the Renaissance Network, the American Association of State Colleges and Universities, the Hispanic Association of Colleges and Universities, and The American Library Association.

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

WNMU is committed to providing the best possible service to students; thus, the student learning outcomes (SLOs) are founded on sound pedagogical and educational theory, appropriate to the degree program and articulated to students and the entire community in individual syllabi and in the catalog. WNMU differentiates among learning goals for certificates, undergraduate degrees, and graduate degrees.

WNMU articulates specific requirements for completion of each degree and certificate on the university website. These requirements are also explained fully in the WNMU Catalog, which includes general descriptions of courses of study, certificates, and degrees; credit-hour requirements for each degree and certificate; and outcomes that students can expect upon completion of their programs. Each degree- and certificate-granting program has developed and clearly states SLOs (i.e., the skills and proficiencies they may expect to acquire through their courses of study), so that students understand the purpose of their course of study, and can apply their learning in a real-world context. Syllabi for face-to-face and online courses at WNMU adhere to a template that includes student learning outcomes specific to the class. These outcomes are an integral part of the assessment process described in 3.A.1 (above).
Student learning outcomes also drive the assessment process at WNMU. During the 2017-18 academic year, the university’s Assessment Committee reviewed department assessment plans to begin tracking analysis and continuous improvement efforts, and developed a rubric to facilitate this process and make it consistent across departments. Co-curricular assessment uses SLOs, identified by staff members at the 2017 Assessment Convocation, for non-classroom-based student learning activities (e.g. New Student Orientation). A revised Assessment Handbook was adopted in 2016-2017. Course changes are driven by re-examination of SLOs at both the program review (department) and assessment (course) levels, the outcomes of which are reported to and decided upon monthly before the Curriculum and Instruction Committee or Graduate Council. The process for assessment, detailed in the WNMU Assessment Handbook is as follows:

At Western New Mexico University (WMNU), assessment is conducted through three different, yet correlative processes. Each process is equally important to achieve student success. They are general education assessment, assessment at the course level and program level (Program Course Evaluations, Student Learning Outcomes within the School/Department/program & Program Review), and co-curricular Assessment.

WMNU’s Transfer Policy describes the award of transfer credit for college-level course work completed at other institutions. Credit is awarded for college-level work completed at institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or Higher Learning Commission (HLC) or similar organization. Foreign institutions must be recognized by the Ministry of Education (or equivalent government body) in that country. For Graduate students, individual programs have the option to approve transfer credits, not to exceed 33% of the total required to complete the degree. Any program without specific criteria related to transfer credit limit may not exceed the Graduate Division limit of nine (9). Any coursework requested for transfer into a graduate degree at WNMU must be reviewed and approved by the student’s advisor(s) and the Associate Dean/Department Chair based upon its appropriateness to the student’s degree plan, with final approval by the Director of the Graduate Division.

3.A.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).

Today, the needs of students require delivery of higher education via face-to-face, online, technology assisted, and distance learning methods, and WNMU offers all such options, including blended courses with multiple delivery platforms. WNMU works diligently to ensure that program quality and learning goals are consistent across all modes of delivery by standardizing curricula, as well as the processes for approving and developing curriculum. Standardized assessment processes, including General Education assessment, also support consistency across delivery methods and locations (see 3.A.1., above).

The university offers both undergraduate and graduate degree programs that can be completed online or on-campus or in a combination of the two, and the review process assures consistent learning outcomes. For example, all course syllabi provide students with clearly defined objectives, expectations, and resources, and these sample syllabi demonstrate WNMU’s commitment to making expectations, instructions, rubrics, and information for students consistent across varying modes of delivery:

HUM 176 (F2F Silver City)
ENGL 102 (Deming)
**Core Component**

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

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

**Argument**

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

The *General Education Program* at WNMU supports the university mission as well as the distinctive identity as an applied liberal arts and sciences university by providing students opportunities for engagement and empowerment, giving them a foundation for appreciating and understanding broad aspects of human knowledge, and preparing them for careers and lifelong learning.

WNMU recognizes its obligation to ensure that each student acquires the skills necessary to function fully in a complex and evolving society. Through the GEP, the university encourages each student to explore the world in which he or she lives from a variety of perspectives. The university seeks to develop each student as a whole person capable of contributing to society and appreciating its diversity, in support of the WNMU Mission. The new GEP will go into effect in the fall of 2019 and is built upon *State-identified essential skills*.

3.B.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.

WNMU believes in the promise of every student, and works to create an educational community of diverse backgrounds, perspectives, and talents that instills values and develops
knowledge and skills in students.

At the direction of the Higher Education Department (HED) Secretary, Dr. Barbara Damron, a statewide task force with faculty representatives from all two-year and four-year institutions met for more than a year, beginning January 2016, for the purpose of redesigning the state general education requirements. The result was a reduction in required credit hours (31) and the added linkage and emphasis on essential skills to content areas. The task force (eventually) agreed on six content areas, consisting of 22 credit hours, and five essential skills. In addition, students must complete nine additional credit hours to be devised at the discretion of each institution.

The following is the new structure to be implemented. The six content areas have three specific skills attached; however, each area is not limited to those three. They are as follows:

1. Communications (6 cr.) Skills in content areas: communications, critical thinking, information and digital literacy
2. Mathematics (3 cr.) Skills in content areas: communications, critical thinking, quantitative reasoning
3. Science (4 cr.) Skills in content areas: critical thinking, quantitative reasoning, personal and social responsibility
4. Social and behavioral sciences (3 cr.) Skills in content areas: communication, critical thinking, personal and social responsibility
5. Humanities (3 cr.) Skills in content areas: critical thinking, information and digital literacy, personal and social responsibility
6. Creative and Fine Arts (3 cr.) Skills in content areas: communication, critical thinking, personal and social responsibility

The GEP is a career-focused, comprehensive program that integrates Applied Liberal Arts & Sciences (ALAS), scientific theory, empathy, creativity, and original student scholarship in an effort to help students solve real-world problems. WNMU’s certificate and undergraduate programs prepare students for professional careers in government, commerce, education, and health and human services.

The purpose, content, and intended learning outcomes of the undergraduate general education requirements are clearly stated in the WNMU Catalog and on the website. Additionally, the Curriculum & Instruction Assessment and Review Process (described in 3.A.1.) helps ensure that all courses in the General Education Program align with the mission and departmental objectives for student learning, which have been approved by the Board of Regents.

3.B.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.

WNMU offers students opportunities to use applied learning to solve real-world problems and requires them to master appropriate skills in order to earn degrees. These skills help students mature into well-rounded citizens and provide them with the foundations of lifelong learning, which they will need to continue developing skills in the ever-changing environments they will encounter throughout their lives. Beyond the classroom, learning, research, and scholarship opportunities are created through a variety of venues and events, including the Student Research Symposium, which is detailed below in 3.C.5.

The foundational piece of every degree program at WNMU is the Applied Liberal Arts &
Sciences focus. The "applied" component provides students with the essential skills employers identify for the work force now and in the future: communication; critical and creative thinking and problem solving; quantitative and technological literacy; team work and interpersonal experience; adaptability to change; knowing how to learn; and practical application of knowledge. The ALAS program also integrates four foundational questions into core curricula in order to invite students to think and inquire across curricula: What is truth? What is justice? What does it mean to be human? What is the good life?

Degree programs at WNMU fall under one of four divisions: the College of Arts and Sciences (CASA), the Department of Interdisciplinary Studies, the College of Professional Studies (CPS), and the Department of Community and Workforce Development.

**College of Arts & Sciences**

*Expressive Arts:* Includes Fine Arts and Music. The Expressive Arts Department has established its specific mission of embracing and encouraging creative thought, self-discovery, acquiring skills, and knowledge of the creative arts.

*Humanities:* Offers courses and programs which focus on human experience in its own terms — as in literature and philosophy. These courses and programs may be used as preparation for careers in law, government, and teaching, but they are also essential to the critical thinking, value formation, and political decision-making required of citizens in a democratic society. The Humanities curriculum is committed to the cultivation of a thoughtful, broad, historical perspective; knowledge as an end-in-itself; and an awareness of the special value of human beings and their experiences — past, present, and future.

*Mathematics & Computer Science:* Courses in mathematics are intended for those who are studying the subjects for their own sake, for those who are interested in their applications as a tool in various fields, for those who are interested in teaching, and for those who are interested in graduate study. Critical thinking, numeracy, and collaborative problem solving are key to these degree programs. WNMU works closely with New Mexico State University School of Engineering to advise students interested in pursuing a Bachelor of Science in Engineering degree from NMSU. Students can begin their academic work at WNMU, and then transfer to NMSU to complete an engineering degree. Furthermore, the Chair of the Mathematics/Computer Science Department has been working with regional 2-year institutions to provide graduate-level courses to faculty at these institutions.

*Natural Sciences:* Offers Bachelor of Arts and Bachelor of Science degrees in a variety of subjects as preparation for a large number of professional careers, stressing inquiry and empirical research. Additionally, the Department provides appealing courses which not only fulfill undergraduate science requirements, but also prepare the student for the scientific realities of life.

*Social Sciences and Cultural Studies:* The primary purposes of the programs in the social sciences are to provide students with a broad and general understanding of human social life and to prepare students for varied careers in business, education, government, law, and human services.

**Department of Interdisciplinary Studies**

The Department of Interdisciplinary Studies at WNMU oversees and supports three degree
programs: the Associate of Arts in Liberal Studies (AALS), the Bachelor of Interdisciplinary Studies (BIS), and the Master of Arts in Interdisciplinary Studies (MAIS). These degrees allow students flexibility in course selection and the ability to create a unique degree, tailored to one’s individual needs and interests. These degrees can be completed fully online depending on the availability of online courses and selected concentration areas.

**College of Professional Studies**

**School of Business**: Built upon a base of course work in the arts, sciences, and humanities, the degree programs offered in the School of Business prepare students to meet the challenges of both a domestic and globalized business environment.

**School of Education**: WNMU provides prospective teachers and administrators an opportunity to fulfill their vocational goals by experiencing a specific knowledge base designed to prepare them for professional careers. All School of Education programs maximize opportunities for student thinking and achievement and facilitate active, participatory decision making. The School of Education seeks feedback for program effectiveness from several sources: clinical faculty, university faculty, current students, employers of graduates, and, most importantly, graduates of the program. Therefore, in the School of Education, the curriculum must be viewed as a dynamic set of experiences that is subject to change based on the continuous inflow of data, including New Mexico Public Education Department requirements.

**School of Nursing and Allied Health**: Offers a variety of programs including, Bachelor of Science in Nursing, Master of Science in Nursing, Bachelor of Arts in Rehabilitation Services, and Bachelor of Arts or Bachelor of Science in Kinesiology. All programs stress ethics and prepare graduates to function as health care professionals in diverse settings.

**Department of Behavioral Sciences**: The Chemical Dependency, Criminal Justice, and Psychology degree programs prepare students for careers that demand critical thinking, data gathering and analysis, and effective communications skills for a very diverse and dynamic work environment. The Police Academy prepares student for careers in law enforcement in either policing or corrections.

**School of Social Work**: The Social Work Program is designed to build upon the university's commitment to provide an education to a population that is diverse in age, culture, language, and ethnic background. The diverse multicultural and multilingual populations of this rural area underscore the importance of understanding, addressing, and overcoming the mechanisms of individual and institutional discrimination and the inequalities that result. Students in the Social Work program also receive a thorough and ongoing education in ethical behavior that is demanded by the profession.

**Department of Community and Workforce Development**

The Department of Community and Workforce Development prepares students for high-demand jobs by offering certificate programs in Electrical Technology, Welding Technology, Construction Technology, and Certified Nursing Assistant. The Computer Technology Program offers an Associate of Applied Science degree that includes certifications in A+, Linux, and Cisco Certified Network Associate (CCNA). The Department also serves surrounding communities by creating access to higher education and/or employment opportunities through the Western Institute for Lifelong Learning, Adult Educational Services (including Technology-Based Learning, Testing,
and Career Path Services), and the *Small Business Development Center*.

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

WNMU is a “majority minority” campus, with around half of the students self-identifying as Hispanic. WNMU also serves African American, Native American, Asian, and Pacific Islander students, in addition to a growing population of international students. The commitment to diversity is a natural outgrowth of WNMU’s setting in an incredibly diverse, rural section of southwestern New Mexico, in which a variety of communities have alternately clashed, cooperated, and coexisted for millennia. The indigenous Mimbres, Anasazi, Zuni, Pueblo, Navajo, and Apache cultures, the Spanish conquistadores and current residents of Mexican ancestry, and the Americans of many races and national origins all have vibrant communities and cultural identities in the WNMU service area. From the founding of this institution in 1893—before New Mexico became a state—it has been a multicultural institution attempting to serve the diverse populations from which the university emerged.

**Promoting Diversity in the Curriculum**

In both the General Education Program and required program courses, WNMU exposes students to scholarship and helps them acquire skills that prepare them to work with persons from different races, ethnicity, gender, socio-economic status, and individuals with disabilities. These skills apply directly to knowledge in the academic disciplines and applied skills. Knowledge from the humanities (literature, fine arts, music, philosophy), the social sciences (sociology, economics, history, politics, psychology), the natural sciences (biology, chemistry, physics, geology), and mathematics (algebra, trigonometry, statistics) create a tightly interconnected web of learning and offer students various ways that disparate cultures create, discover, collect, use, interpret, and distribute knowledge. Students learn about their own cultures and other cultures, helping them define their own values and widening their horizons to include the awareness, understanding, and empathy for the common human conditions of peoples across the globe. The General Education Program helps students develop the habits of mind and heart to think critically and empathetically about the complex issues that affect them personally and society as a whole. WNMU seeks to make students active, reasoning, and ethically engaged citizens, capable of democratic values, inquiry, and vision.

The Minor Degree Program in Latin American and Latino Studies is an interdisciplinary field that grew out of the recognition that the experience and potential of a population has brought on new ways of thinking about race, ethnicity and their intersections with gender and sexuality in addition to the intersections in political, economic and social life. WNMU also offers a minor in Native American Studies. Finally, global educational initiatives are moving forward through MOUs with a variety of countries (see 5.C.5 for details on globalization). All of these programs support WNMU’s mission of strengthening the appreciation for the multilingual, multicultural population and accepting the responsibility to be mindful and supportive of the unique opportunities afforded by this diversity.

**WNMU Foundation Student Scholarships**

The *Western New Mexico University Foundation* offers numerous *scholarships* that are awarded annually on the basis of academic achievement, financial need, and/or other specific criteria set by donors. The established criteria can be a variable of either the students’ residency, GPA, major, grade level and/or enrollment status.

The foundation holds and administers over 150 privately funded scholarships. Currently, WNMU
Foundation has 125 scholarships available to students for the 2019/2020 academic year. This does not include scholarships or fund accounts that are under corpus. Scholarships are granted to high school, undergraduate and graduate students at the beginning of each semester. Scholarships and awards are subject to change yearly depending on the total number and amount of the scholarship based upon the funds available. The amounts can range from $100.00 to full tuition.

Applicants are not guaranteed a scholarship, as scholarships vary each year depending on the number of students who apply, and the dollar value available. Although the selection process is highly competitive, review committees look at all the factors that help make a student successful at WNMU, and do their best to support students accordingly.

The foundation is in the process of offering and awarding 171 different scholarships to 92 students this 2018/2019 academic year. The figures are up from the previous year, which was a total of 122 scholarships awarded to 72 different students.

Please also see the response to Core Component 1.C.2., which describes WNMU’s bilingual cultural programs, the role of the Office of Cultural Affairs, and the Center for Gender Equity and Social Justice programs.

3.B.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.

WNMU’s primary focus as an educational institution is teaching and learning, but research remains a critical component for faculty, as faculty members produce original scholarship within their fields. The standing Research Committee, under the direction of the Provost/Vice-President for Academic Affairs, oversees and administers research projects and funding through well-defined procedures and policies. Furthermore, the Office of the President administers the Professional Development Collaboration Projects budget, which funds cooperative efforts between departments and/or divisions to support and improve co-curricular learning opportunities. More detail on this particular program is available in 5.A.4.

Research and scholarship play a vital role in faculty, program, and course development, contributing to individual professional fulfillment and teaching excellence. As the faculty engages in research and scholarly activities, the university provides support whenever possible. The departments identify the roles of research and scholarship for their respective disciplines and define the relationship that these activities play in personnel matters such as promotion, tenure, retention, and merit. As outlined in the Faculty Handbook, each academic department establishes its own definition of research that will guide faculty through promotion and the pre- and post-tenure processes.

Faculty participate in applied and theoretical research and scholarship through activities that lead to the application of scientific and social-scientific knowledge and to the creation of literature, painting, and/or fine arts. The results of scholarly, creative or applied research is shared with the WNMU community in whatever way is most appropriate, through public presentations, presentations at professional conferences, publications, and installation of work. Most recently, a member of the WNMU Expressive Arts faculty and well-known regional sculptor had two pieces installed at the intersection of interstates 40 and 25 in Albuquerque.

WNMU is also one of only a few comprehensive four-year universities in the United States where undergraduate student research is funded by student fees, which the students themselves voted to pay over and above tuition and other fees, in order to support original student
scholarship. Student-fee-supported student research began in 2012, and students have voted to increase funding for it every year since. Projects must be mentored by two faculty members and submitted for approval by the administrator of the Undergraduate Student Research and Professional Development Fund. Projects have included everything from tracking and studying elephants in Thailand to Play Therapy research to presenting research results at a national Algae Biosummit. The WNMU Undergraduate Student Research and Professional Development Fund is an important way in which WNMU supports its mission and serves its students, offering students a point of entrance into professional and academic worlds beyond WNMU through their own research and initiatives, making them better scholars and citizens of a wider world. WNMU holds two university-wide Student Research Symposia every year, in December and April, at which students present their research and the results of their projects.

Core Component

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

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

Argument

3.C.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.

WNMU currently has a faculty-student ratio of about 1:13, and WNMU employs sufficient faculty members to teach in the classroom, advise during required office hours, and perform all other non-classroom responsibilities as defined in the WNMU faculty contract. Faculty are responsible for their own professional contributions to the areas of teaching, service, research, and scholarly activities, on which they collaborate with the heads of their departments and university administrators.

The Board of Regents is ultimately responsible for ensuring that WNMU has enough faculty members to meet the mission, and the leaders of individual colleges and departments provide faculty oversight, so that academic personnel can change to address the changing needs of the university community. Programs in the College of Professional Studies maintain teaching faculty employment and credentialing standards in compliance with their various accrediting bodies.
Faculty members are involved with the oversight and assessment of curriculum and student performance at the department, college, and university levels. The university’s Assessment Handbook provides a framework for annual review and improvement of courses and/or programs. Student preparedness for college and learning outside of the classroom (engagement, utilization of campus services) is measured through use of the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement. These data inform not only student service improvement but changes to the Applied Liberal Arts and Science program curricula and delivery.

The Higher Learning Commission and individual academic departments establish required credentials for instructors, and WNMU provides sufficient oversight of faculty credentials through a process that involves human resources, academic departments, and the Board of Regents.

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

Each academic department has required minimum credentials for all academic instructional staff, including separate and detailed credential requirements for Instructors, Lecturers, Assistant Professors, Associate Professors, and Professors. Candidate qualifications are reviewed at the department, college, and university levels, in a process that offers assurance that all instructors are well-qualified and have expertise in their fields. The Faculty Handbook also describes policies regarding tenure, tenure-track instructors, and non-tenure-track instructors.

WNMU offers dual credit classes to high schools throughout the State of New Mexico, using HLC, WNMU policy, and academic department guidelines for vetting these off-campus instructors. All teachers participating in the Dual Enrollment program must be approved by the appropriate academic department chair/Dean following the same guidelines.

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

The faculty at Western New Mexico University undergoes evaluation of individual performance on an annual basis. Faculty evaluations are used to make decisions for promotion, tenure and performance-based compensation as defined in the Faculty Handbook. Evaluation techniques are determined with the cooperation of the faculty member being evaluated, in a process of setting and achieving specific performance goals known as Management by Objectives (MBO). The goals assure continuation of past performance and establish ways to demonstrate improvement. This process has four phases:

1. The overall objectives of the university are clearly communicated to everyone in the academic departments. These long range objectives are worked out by the Board of Regents and the University Administration headed by the President and Vice President for Academic Affairs, with the participation of College Deans, Department Chairs, and the Faculty General Assembly.

2. Department Chairs meet with department members, then meet with the Provost and/or the Associate Vice President for Academic Affairs, by the end of each spring semester, in order to discuss department goals and objectives for the following academic
Department Chairs then communicate their departmental goals, in addition to the college’s and university’s overall goals, to the faculty members in their departments. Each faculty member then has a period of six weeks to develop measurable personal goals that support the objectives of the university and department. Each department chair then communicates those goals to the College Dean, who reviews them according to the five key criteria areas established in the Faculty Handbook:

a. Teaching effectiveness
b. Student advisement process
c. Scholarship, research, or other creative activity
d. Professional contributions
e. Collegial and collaborative relationships

Department Chairs are encouraged to work with faculty members to generate goals that are realistic and achievable, as well as being appropriate. The College Dean reviews and approves all goals to ensure a standard process across all departments. Progress toward promotion and tenure, and the role of College Deans and Department Chairs in evaluating faculty applications, is detailed in the Faculty Handbook. Newly revised MBO forms include a check box for the Chair or Dean to mark off whether or not the faculty member is making progress towards promotion, tenure, or post-tenure review.

The Adjunct Handbook details the rights, responsibilities, standards, and expectations of part-time, non-tenure-track instructors. Adjunct faculty are required to use departmentally-approved syllabi and to post these on the Academic Affairs shared drive.

3.C.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. At WNMU, each Department/School or College provides orientation, mentoring, and professional development opportunities for faculty, so that they remain current in their fields of expertise and have the chance to develop as teachers, scholars, and researchers. Each instructor may develop projects and apply for funding support from the university on an ongoing basis from the Provost & VPAA. Departments provide professional development to faculty locally and faculty attend annual conferences to keep current in their field.

In addition, WNMU provides funding for faculty and staff to develop resources in support of student learning through the Professional Development Collaborations Projects budget. This initiative, which is funded by the Office of the President, requires cooperation between departments and/or divisions and includes a competitive application process in which participants must justify need, set goals, and define tangible outcomes. (A list of projects is provided in 5.A.4.) The main funding categories are: professional development, travel (including student travel), special projects, curriculum development, and guest speakers.

3.C.5. Instructors are accessible for student inquiry.

The WNMU Faculty Handbook requires that faculty be accessible to students individually by holding regularly scheduled office hours. For online and distance learning courses, office hours may be held virtually (online), during which instructors are available by phone, instant messaging, or through WNMU’s online CANVAS platform, in real time. Office hours of full-
time faculty are detailed in every course syllabus.

Department Chairs coordinate department schedules at the beginning of every term. Students are also invited to contact instructors with questions or concerns via institutional email or direct telephone calls to the instructors’ office phones, each of which has voice messaging.

3.C.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.

Academic and non-academic staff collaborate on offering student support services at WNMU. The Division of Student Affairs and Enrollment Management, under the direction of the Vice President for Student Affairs and Enrollment Management, is responsible for developing and continuing programs and services that support the student learning outcomes (SLOs) of understanding the degree plan, financial literacy, and information literacy. The specific goals of the Student Affairs and Enrollment Management Office are to:

- provide students with a stimulating educational and developmental environment;
- encourage student participation in educational, cultural, governmental, social, and recreational activities;
- make available a variety of services designed to assist in the educational, vocational, and personal development of each student’s attributes; and
- study and interpret the needs and interests of students as related to the university community and society, and the needs and interests of society as related to the student.

The mission of Student Affairs and Enrollment Management is to recruit, retain, and support students by providing social, educational, and professional resources in a diverse and safe environment that promotes success.

The Division of Student Affairs and Enrollment Management oversees the Office of Admissions, Financial Aid, the Registrar's Office, Student Life, Residence Life, Student Health Services, the Center for Student Success, and Campus Police. Prior to admission to the university, prospective students work closely with a Student Service Specialist (SSS) who advises and assists with the university and financial aid processes. Every SSS must have a relevant college degree (e.g. education, counseling, social work), as well as experience in higher education.

All staff involved in providing student services are appropriately qualified, trained, and given options for ongoing professional development through the Staff Senate Career Development Training Committee, memberships in relevant professional societies and organizations (NASPA, NACADA, NODA, etc.), and access to Banner trainings offered by the Office of Business Affairs. Student Service Specialists, Financial Aid staff, and the Registrar also provide ongoing and regular training for staff and faculty, including federal financial aid eligibility compliance and FERPA.

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

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

Argument
3.D.1. The institution provides student support services suited to the needs of its student populations.

WNMU offers support services for the wide variety of student populations, including students with disabilities; veterans; Hispanics; African Americans, Native Americans; LGBTQ students; students who have child care and daycare needs; and students with mental, emotional, or family support issues. All offices are staffed with full-time, professional staff and/or faculty members. Because WNMU is a “majority minority” campus, where Hispanics comprise more than half of the student population, particular attention is paid to multicultural student services in an attempt to make Hispanic, Native American, African-American and other minority students feel at home and achieve their goals. WNMU offers programs that celebrate cultural diversity, help students participate in the life and governance of the university, advise first generation collegians, and assist students in becoming financially literate.

3.D.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.

The WNMU Center for Student Success oversees programmatic testing, new student orientation, career counseling, supplemental instruction/tutoring, and the Dual Enrollment Program. To assess student preparedness, WNMU administers the Accuplacer test for Math, Reading and Writing, and directs students who require further preparation for college to developmental studies courses (co-enrollment options are available in developmental and college English to encourage students to grow college-level skills in reading and writing). Students with limited English language skills may take English as a Second Language (ESL) courses through WNMU’s Adult Education Services (AES) or the Language Institute. For students who are Hispanic and in their families to attend college, developmental courses, ESL, and the Center for Student Success (see below) can be key to their long-term success.

In the Office of Admissions, the Student Service Specialists, who are both recruiters and advisors, guide new students through their application to the university and throughout their first year. This unique model has increased New Student Orientation attendance as well as first-year retention over the past three years.

WNMU faculty, advisors, and staff are all empowered to direct students who may be in need of tutoring to the Writing Center (in a process detailed in the response to Criterion One, Core Component 1.A.2.). Students receive assistance from upper division English majors who have writing, teaching, and ESL skills vetted by WNMU professors, and students in need may request face to face help or ask for email reviews of essay drafts. The parameters of questions
and topics that tutors may help with are clearly stated on the Writing Center’s website, and services are available to students on the main campus, on satellite campuses, and students with exclusively online classes. WNMU also subscribes to the online tutoring suite, Smarthinking, which provides synchronous as well as asynchronous tutoring assistance in a wide variety of topics. The Department of Humanities compiles and reviews annual reports of the Writing Center’s activities, challenges and feedback to inform programming and tutoring services for the coming academic year.

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

At WNMU, Student Service Specialists offer assistance with class schedules and degree plans to first year and undeclared second year students. These recruiters/advisors help students define academic goals and career plans, and they provide guidance with appropriate class scheduling, so that students can both define and meet their goals. Student Service Specialists also provide instruction in and guidance with study habits and techniques, time management skills, and test anxiety, and make referrals to other offices and/or agencies that can be of assistance to new freshmen. Focusing on the co-curricular Student Learning Outcomes of financial literacy, information (technology) literacy, and understanding the degree plan, the SSS staff assist with FAFSA completion, course registration, use of the web portal, Mustang Express, and choosing a major, and maintaining a degree plan. Once students declare a major, the SSS functions as a liaison with the relevant academic department to support the transition to a faculty advisor. Full-time, tenured and tenure-track faculty are assigned advisees within their program. Advising training is offered regularly to faculty and staff through a collaborative program developed by the Student Service Specialists and the Chair of the Natural Sciences Department. The WN MU Undergraduate Advising Manual is also updated annually, included as part of new faculty orientation, and available on the NACADA-award-winning web portal, Advising Space.

3.D.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).

Technological Infrastructure
WNMU endeavors to maintain a robust Information Technology (IT) infrastructure and IT Department through the institutional Technology Plan. IT facilities available to students and faculty include eight student computer labs that allow students to take full advantage of this resource. Each lab on campus contains much of the same software to encourage students to work at their most convenient locations. Faculty members can reserve labs for use and students can reserve workstations. Projection systems are available and assistance is always provided when requested. Windows and Macintosh computers are available, as well as peripherals such as scanners, digital cameras, CD-RWs, and DVD players; inkjet, photo-quality inkjet, and color and black and white laser printers are also available. All labs have full Internet access. In addition, IT oversees the Testing Center, which provides access to Accuplacer, GED/HiSET, ACT/SAT, NES, CLEP, and a variety of subject-specific exams required for graduation from programs such as Counseling, Biology, and Chemistry.

J. Cloyd Miller Library
Named for J. Cloyd Miller (University President 1952-1962), Miller Library’s mission is to
serve the Western New Mexico University and surrounding communities by providing access to information, and by teaching research skills. Assistance is available in person, by telephone, and through email and an online chat feature called "Ask a Librarian.”

Miller Library obtains, disseminates, and preserves information in a wide variety of print and electronic formats including books, periodicals, media, maps, and historic microform records. It is also a 15% Government Documents Repository. Miller Library houses a physical collection of 195,000 items, and provides access to an additional 300,000 plus e-books. The Library also contains Special Collections, including rare books and archives such as the Juan Chacon papers, that are held in the Library's beautiful Treasure Room. Access to thousands of electronic journals and, subsequently, millions of online articles, has brought a world of information to this remote university and community, though the long-time Inter-Library Loan program is still heavily utilized by patrons. The main floor of the facility is currently being retro-fitted to become a computer center. Miller Library is a member of OCLC, the New Mexico Council of Academic Libraries (NM-CAL), and Amigos Library Services, and is an affiliate member of the National Network of Libraries of Medicine.

**Arts, Cultural, Athletic, and Performance Spaces**

WNMU offers its students and surrounding community a variety of spaces in which to create and exhibit art, dance, lectures, and other cultural performances, and to participate and enjoy intramural and intercollegiate athletics. The Fine Arts Center Theatre offers serious and popular musical performances, and the Light Hall Theater offers popular and educational films to students free of charge, as well as current film releases. Drag’s Court hosts basketball and volleyball games, the Chino Arts Building provides space for creating and exhibiting a variety of plastic and commercial arts, and the Brancheau Complex houses the student life lounge, an intramural gym, racquetball courts, an indoor swimming pool, and classrooms, as well as offices for the Athletics and Student Life Departments. The Mustang Football Field, softball field, and tennis courts are located on the west end of campus.

**Clinical Practice Sites**

WNMU requires students to participate in clinical practice in order to receive degrees in **Social Work** and **Nursing**. These programs emphasize rural health, cultural diversity, and evolving models of healthcare delivery, and offer on-campus clinical teaching and learning facilities in a dedicated building devoted exclusively to Nursing and other Allied Health programs, such as **Kinesiology**. WNMU also collaborates with local clinics and rural health offices to allow students to obtain real clinical practice.

The **School of Education** partners with area schools for teaching practicums, allowing this flagship program to "give back" to the community. Educators pursuing **alternative licensure** credentials are also required to participate in a teaching practicum during the course of their education.

**The Western New Mexico University Museum**

**WNMU Museum** advances understanding of the diverse cultural and artistic heritage of Southwest New Mexico through research, collection, exhibition, interpretation, and exhibition. It also creates opportunities for students and visitors to experience authentic and significant artifacts and art firsthand in meaningful contexts, and it supports and enriches the educational mission of Western New Mexico University.

The Museum’s permanent exhibitions reside in a newly refurbished 100-year-old building. These exhibits feature the largest, most comprehensive collection of prehistoric Mimbres Mogollon pottery and artifacts in the world and include separate displays of basketry, footwear,
cordage, stone tools, and stone and shell jewelry. Prehistoric pottery and artifacts of the Upland Mogollon, Casas Grandes, Salado, and Anasazi are also on display, and WNMU hosts archeological seminars, cultural speakers, and regular events to deepen the community’s understanding of the cultural contexts in which WNMU resides.

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

WNMU provides guidance in the effective use of research and information resources in a wide variety of ways and in a wide variety of settings, at the main campus, the satellite campus in Deming, and online.

The library staff offers one-on-one bibliographic instruction to on-campus and distance students, as well as faculty and staff. WNMU provides this assistance during scheduled reference desk hours, as well as through office consultations, online chat and via email. Faculty may choose to conduct classes and seminars in the Miller Library, in order to instruct students how to use the library’s many information resources (please see sections 3.B.5. and 3.D.4. above).

The Undergraduate Student Research and Professional Development Fund (also covered in 3.B.5.) supports rigorous, independent scholarship in all disciples, and provides undergraduate students access to valuable educational experiences, with focused emphasis on research and scholarly activities associated with academic pursuits across all academic programs.

The WNMU Office of Online Learning provides ongoing training and technical support to students, faculty, and staff for the Learning Management System, Canvas. WNMU also provides a free-of-charge Introduction to Canvas LMS course, which includes video tutorials and guides to help students and employees maximize the benefits they can derive from this platform, and to support success in online classes. This course is also a required piece of new student orientation.

An online tutoring service, called SmartThinking, is available to all WNMU students. Using this online service, WNMU can offer tutoring 24/7, in which students can connect and interact with a live tutor, submit writing assignments for class to the online Writing Center, or submit a question and receive a reply from a tutor. Interactive white board and verbal/audio connections are also available, and students may request assistance in the following subjects:

- Math, Liberal Arts Math, and Bilingual Math
- Introductory Anatomy and Physiology
- Biology
- Chemistry and Organic Chemistry
- Physics
- Business Studies, including Economics, Finance, Accounting, and Statistics
- Spanish
- Writing
- Reading
- Computers and Technology

WNMU also offers embedded tutoring support in lower-division courses that traditionally saw relatively high attrition/failure rates through the Supplemental Instruction Program. This initiative, which was piloted by the Office of Student Affairs and Enrollment Management in
2015, trains high-performing students, vetted by faculty, to provide supplemental tutoring for students in a specific section of a course. The embedded tutor attends all class sections and works with students one-on-one or in study groups.

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

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

Argument
3.E.1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

WNMU prepares its students to be lifelong learners, moral and ethical citizens, and good neighbors. Co-curricular programming encourages citizenship, individual initiative, participation in groups, and engagement in life outside of the classroom, both within the university and in the surrounding community. The central hub of co-curricular activities is the Division of Student Affairs and Enrollment Management, which encompasses Student Life/Student Activities, Student Clubs, the Center for Student Success (which includes Career Services & Leadership Development, Supplemental Instruction, and New Student Orientation), Student Health Services, Financial Aid, the unique Mustang Entertainment program, the Housing/Residence Life, and The Associated Students of WNMU (ASWNMU), or student government. Co-curricular activities are designed to support learning both in and out of the classroom, offer opportunities for professional development and resume-building, promote a healthy lifestyle, and promote the Mustang and future alumni identity.

Other co-curricular programs vital to the institutional mission include the Center for Gender Equity and Social Justice, the Outdoor Program, Sigma Alpha Pi (the National Society for Leadership and Success), Delta Mu Delta, and Sigma Tau Delta.

3.E.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.

WNMU creates opportunities for students to engage with the world beyond the classroom and to develop into citizens of their community and the world. This is the focus, and the purpose, of the Applied Liberal Arts & Science program that was piloted in the fall of 2017.

The university hosts regular symposia and speakers’ bureau events that bring scholars, groups, independent films, and art and music exhibitions to campus, so that students may learn directly from experts in their fields who are doing innovative research and scholarship. Through personal interactions and academic engagement with people such as former US Poet Laureate Juan Felipe Herrera, internationally renowned linguistics professor Ofelia Zepeda, former CIA Operations Officer Valerie Plame, and many others, students understand how their own academic interests connect to possibilities in the wider world and make valuable personal and professional connections. These opportunities occur throughout every semester, as WNMU invites important scholars into students’ lives through programming offered through the Office of Cultural Affairs (including Fiesta Latina), the Cultural Center (housing MEChA, the Black
In addition to inviting the world to WNMU, WNMU also provides students with opportunities to go out into the world themselves, to attend professional conferences and present research throughout the country and around the world. Through the student-sponsored Student Research and Professional Development Fund, one of the few student-funded programs like it in the United States, undergraduates develop professional and scholarly projects with the help of their professors and academic mentors, and then produce original scholarship to present at conferences and/or attend conferences to network with people in their fields. The Department of Student Life hosts the annual Alternative Spring Break giving students an opportunity to give back to communities through service learning in international locations.

In 2017, WNMU was invited to participate in a federally-funded, three-year program called Project PERSIST. Through this program, WNMU has free access to a variety of commercial software to support student recruitment, retention, and post-college success. The first to be launched was the SuperStrong Inventory®, a customizable app that allows students to take a personality profile survey that then matches them to the best program of study at WNMU.

Professors and advisors also invite civic organizations and businesses onto campus, in order to integrate the university into the local community and also to support student and non-student service activity alike in the community (please see the response to Criterion One, Core Component 1.D.1. for more details). In addition to the value of such partnerships for their own ends, these interactions also create business and social service internships for students, and help develop a seamless, symbiotic relationship between the community (both regional and global), and the classroom, so that students have opportunities on a regular basis to integrate their classroom activities and real-world experiences.

Finally, WNMU encourages service learning, which is the collaboration between communities and the university, beyond individual internships and partnerships, which addresses community needs through volunteerism. Service Learning projects can arise in one of two ways: student clubs or government can identify a need in the community and create a volunteer group to address it; or, the community may identify needs or concerns that can be addressed by volunteers, and community or civic organizations may collaborate with student life leaders, advisors, and academic mentors to an infrastructure that connects student volunteers to the community need. Faculty and students design curriculum-relevant service learning components in academic courses, including the second- and third-tier Applied Liberal Arts & Sciences courses. These courses are structured so that concepts and ideas taught within the academic framework of the classroom can be implemented in the service learning activities for students. Student learning is enhanced by actually applying what they learn in the classroom to a real world situation and then reflecting upon the experience in writing and through presentations.

Both communities and individuals in the community benefit from having their needs addressed, and students benefit from applying skills and making interpersonal connections in the community. One example is the VITA program, where accounting majors help local citizens with filing their income taxes. Another is when political science students create forums for the community to examine both sides of an issue of public interest. In the current economy, poor rural counties like the ones that WNMU serves have an increasing number of opportunities/needs that could be addressed: it is incumbent upon the university, by virtue of the institutional mission, to provide these opportunities for engagement, service, and academic and professional experience.
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
4.A. The institution demonstrates responsibility for the quality of its educational programs.
   1. The institution maintains a practice of regular program reviews.
   2. The institution evaluates all the credit that it awards for experiential learning or other forms of prior learning.
   3. The institution has policies that assure the quality of the credit it accepts in transfer.
   4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
   5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
   6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument
4.A.1. The institution maintains a practice of regular program reviews.

Western New Mexico University undertakes comprehensive program reviews once every five years, led by department chairs and overseen by the relevant Dean and the Vice-President of Academic Affairs. The program review process has four distinct stages:

- a self-study by the department/discipline;
- an internal university evaluation by the Graduate Council or the Curriculum and Instruction Committee, dependent on the level of the program under review. The Graduate Council or Curriculum and Instruction Committee then returns the results of the evaluation to individual department chairs, with recommendations for improvements or changes, where appropriate, of forward to the Vice President of Academic Affairs;
- an internal evaluation by the Vice President of Academic Affairs; and
- final review by the Board of Regents.

Formal program reviews are completed in a five-year cycle which results in program enhancement, maintenance, or closure. In the past three years, the university also conducted a program prioritization activity that evaluates all programs in regards to the data collection needs of the institution as a whole.

The Board of Regents may conduct program evaluations more frequently, as it deems appropriate, to provide faculty, staff, administration, and the Board of Regents itself with
information about how well each program functions in its objectives and the needs of the students. These evaluations provide a framework for actions of the following kinds:

- Confirmation of the validity of the program.
- Reconsideration and possible redefinition of the program’s goals, purposes, and objectives.
- Review and alteration of program content and structure.
- Revision of priorities and allocation of resources and personnel for the program, to include possible dissolution of the program.

National, regional, or discipline-specific accreditation reviews may substitute for institutional program assessments at the discretion of the Provost/Vice President of Academic Affairs (VPAA). The VPAA may also require an evaluation of a program whenever a concern arises, regardless of the five-year cycle date. In addition, end-of-year department highlights are submitted to the Provost every spring and are reported to the Board of Regents at their final meeting of the academic year. These reports include significant accomplishments and work toward previously identified departmental goals and improvements.

Please also see the response to Criterion Three, Core Component 3.A.1. for further information.

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

During the admissions process, staff members in Western New Mexico University’s Office of Admissions and Recruitment evaluate undergraduate transfer credits, under the direction of the Vice President of Student Affairs and Enrollment Management and in coordination with the Office of the Registrar. Advanced placement and challenge exams are offered to students with relevant professional or technical experience (for example, through previous technical certifications, extracurricular intern or training programs, or job experience) on a case-by-case basis, in a process outlined in the WNMU Catalog. Many courses also offer experiential learning components (as detailed above in 3.D.4 and 3.E.2), to further link classroom and non-classroom activities, which is especially valuable for engaging the nontraditional students who make up nearly half of the WNMU student body. The Graduate Division evaluates transfer credits within graduate programs in collaboration with the respective academic department.

To promote the continuous, efficient progress of students through the educational system of New Mexico, the Board of Regents of WNMU has also adopted and endorsed the practices and matrices for transcribing credit required by the New Mexico Higher Education Department, which facilitate the intrastate transfer of credit [this doesn't exist yet, but hopefully HED will have the articulation agreement in place before this document is locked on the HLC website.]

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

Transfer student credit policies are clearly outlined in the WNMU Catalog for both undergraduate and graduate students, and in various student manuals and handbooks, such as the Student Handbook and Student-Athlete Handbook. Credit for college-level coursework completed at institutions accredited by regional or national accrediting organizations that have been recognized by the Council for Higher Education Accreditation (CHEA) will be evaluated for transfer.

Students apply to the Graduate School provide official transcripts, which staff in the Graduate
Division Office review. Individual programs have the option to approve transfer credits, not to exceed 33% of the total required to complete the degree. Any program without specific criteria related to transfer credit limit may not exceed the Graduate Division limit of nine (9). Any coursework requested for transfer into a graduate degree at WNMU must be reviewed and approved by the student's advisor(s) and Dean/Department Chair based upon its appropriateness to the student's degree plan, with final approval by the Director of the Graduate Division.

The credits of international students must be recognized by the Ministry of Education (or equivalent government body) in that country for the credits to transfer toward their WNMU degrees. For international students whose transcripts require further evaluation, the Office of Admissions contacts international institutions directly, or requests assistance from the National Association of Credential Evaluation Services (NACES), an approved translation and evaluation service.

Please also see the response to Criterion Three, Core Component 3.A.2. for further information about WNMU's transfer credit policy.

4.A.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.

WMNU’s Curriculum and Instruction Committee and Graduate Council, standing committees of the Faculty Senate, review, evaluate, and approve all curriculum, including course prerequisites, Student Learning Outcomes, and faculty teaching expectations. The Committees are also responsible for conducting evaluations of all Program Reviews. Please see the response to Criterion Three, Core Component 3.A.1., for more information about Western New Mexico university’s curriculum development and review process.

Course sequences, including basic course offerings, pre-requisites for advanced courses, and General Education courses that may serve as equivalents of other General Education courses toward individual degrees, are all evaluated in the curriculum review process. All pre-requisites for particular courses are stated in the course descriptions in the WNMU Catalog and the Advising Manual, as well as on individual degree plans. Academic department heads (under the direction of the relevant Dean and the Vice President of Academic Affairs), conduct annual reviews of course sequencing.

WMNU maintains documentation for each course it offers (i.e., past syllabi, student evaluations of the course, a history of departmental changes to the course, and Curriculum and Instruction Committee or Graduate Council recommendations for changes), to assure continuity, clarity of Student Learning Outcomes, and the appropriate rigor of course offerings. Such archived information is stored on a secure drive within the university's firewall.

The Office of the Registrar provides information regarding the standard grading scale. Per the WNMU Catalog, faculty members are responsible for providing a grade (based upon officially approved grading symbols) for every student enrolled in their classes at the end of the term of enrollment. Please refer to the response to Criterion Three, Core Component 3.C.2., for a detailed description of the process by which WMNU guarantees all instructors that teach all classes at WNMU, including those classified as dual credit, meet HLC, NMHED, and any other program-specific accreditation standards.
WNMU grants admission with advanced standing to exceptional students who have participated in the Advanced Placement Program in high school. Students entering WNMU may receive advanced standing and college credits when the College Entrance Examination Board certified them as having completed Educational Testing Service examinations satisfactorily. The WNMU Testing Center may also administer tests that result in Advanced Placement and/or dual credit. All examination scores must be reviewed and approved by the WNMU faculty.

4.A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Western New Mexico University maintains the following specialized accreditations:

**Graduate Program Accreditations**
- WNMU is fully accredited by the North Central Association of Colleges and Secondary Schools, the Professional Standards Commission of the State of New Mexico, and the Council for Accreditation of Educator Preparation.
- The Master of Business Administration program is accredited by the Association of Collegiate Business Schools and Programs.
- The Master of Social Work program is accredited by the Council on Social Work Education.

**Undergraduate Program Accreditations**
- The Preschool and Child Development Center is accredited by the NAEYC Academy for Early Childhood Program Accreditation.
- The Nursing Program is accredited by the New Mexico Board of Nursing.
- The Pre-Licensure BSN and RN-to-BSN Nursing Programs are accredited by the Commission on Collegiate Nursing Education.
- The School of Business is accredited by the Accreditation Council for Business Schools and Programs.
- The Bachelor of Social Work program is accredited by the Council on Social Work Education.
- The School of Education is accredited by the Council for the Accreditation of Educator Preparation at the national and state levels.
- The Small Business Development Center is accredited through the Small Business Administration (SBA).

4.A.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).

WNMU inventories graduate data by department and major, with individual departments playing a vital role in collecting and tracking information for student and graduate success. For example, the Department of Behavioral Sciences, School of Business, Department of Rehabilitation Services, and the Natural Sciences Department have been monitoring graduates through surveys of expectations at the time they receive their degrees, as well as through follow-up surveys after graduation. The Graduate Division surveys degree-completing students, as well. These surveys provide valuable data, such as the fields of employment of recent graduates, types of jobs, salary ranges, and relevance of graduates’ coursework at WNMU to their professional lives. Comparing students’ expectations with graduates’ professional experiences also provides
valuable insight for the Graduate Council and Curriculum and Instruction Committee, allowing refinement of course offering based on ever-changing real-world job requirements. Following mandated guidelines set forward by the Higher Education Act of 1965 (HEA) and amended by the Higher Education Opportunity Act of 2008 (HEOA), WNMU reports Consumer Information publicly on the university’s website. WNMU continues to improve and update collection processes to gain more detailed and useful employment data metrics by the college, department, and profession. [We need proof of this, by academic department.]

WNMU’s Office of Career and Leadership Development is playing a pivotal role in efforts to track student success. From the moment new students orient, they are guided by the Career and Leadership Development Coordinator through the Eight Steps to Success. These eight steps not only help students choose majors but also help them build resumes, identify potential employers (locally, regionally, and nationally), and offer introductions of students and employers through job fairs, job postings, and employment databases. WNMU students are required to take the SuperStrong Interest Assessment to find their educational and career pathways before registering for classes. This program highlights the student's interests to occupations, salaries, job outlook, and education necessary to create an action plan according to their goals.

Please also see the response to Criterion 5, Core Component 5.D.1. for more information.

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

Argument
4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

WNMU clearly states its goals for student learning in the Catalog, in programming for New Student Orientation, and in the mission statements of each college. Each department and curricular program identify and state its target student learning objectives on respective websites and in other written and online materials such as syllabi and course descriptions (please see 3.B.2. above for SLOs pertaining to each discipline).

WNMU also has numerous accredited programs with SLOs that are mandated by external governing or accrediting bodies. Each program measures how well students meet SLOs on a regular basis through classroom evaluations and course-embedded assessments (course assignments, quizzes, and exams); end-of-term grades, teacher evaluations, and annual Student Learning Outcomes Assessment Reports submitted by department heads to their college deans and the VPAA via the WNMU Assessment Committee.

The university’s Assessment Committee provides further guidance on student outcomes and assessment strategies and methods. The committee consists of one elected member from each
of the academic departments and a maximum of six members appointed by both the Faculty and Staff Senates.

While WNMU has a robust assessment of individual general education courses, the overall General Education Program outcomes need a more in-depth assessment mechanism. In the past the CLA and the ACT rising junior exam has been used to measure general education outcomes. However, these test results were not yielding data about WNMU’s particular general education program, a phenomenon partly due to the makeup of the student body. Most of the people taking the test as rising juniors were transfer students. Also, many of the incoming freshman students complete certification programs before their junior years, transfer or stop out by their junior years, or take as long as 10–15 years to graduate. This student body makeup identifies the need to develop data collection methods that account for these kinds of variability.

The following goals have been developed for the General Education Program across the curriculum at WNMU. The Assessment Committee is studying ways to assess these goals as SLOs that match the demographic profiles of the student body and account for the certification program, community college, and comprehensive university goals in WNMU’s data matrix:

1. Provide each student with opportunities for critical thinking and reasoning, communication of ideas and information to others, numerical analysis and decision-making, and ensure personal and emotional well-being;
2. Ensure that graduates of the university possess the skills necessary to interact positively and productively in society;
3. Develop the personal, social, and cultural awareness that values cultural diversity and recognizes the commonalities that bind peoples of the world;
4. Instill an appreciation for the variety of perspectives that are used to interpret the world in which we live and that provide the foundation for solving the problems that confront society.

WNMU follows the New Mexico Higher Education Department’s Core Competencies rubric for assessing student learning, and are currently developing student learning assessment rubrics within the new Applied Liberal Arts and Sciences program, which will include assessments for Communication Skills, Critical Thinking, Adaptability, Interpersonal Skills, and Applied Knowledge.

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

Each curricular program at WNMU identifies target Student Learning Outcomes. Many accredited programs within WNMU often have SLOs that are mandated by external governing or accrediting bodies. Each program measures how well students meet SLOs on a regular basis through the various tools cited in 4.B.1. above, and by department heads to their college deans and the VPAA via the WNMU Assessment Committee. The Assessment Handbook outlines in detail the assessment process for curricular and co-curricular activities.

Because assessing student performance and learning outcomes consistently across the entire university has presented challenges for WNMU in the past, assessment has become a priority in the Strategic Planning Process. the goal is to maintain a university-wide system of accountability in which data-informed decision-making related to WNMU’s mission, vision, and values are the standard operating procedure. To this end, WNMU has also redesigned the administrative, faculty, and staff evaluation processes to increase better reflection and
communication of university performance expectations.

Methods used to assess student learning outcomes will align with program objectives and may include standardized tests, departmental scorecards for tracking Key Performance Indicators, student and teacher portfolios, and course-embedded assessments (or other direct measures of student learning and performance). Other means of evaluation may include:

- Student Engagement \( (BCSSE) \)
- Retention rates – from the first to second year for undergraduate and graduate students
- Voluntary System of Accountability (VSA) graduation rates
- Licensure or exit test results (School of Education, School of Nursing & Allied Health, Interdisciplinary Studies, Chemistry, Biology)
- Departmental reports to the Assessment Committee
- ALAS Program Exit Portfolio

WNMU’s co-curricular programs, under the direction of the Vice President for Student Affairs and Enrollment Management, contribute to the mission of WNMU through the development and continuation of activities that assist students in understanding themselves (self-development) and others (group responsibility). The specific goals of the Student Affairs and Enrollment Management Division are to:

- provide students with a stimulating educational and developmental environment;
- encourage student participation in educational, cultural, governmental, social, and recreational activities;
- make available a variety of services designed to assist in the educational, vocational, and personal development of each student’s attributes;
- study and interpret the needs and interests of students as related to the university community and society, and the needs and interests of society as related to the student.

The Vice President for Student Affairs and Enrollment Management (VPSA&EM) is responsible for the coordination and development of co-curricular programs. The President has charged the VPSA&EM and the Assessment Committee with:

- development of a co-curricular assessment plan and reporting process;
- using educational objectives as the basis for co-curricular student learning;
- using existing and developing new assessment tools to determine the achievement of co-curricular student learning outcomes;
- reviewing assessment results and using them to guide changes, where needed;
- finding or creating alignment and overlap with relevant programs in Academic Affairs; and
- conducting overall program reviews.

Co-curricular activities assessed and improved on an ongoing basis include New Student Orientation, leadership training for resident assistants and orientation leaders, staff professional development programming, and Student Life and Residence Life programming.

The WNMU Information Technology Department utilizes data collection and analysis for planning and improvement of services and processes; this explained in more detail in **4.C.4**, below. Similarly, the annual financial audit results have also often been used to promote efficient and effective financial practices.
4.B.3. The institution uses the information gained from assessment to improve student learning.

WNMU has a review process in place to evaluate and assess courses on an annual basis, according to a well-defined method described in the Board of Regents Handbook. This program review process allows the assurance of program quality and keeps course offerings current. The revision of the university-wide assessment practices led to an updated Assessment Handbook and Program Assessment Plans that help guide annual assessments which are reviewed by the WNMU Assessment Committee. The assessment reports turned into the Assessment Committee annually must explain the use of data in driving programmatic improvement and change.

4.B.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.

The evaluation of student curricular learning occurs through the cooperative participation of faculty, staff members, administrators, community stakeholders (through employer surveys), and current students. Please see the response to Criterion Three, Core Component 3.A.1. for more details about these processes. All methodologies that are used to assess student learning align with best practices articulated by the New Mexico Higher Education Department. Every year, WNMU closes the university for one day for an Assessment Convocation. At Convocation, representatives from departments across campus present on assessment initiatives and outcomes in a conference-style series of sessions from which all employees can choose to attend.

Core Component

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

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

Argument

4.C.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.
The University Planning Council’s (UPC) standing Enrollment and Retention Committee meets quarterly to update goals set in the WNMU Enrollment & Retention Plan for student retention, persistence, and completion. The UPC then reviews the committee’s plan and makes formal recommendations to the President’s Cabinet, which makes final decisions and sets goals. The current and past retention and completion rates at WNMU are the Bases of the established goals. The performance data from other colleges and universities in New Mexico (provided by the New Mexico Higher Education Department, and published annually in the NM Council of University Presidents’ (CUP) Performance Effectiveness (PEP) Report, and by comparison with national performance indicators are also considered. WNMU is also a member of the Consortium for Student Retention Data Exchange (CSRDE) [get data and a brief explanation of it from Dr. Brundage], where enrollment data are compared to like institutions. WNMU’s planning and goals consider the fact that the university is an open-enrollment institution and has an incredibly large, rural primary service area, with the main campus in Silver City (population 10,000), and an additional learning center in the rural town of Deming, NM. The understanding of the local variations in the university’s student populations within the two rural areas is taken into account when developing the goals for enrollment and retention, WNMU is also the only university in New Mexico and one of the few universities in the nation that has a mission of both a community college and a comprehensive bachelor and master degree granting institution [needs evidence], which affects the retention and completion goals. Students in the career technical programs may enroll in fast-track courses that result in a certification award in a single year; some students receive one-year certifications and continue enrollment and progressing toward an additional degree. The current New Mexico Council of University Presidents (CUP) report indicates improvement with WNMU’s attrition and graduation rates. However, an area that may affect the attrition and graduation rate may be reflected in the fact that many of students "stop out," for family, employment, or financial reasons, and do not complete a certificate or degree program within the standard window as defined by NMHED, the U.S Department of Education, and other oversight agencies. [Re-admission evidence would be helpful here as well as in Criterion One.]

WNMU’s student population is bimodal: about one-half are traditional age students, while the other half are non-traditional age students, and the majority of the students at WNMU work and go to school part-time, while trying to support their families. One in two students is above the age of 24; one in two is a first-generation collegian; and one in two is Hispanic. Furthermore, one in two of the students enter college requiring remediation in math or writing, or both.

Representatives from the Graduate Division, Academic Affairs, Enrollment, Financial Aid, and the Office of the Registrar all serve on the Enrollment and Retention Committee and provide input in discerning these unique factors in the student population and establishing enrollment targets that account for them.

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

WNMU collects and analyzes data on student performance, including student retention, persistence, and completion of programs, through processes and performance indicators described in response to Criterion 5, Core Component 5.D.1. The Office of the Registrar, along with individual program/department heads, collect and track student retention data and segment the information by gender, race and ethnicity, grade level, housing demographics, and so on, for a variety of reporting purposes, including:

- IPEDS
Please also see the response to Criterion 5, Core Component 5.C.2, for more information. WNMU collects information from students through an online survey, which students complete voluntarily at the end of each semester and includes questions regarding their satisfaction with individual courses and instructors, campus facilities, the General Education Program, the Applied Liberal Arts and Sciences program, and their respective degree programs. New students also complete surveys about their learning and overall experience at Orientation. The Center for Student Success and the Vice President for Student Affairs and Enrollment Management analyze the information to improve the student experience at WNMU, and to increase retention and completion rates, in processes described more fully in responses to the Core Components in 5.C.

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

Each department receives Student Learning Outcome data about each class from course evaluations, student satisfaction surveys, instructor feedback, student grades and pass/fail rates, and overall student retention data, all of which helps department chairs determine which classes to modify or enhance, which elective courses to retain or consider discontinuing, and which majors and minors to change or keep. This information also drives changes in co-curricular programs such as New Student Orientation and Supplemental Instruction.

Other examples of improvements in response to retention, persistence, and completion data include instituting the university's Student Service Specialist model. This program provides intensive guidance, counseling, and academic services to incoming freshman to improve the likelihood that they will stay in school. Through this model, students have the opportunity of co-enrollment in remedial courses across departments, to help build essential skills in math and English, improving their chances of success in subsequent classes; and help students create improved co-curricular programs. One such activity is the Light Hall Theater on campus, which offers free first-run and revival movies to students on the weekends to improve student life and give students reasons to spend time with each other on campus outside of classes.

**4.C.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.)**

[The response below appears to be a repetition of 4.C.2. above and not necessarily a response to the 4.C.4 prompt, above. A brief description of processes for collecting and analyzing data (and for what purpose) is pending from Betsy Miller, Laura Adcock, Cheryl Hain, Adele Springer, and Bailey Pagels. Further collection and analysis information will be needed from IT.]

WNMU uses standard methods of data collection and analysis that have been established by the New Mexico Higher Education Department and align with IPEDS. In addition to collecting and
analyzing WNMU’s own retention, persistence, and completion data using these methodologies, WNMU also uses data collected in this manner to contribute to NMHED’s reporting for:

- Annual reports
- College remediation rates
- Degree & graduation rates
- Financial Aid program data
- Student enrollment data
- Tuition & fees data

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

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

**Argument**
5.A.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.

**Fiscal Resources**
*WNMU budget* is made up of revenue from a variety of sources, including state government appropriations (59%); student tuition and fees (37%); and other sources, including endowments, permanent fund income, and federal contracts and grants (4%). [Kelley will verify.]

Projecting and managing finances depends in large part on two key factors: 1) working closely with the State of New Mexico’s Higher Education Department to ensure that revenue projections align with state revenue projections and funding priorities; and 2) accurately estimating student enrollment.

1) The state’s budget revenues and allocations to higher education have fluctuated significantly over the last few years, as the fortunes of the state’s oil and gas industry and agricultural industries have varied. This fluctuation has affected allocations to higher education in general
and WNMU in particular; therefore, efforts to collaborate with the state have been critical to creating responsible budgets to support operations. The President and Provost work collaboratively through the Council of University Presidents with the state of New Mexico, so that WNMU’s revenue projections continue to be realistic and the budget continues to sustain the university’s operations from year to year.

2) **Student enrollment** remained mostly flat for the past 5 years, so the university developed and implemented plans to create a distinctive identity and unique programs to attract, retain, and graduate more students. This and intensive recruiting outreach by the Student Services Specialists yielded a slight increase in enrollment for fall, 2018, the only upward trend amongst all of the higher education institutions in the state. That said, the budgets are conservative, relying on longitudinal data and established trends in student enrollment rather than projections of success for new programs.

WNMU has consistently developed balanced budgets, grown reserves, and operated in a fiscally responsible manner. The university’s finances have continually received positive audit reviews from an external independent auditing firm.

**Human Resources**

WNMU has 100 full-time faculty members and 94 part-time or adjunct faculty. Upon applying for employment at Western New Mexico University, all teaching faculty are vetted based on accreditation requirements of the specific department, as applicable, and on experience relevant to WNMU’s mission and student population. *Equivalent experience*, based on HLC guidelines, plays a major role in vetting of faculty members. All faculty members are expected to be directly involved in the main objectives of the institution: teaching/learning, research, and public service. The extent to which any faculty member is engaged in sponsored research or public service depends upon the funds available to the university to support these activities and the time faculty members can reasonably commit to them. However, *all* faculty members are expected to make teaching their primary concern, including:

- keeping up with the latest developments in the subject field being taught;
- designing new courses and revising old ones;
- preparing, giving lectures and demonstrations, and leading discussions;
- designing, delivering, and evaluating the results of tests and examinations and other written assignments;
- keeping office hours for consultation with students and others; and
- evaluating student performances and assigning grades to be entered on permanent records.

The university organizational chart documents the structure of educational services, student support services, and other academic and non-academic infrastructure at WNMU. Critical components of the non-academic human resources infrastructure include student services functions, the Miller Library staff, full-time support staff, help desk support for online learning, campus security and safety, administration and fiscal management, technology support, community engagement, and workforce training. Training, experience, and performance are the bases of hiring, promotion, and transfer of personnel.

All new faculty and staff participate in an orientation program as well as training in sexual harassment prevention, security of information, and reporting of any form of abuse. Some positions require annual training for OSHA requirements. All faculty and staff may elect to participate in an array of training programs offered regularly (see the response to Criterion 2, Core Component 2A for further details).
WNMU has an annual evaluation process for all employees. As outlined in the *Faculty Handbook*, faculty and other instructional staff are reviewed based on management by objective process, where the primary focus is on teaching. These evaluations consider student ratings, peer ratings, classroom observations, and supervisor ratings. Evaluations of non-instructional staff focus on performance standards detailed in the *Staff Handbook*.

**Physical Resources**

On February 11, 1893, when the Thirtieth Session of the Territorial Legislature of New Mexico passed “An Act to Establish and Provide for the Maintenance and Government of the Normal Schools of New Mexico,” the New Mexico Normal School was created, and that school eventually became Western New Mexico University. On June 2, 1893, the Board of Regents accepted twenty acres from the town of Silver City and donated by Colonel John W. Fleming, a regent of the school and then-mayor of Silver City. The New Mexico Normal School began to offer classes on September 3, 1894, in a rented Presbyterian church. In November 1896, the school’s first permanent building, Old Main, was dedicated. The facilities listed below followed, all of which are still in use:

- Barnard Hall, 1902
- Ritch Hall, 1906
- Hunter Hall, 1909
- Fleming Hall, 1917
- Bowden Hall, 1927
- Light Hall, 1928
- Graham Gym, 1936
- Mustang Field House, 1949
- Campus Police, 1950
- Watts Hall (formerly a medical clinic) gifted in 1953
- President’s residence, 1954
- Miller Library, 1957
- Castorena Hall, 1962
- Fine Arts Complex, 1966
- Phelps Dodge/Martinez-Fall complex, 1970
- Glaser Hall, 1981
- Juan Chacon Building, 1983
- Global Resource Center, 2003

Currently, WNMU’s *contiguous campus* covers approximately 80 acres. Additionally, a large piece of property owned by WNMU sits atop Western Hill, just west of main campus and contains a track and football field, as well as support facilities utilized as training grounds for local law enforcement agencies but which offer opportunities for future expansion of the college or revenue generation. In addition to classroom buildings, labs, administration buildings, a gymnasium, tennis courts, and a library, the campus includes Residential Halls and dining facilities sufficient to accommodate all of the academic and non-academic needs of students, staff, faculty, and constituents.

College Avenue bounds the campus on the south and 12th Street on the north. It is in a predominately residential neighborhood and is within walking distance of the downtown business district of Silver City. The east boundary is West Street, and to the west is U.S. Highway 180.

In 2014-15, WNMU engaged Studio D Architects to facilitate the creation of a Campus *Master Plan* for the university, which was updated by the Board of Regents in 2018. This Master Plan
serves as a road map for the future development and planning of WNMU’s physical campus. The Master Plan is utilized in conjunction with the Strategic Plan, to identify overall campus goals, to support growth, and to foster student and faculty retention and academic programming. The Campus Master Plan is a framework that contains organizing principles and guides deliberation in the development of the physical infrastructure while accommodating shifts in current needs.

The approach to the creation of the Campus Master Plan was collaborative, and this same approach is used to evaluate new projects and capital expenditures, such as the renovation of Harlan Hall, Light Hall, and Fleming Hall that houses the campus museum. A strong team, comprised of WNMU Administrators, the Board of Regents, the University Planning Council, Students, Constituent Groups, and representatives from Silver City and Grant County allows the collection of pertinent data and solicit informed opinions about possible improvements and changes to the campus. For more infrastructure upgrade details, please see 5.A.3.

**Technology Resources**

The Information Technology (IT) Department currently has sixteen employees and operates Mustang Express, the web portal. WNMU has a secure and reliable IT infrastructure to support student learning and university operations, and the university generally allocates sufficient funds each year to maintain and occasionally upgrade campus IT hardware and software. The Chief Information Officer has additionally obtained outside funding, over the past two years, in the amount of approximately $550,000 to enhance technology resources and infrastructure, allowing IT to address deferred maintenance. The IT Department’s mission is to foster communication between university students, faculty, staff, and alumni by implementing computing and communications systems at WNMU and providing the technical leadership and support for those systems. The IT Department is also responsible for developing and maintaining those systems, based on the principles outlined in its Technology Plan, which is part of the more general WNMU Master Plan.

The Office of Online and Distance Education is responsible for managing and supporting online education, which includes CANVAS, the online learning management system for course delivery, student-faculty communications, and online courses. Also offered are online audio/video commons, with simultaneous two-way video and audio transmissions, synchronized audio and video recording (incorporating visual aids), streaming video distribution, and facilities for sound recording and mixing, which facilitate online courses. The Office of Online and Distance Education also assists faculty and staff with online classwork monitoring, tutoring, and other assistance to students, as well as collaborative student projects.

The WNMU Media Technologies Services Department has smartboards, projectors, document cameras, and other infrastructure necessary for delivering online and distance learning classes on both the Silver City and Deming campuses.

5.A.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.

The WNMU budget consists of spending for education purposes, maintenance of infrastructure that support educational services, and for athletics and auxiliary services. President Shepard has been successful in his campaign to garner funds for capital projects and other elective expenses that are separate from the annual budgeting and financial processes, by soliciting the State Legislature, community organizations,
partnering with corporations, and suggesting donations from interested parties to the WNMU Foundation. No superordinate bodies of WNMU receive any funds collected through these processes. On the contrary, superordinate entities—the New Mexico Higher Education Department and the State of New Mexico—disburse funds [HB 2] to WNMU to support educational purposes.

5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

WNMU’s goals and mission are realistic in light of the institution’s capabilities and available resources. None of the core values requires infrastructure or resources not currently available to the university, though WNMU seeks to continuously improve the quality of all resources to provide students ever-increasing avenues for exploring opportunities in light of these values.

[Data to support sufficient resources, including faculty, in the areas of physical space, technology, student experience, and learning.]

Ways in which WNMU has improved the quality of resources include infrastructure upgrades supporting the university mission to provide academic, social, cultural, and technological experiences that empower all learners:

- Light Hall renovated to improve technology in the classroom to support teaching and learning, and to create an auditorium/movie theater (patio, garden also for student gatherings, events, and public use)
- Harlan Science Hall 3-phase renovation to include a separate, safe storage area for chemicals and structural/mechanical improvements
- Fleming Hall (the oldest building on campus) overall infrastructure upgrade to house the WNMU Museum; renovation of the Student Recreation/Student Life Center
- IT infrastructure improvements to include increased IT bandwidth and wifi hotspots on campus; renovated the Muir Heights residence hall technology infrastructure with an upgrade to wifi

In progress at the time of writing the Assurance Argument are the following projects:

- Miller Library IT Resource Center (a centrally-located computer lab and printing station with enclosed study/workstations
- Upgrade of tennis courts
- Adding, in collaboration with the Town of Silver City, underground utilities on College Avenue
- Creating a central entrance to campus with an electronic marquee and professionally-designed landscaping

5.A.4. The institution’s staff in all areas are appropriately qualified and trained.

WNMU’s goal in the recruitment and hiring process is to achieve an excellent and balanced workforce, with representation and participation from all of the diverse sectors of society. The primary objectives of the recruitment and hiring process are:

- To attract and hire the most qualified candidates, matching the qualifications of the candidate to the needs and expectations of the hiring unit.
- To assure an expeditious placement of qualified candidates into vacant positions.
- To ensure that the qualified applicant pool is representative of the appropriate labor pool.
- To ensure fair and equitable treatment of all candidates in the recruitment and
WNMU is committed to ensuring Equal Employment Opportunity, which means that all persons are required to compete for positions on the basis of job-related criteria and qualifications. WNMU’s recruitment and hiring process is designed to recruit, identify, and hire the best-qualified individuals. Multiple levels of screening occur to ensure that candidates meet the minimum qualifications specific to the position. All hiring processes are required to have a search committee, generally with representation from faculty, staff, and students. Human Resources is involved in every step, and requires AA/EEO training prior to anyone serving on a search committee. When appropriate, the search committee will use an open forum platform to give the university community an opportunity to participate. By adhering to this process, WNMU ensures that it makes sufficient efforts to include members from diverse gender, cultural, racial, and ethnic groups in the pool of applicants considered for available positions.

The university encourages and supports the professional development of staff, faculty, and students. Faculty regularly engage in professional development activities as outlined in Core Component 3.C.4. Staff members have opportunities to participate in on-campus training, and they frequently have opportunities to attend regional and national training and professional development programs. WNMU holds mandatory student worker training every semester and offers other professional development opportunities for students throughout the year. Students are also welcome to attend staff professional development programs. Beginning in 2015, the Office of the Provost/Vice President for Academic Affairs created a discretionary fund, at $40,000 per year, to support Professional Development and Collaboration Projects across campus. [Need outcomes/improvements] Finally, the Supplemental Instruction Program, conducted through the Center for Student Success, offer qualified students an opportunity to enhance their resumes as embedded tutors. Through this program, high-performing students are referred by faculty to assist their at-risk peers in courses that typically experience high attrition rates, such as math and science. These embedded tutors receive rigorous training in tutoring, study group leadership, and other approaches to supporting academic success, and actually attend lectures and labs. [Need data on attrition and student performance in these classes.]

With the Board of Regents approval, WNMU has increased funding to support professional development for faculty and staff. Staff Senate also oversees the Career Development & Training Committee, which provides year-round training opportunities for students, faculty, and staff. The Divisions of Academic and Business Affairs also makes various materials available, including training modules via the LMS platform, Canvas.

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

The WNMU budget and financial reporting process is well-developed and transparent, and it follows well-articulated guidelines governed by the laws of the State of New Mexico, Chapter 30, Laws of 1974 (Section 21-1-33, NMSA 1978). The New Mexico Higher Education Department (HED) and the Legislative Finance Committee approves the WNMU reporting process.

The WNMU budget conveys, regarding dollars, the funded programs and plans of the university for the budget year and the estimated income (by sources) necessary to finance them. The budget is an instrument of fiscal control and, accordingly, contains all income and expenses of the university. Administrative divisions (i.e. Academic Affairs, Student Affairs and Enrollment Management, Business Affairs, External Affairs, and President’s Office) are responsible for identifying resources needed to achieve the goals set forth for departments as
well as university plans.

As explained in 2.A above, unless otherwise specified by the HED and the State of New Mexico, WNMU follows the accounting principles described in the National Association of College and University Business Officers’ (NACUBO) Financial Accounting and Reporting Manual for Higher Education. For guidance, WNMU follows the recommendations provided by NACUBO to report new or emerging matters within the budget. [Evidence?]

WNMU conforms to the Governmental Accounting Standards Board guidelines of generally accepted accounting principles and practices. The underlying principle is to ensure that government organizations properly conduct accounting and financial reporting activities in order to provide accurate and reliable information to the general public.

Core Component

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

1. The 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.

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.

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.

Argument

WNMU’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission. The university’s Board of Regents is knowledgeable about the institution, yet independent enough from the university to see its needs and opportunities. The Board of Regents provides oversight of the institution’s financial and academic policies and practices, and it ensures that the university meets its legal and fiduciary responsibilities. The university sets policies and procedures, via the University Planning Council, to engage its internal constituencies—including its administration, faculty, staff, and students—in governance. Additionally, the administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for collaborative effort.

5.B.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.

Students, faculty, and staff have opportunities and obligations for input into both the governance and planning processes of WNMU. This involvement can be done directly through formal governing bodies such as the University Planning Council, Staff Senate, Faculty Senate and Associated Students at WNMU and indirectly as individuals participating in regular open forums such as Board of Regents meetings, surveys, and/or through channels within their departments. The information gathered and offered to the Board of Regents through such channels improves the decision-making quality and helps WNMU leaders shape a direction for the university that responds to constituent needs.

For example, needs related to increased compensation, new teaching tools, updated teaching
facilities, and program development opportunities commonly arise through faculty and departmental channels. Staff members and staff committees contribute information about the work environment, digital and IT infrastructure, compensation, and professional development. Facility and physical grounds needs often arise in conjunction with academic program growth and change, in which both students and facilities personnel contribute invaluably to the understanding of the continuously changing needs of the student population on campus. Recently WNMU went through a Strengths, Weaknesses, Opportunities, and Threats (SWOT) process [evidence] for gathering input for review and restructure of the strategic plan. The SWOT was made available electronically to all faculty, staff, students and community. Notices soliciting input were emailed, shared in a local radio interview, posted on different social media sites. These publications and surveys provided an opportunity for these stakeholder groups to give input into the revision of the current strategic plan.

5.B.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.

The WNMU Board of Regents remains knowledgeable about the institution in two ways: first, the Governor selects members who are well-versed in higher education practice, pedagogy, governance, and policy, and who have relationships with local and national communities of consequence to the university; second, the Board of Regents receives regular input about the state of affairs of the university and its constituents through processes described in the response to Core Component 5.B.3, below.

The Board of Regents provides oversight of the university’s financial and academic policies and practices through its regularly scheduled meetings and those of the BOR committees. Each university division is represented at BOR meetings to provide reports and current information. The legal obligations and fiduciary responsibilities, as well as the criteria for board membership, are detailed in Criterion 2.C.

5.B.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.

WNMU has one advisory and three governance bodies that collaborate with the President’s Cabinet and the Board of Regents by providing information and feedback, which helps each make informed decisions about matters of academic policy and processes. Faculty, Staff, and ASWNMU are all represented on the University Planning Council (UPC), and Presidents of the governance bodies meet regularly with each other and provide updates to the UPC and at the BOR meetings.

Faculty Senate

The Faculty Senate represents the needs and desires of faculty members to the Board of Regents and the university administration. The Faculty Senate is responsible for advising the BOR about academic and educational activities and faculty personnel matters. The Faculty Senate has the right to determine and change its organizational structure as it sees fit, and to select representatives to participate in institutional governance. The Faculty Senate’s President serves as an advisory ex-officio member of the Board of Regents.

Staff Senate
The purpose of the **Staff Senate** is to represent the needs of all eligible non-faculty staff who are not represented by the collective bargaining unit (American Federation of State, County, and Municipal Employees), and serve as a source of input to the Board of Regents into the governance of the university as it relates to the general welfare of staff. Also, the Staff Senate promotes the general well-being of the university by helping the Board of Regents decide matters of policy and governance. The Staff Senate also represents staff concerns and interests to the university administration (University President, Vice Presidents, Associate Vice Presidents, and other administrators), and the Staff Senate’s President serves as an advisory ex-officio member of the Board of Regents.

**ASWNMU**
The Associated Students of WNMU (ASWNMU) represents all students of Western New Mexico University. The charge of the ASWNMU is resolving issues within the student body and recommending action on behalf of students to the BOR. As an integral part of the university, the students take an active role in deciding WNMU’s policies and priorities. The Board of Regents must have a student as a voting member to ensure that student voices and concerns about all matters of governance have representation and support. The student government and its **constitution** secure the role of the student body in deciding official policies and priorities; safeguarding academic freedoms and student rights; fostering and coordinating campus-wide social activities and events; promoting and funding student groups and organizations; and promoting student morale and interaction. The ASWNMU serves as a campus-wide forum for the expression and exchange of student ideas, opinions, and procedures, which it represents to the BOR. The ASWNMU President serves as an advisory ex-officio member of the Board of Regents.

**Core Component**

5.C. The institution engages in systematic and integrated planning.

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

**Argument**

5.C.1. The institution allocates its resources in alignment with its mission and priorities.

On both an annual basis and through long-term strategic planning, the President, Board of Regents, and University Planning Council (UPC) establish strategic objectives, in alignment with the mission and priorities of WNMU, on which to concentrate energy and resources. The **UPC Policy guidelines** and processes and **BOR Standard Operating Procedures** ensure that these strategic objectives align with the mission and priorities of WNMU. Examples of recent projects that demonstrate the alignment of resources with the mission include:

- Creating a Distinctive Identity (as described in 1.A.2.) for WNMU that redefines it as an Applied Liberal Arts University, in order to shift priorities to serve the practical and technical educational needs of a new generation of university students;
Continuous improve and update campus resources, through the Campus Master Plan, and the WNMU Technology Plan, to meet the changing needs of the student body, including renovating Fleming Hall, Light Hall, and Harlan Hall, as well as increasing bandwidth across campus; and

- Expanding online course offerings, distance-learning options, and opportunities for collaboration via the Cloud, as well as real-time instruction and discussion via Zoom, to increase student choice and better meet the needs of students and faculty in extremely rural areas as well as globally.

Each of these projects supports the six core values in WNMU’s Strategic Plan.

WNMU invests in its educational programs and services, including faculty compensation and benefits, curriculum development, academic support, student activities, instructional infrastructure, and admissions and financial aid. A review of current [FY2020 budget summary] and past [FY2019 budget summary] budgets shows consistent investment in teaching and learning, which are the primary objectives of WNMU. [Make sure that FY 2020 I & G Exhibit 10 budget supports this.]

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

Beginning in July 2019, WNMU will implement, for FY 2021, a new process for budgeting that allows the institution to respond more quickly to funding formula modifications, student assessment outcomes, Program Prioritization outcomes, and other internal and external data that affect WNMU operations. This formal, documented process was created collaboratively throughout the 2017-18 academic year by the UPC Budget Committee. [Sent to Kelley]

While the WNMU budget and planning processes take into consideration enrollment and retention data, operations, the physical and campus environment, and student services, the university continues with the process of developing more targeted metrics that will allow the use of student learning outcomes to modify programs and budgets, as detailed in 3.A.2 above. WNMU aims to create a feedback loop of student learning outcomes, program development, and budgeting for the modification of programs to encourage student achievement and devote financial and human resources to the programs that need them based on actual student experience in the programs. [Sent to Kelley]

Currently, each department receives student learning outcome data about each class from course evaluations, student satisfaction surveys, instructor feedback, student grades and pass/fail rates, and overall student retention data. All data collected help department leaders determine which general education classes to modify or enhance, which elective courses to retain or consider discontinuing, and which majors and minors to change or keep. Through this process, it was discovered that students whose majors were undecided tended to leave school without graduating at a far higher rate than students with declared majors. The NMHED recognized the research supporting implementation of meta-majors and passed legislation requiring institutions to implement them beginning fall 2020.

The use of a meta-major will allow students to declare a general direction for their studies without committing to a particular major. The meta-major gives students a set of required general classes and goals and help guide their studies. This process improves the likelihood that students will stay in school and graduate and helps provide sound rationales for program and department budgeting. This process will also lead to co-enrolling students in developmental...
classes across departments, to give students a sense of purpose and dedication to their achievement; because co-enrollment affects course offerings and class sizes across departments, it also affects budgeting and planning.

On an annual basis, department heads submit funding requests for the use of university priorities developed through a collaborative process involving the VPs, Deans, the Board of Regents, and the University Planning Council Budget Committee.

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

[Reference SPP for internal stakeholders] In addition to engaging the Faculty Senate, Staff Senate, and ASWNMU in the planning process (see the response to 5.B.1. above), WNMU engages external stakeholders informally through regular interactions with individuals and organizations, and through periodic surveys and SWOT analyses. External stakeholders include employers, business and industry leaders, community representatives, feeder schools, alumni, and parents. Through these contacts, WNMU learns about stakeholder expectations, and stays abreast of the changing fiduciary and economic needs of the community that surrounds and supports the university. [Need input from Mario and chairs of programs who have specialized accreditations to complete this statement]

5.C.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.

WNMU’s most significant challenge in planning involves the state economy and the amount of support received from state government and the New Mexico Higher Education Department, and the most significant opportunity concerns recruitment, enrollment, and retention of students. When planning budgets and allocation of resources, WNMU considers all of these factors. In anticipation of budget shortfalls in any of these areas, one of the University President’s goals is to maintain a X% unrestricted fund balance. For example, the Strategic Plan is student-focused and prioritizes improvements in course programming, teaching, and evaluation, to encourage ever greater student success, retention, and graduation without spending unnecessarily on physical infrastructure or administration. When budgeting for improvements and renovations in campus buildings and infrastructure, WNMU community stakeholders and donors through the WNMU Foundation are actively involved so that the annual institutional budgets concentrate on program delivery rather than capital expenses. [Sent this paragraph to Kelley for Cabinet]

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

Within the 2018-2022 Strategic Plan, WNMU’s initiatives continue to concentrate specifically on programs that will have the most significant educational and economic impact on the service region by addressing new advances in technology, shifts in regional, rural education and health care priorities, as well as increasing opportunities to ally with Mexican and Latin American institutions of higher education.

Technology
The US Bureau of Labor has identified drone technology as an area of emerging employment
opportunities. Drone technology utilizes sophisticated software and computer infrastructure, and it also requires technically skilled mechanics to maintain and repair the drones themselves. WNMU has begun an initiative to repurpose some of the Applied Technology resources to train students in drone repair and maintenance. These new courses will cover assembly/disassembly, operating drones, leading to FCC licensure, along with integration into the certifications and degrees offered in health careers. New and more efficient methods of delivering health care to extremely rural communities (such as those in western New Mexico) rely on drone technology, distance-diagnosis software, and new processes for achieving positive community health outcomes. The Drone Technology Certificate program launched in January 2019, and has excellent potential in the area of international student recruitment. All instructors in the Applied Technology Programs meet industry standards and requirements for certification.

**Globalization**

WNMU has been developing working relationships, via MOUs, with colleges and universities in Mexico, Puerto Rico, Latin America, and Zambia to welcome international students to WNMU’s main campus, and to offer distance-learning and online courses. Additionally, there are agreements in place with national and international sister universities through which students who are studying on the WNMU campus may receive credit for online classes offered by other universities that have resources unavailable directly from WNMU. By increasing the variety of students who take courses at WNMU through online instruction, and by providing WNMU students opportunities to experience courses virtually at other campuses, the university is helping students form national and international relationships and participate in programs that prepare them for further global collaborations in their professional careers.

The Board of Regents and President’s Cabinet developed Western New Mexico University’s Areas of Distinction in anticipation of future challenges and opportunities afforded by globalization and changing workforce needs. Similarly, WNMU launched the Interdisciplinary Studies program as a more focused and flexible alternative to higher education in a global context. Finally, the expansion of the Online and Distance Education program makes WNMU accessible from anywhere. [Need prioritization/program review and federal government data on employment trends to show how we are making fiscal support decisions. Look at BOR minutes re: drone technology program. Sent this to Kelley for Cabinet.]

**Core Component**

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

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

**Argument**

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

WNMU develops and document student learning outcome targets and achievements through processes described in 4.B.1 and 4.B.2 above. Also, the following reports utilize the data collected via the stated methods as evidence:

- *New Mexico Higher Education Department Dashboard*
- *Council of University Presidents Report*
- *Financial Audit Report*
- *Financial Aid Audit*
- *Cleary Report*
• *Department Assessment Reports*

WNMU also provides data and evidence on the *Consumer Information page* of the website.

**5.D.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.**

[This must correspond with the list, above]

- Distinctive identity
- **APPLIED LIBERAL ARTS & SCIENCES**
- Retention
- Graduation rates
- Campus Safety
- Departmental Assessment reports (pick a couple of good ones) and reference the Program Review reports Connie provided for criterion 4

[VPs please draft, including how financial audit has led to improvements; how co-curricular assessment has improved student services; how academic course and instructor evaluations have improved academics; how program prioritization has improved WNMU overall, etc. etc. The Assurance Argument Team will add data obtained from departmental assessments this spring.]