Assurance Argument

Eastern New Mexico University - NM

Review date: 6/20/2022

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

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

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

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

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

Eastern's Focus

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

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

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

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

 Student Affairs, as defined in the University catalog, provides vital support for ENMU's mission. Over forty professional and support staff contribute to what the ENMU mission characterizes as *"whole student life,"* a concept of campus life that fosters student leadership and personal and professional growth through an intentionally-designed suite of programs, organizations, and campus

employment and internship opportunities (discussed in Criterion 4). The campus hosts three TRIO programs (Talent Search, Upward Bound, and College Success Program) that provide a supportive pipeline for students from junior high through college graduation. ENMU was the first university in New Mexico to offer non-denominational religion degrees, and church-sponsored organizations have been part of campus history since its inception. According to data from the National Survey of Student Engagement (NSSE data), ENMU students are more likely to attend church and identify with a formal religion than their peers at other universities. The involvement of Religion program faculty and affiliated campus organizations and activities has contributed positively to the values orientation of campus life.

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

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

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

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

*** The text below has been merged from Core Component 1.B ***

Public Articulation: ENMU articulates its commitments in several documents, chief among them

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

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

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1.A. The institution's mission is articulated publicly and operationalized throughout the institution.

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

The mission was developed through a process suited to the context of the institution. In accordance with this process, it has undergone appropriate systematic review and modification since the last accreditation visit. Our mission has not changed significantly during this time period, and it continues to be the driving force for defining institutional goals and objectives. These, in turn, are the basis for all institutional strategic planning. However, during the last site visit, peer reviewers noted that there were points in our mission statement that were clearly obvious to and embraced by the ENMU community, even if they were not as readily apparent to the review team. In accordance with best practices, the University took this feedback as an opportunity to refine our documents.

The Board of Regents adopted a revised mission statement in 2018, which was drafted by an inclusive, cross-functional group of campus stakeholders, using a shared governance model. The refined document, which was approved by University Council, the Budget and Planning Committee, and the Board of Regents, provides a foundation for institutional efforts, and it served as the basis for the 2019-2024 Strategic Plan. Here are the revised mission and vision:

"Eastern New Mexico University (ENMU) combines an engaging learning environment with current

technology to provide a rich educational experience. ENMU focuses on:

- Preparing students for careers and advanced study
- Promoting citizenship and leadership skills and values
- Supporting excellence in teaching and research
- Empowering students to respond to a rapidly changing world"

The most recent vision statement reads as follows:

"Eastern New Mexico University emphasizes liberal arts education, freedom of inquiry, cultural diversity and whole student life. Excellent teaching and active learning define campus relationships. Scholarship, both primary and applied, cultural enrichment, and professional service are also important contributions of the University community.

The Eastern community envisions a university where every faculty and staff member instills in one another and in students a sense of social and cultural awareness and responsibility. The University accomplishes this by embracing and fostering diversity and inclusion among students, faculty and staff. The University engages well-qualified and caring faculty and staff who treat one another with respect and work together to accomplish institutional goals and mentor students."

ENMU effectively operationalizes and communicates its mission. The University ensures that new and continuing faculty, staff, and students understand the goals and aspirations of the institution by including a presentation on the mission and vision during the New Faculty Investment Program, Dawg Daze, Graduate Student Orientation, and all Back-to-School meetings with faculty and staff. The mission and vision statements are also prominently included on our website and in our undergraduate and graduate catalogs.

The mission and related statements are current and shed light on the institution's emphasis on the impact of its mission in areas such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose. It lays the foundation for achievement of the ENMU vision. The mission also incorporates the institutional values of student success, scholarship and life-long learning, intercultural competence, collaboration, respect and integrity, strategic thinking, and excellence that are the hallmarks of our campus community.

The streamlined mission and vision statements reaffirm Eastern's core values, with language modified to enhance clarity, relevance, and institutional responsiveness. The University is committed to "*excellent teaching and active learning*" in the delivery of associate, bachelor's and master's degrees. By providing an engaging learning environment with current technology, we prepare students for careers and advanced study, and provide them with leadership skills to respond to a rapidly changing world. This is reflected in the University's support of internship and practicum opportunities, as well as student-faculty collaborations in research and creative activities. Eastern's traditional focus on *liberal learning and freedom of inquiry, promoted in its classrooms, campus events and student organizations,* is complemented by a strong community service orientation. Social and cultural diversity, as well as inclusion, are highlighted in the new mission statement. These are exemplified through activities across campus, including those in academics, the fine arts, multicultural affairs, athletics, and other university and community events hosted on campus, which provide quality of life enrichment for students and the community.

The mission and related statements identify the nature, scope and intended constituents of the higher

education offerings and services the institution provides. As a university established to serve the region of eastern New Mexico, ENMU is the sole Master's-comprehensive public academic institution in this area, and a significant contributor to the economic, social, and cultural needs of the region and the state of New Mexico.

The institution's updated mission and vision address these essential aspects of our educational offerings and services. Specifically, the broad narrative in these statements is designed to provide insight into the wide range of academic and related outreach opportunities that the University does and is prepared to offer to the region's populace. ENMU is committed to remaining agile and responsive, as is appropriate for a regional comprehensive university. The institution anticipates and proactively addresses key educational access challenges, such as increased needs for accessibility and greater numbers of place-bound, part-time and adult learners.

The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission. The institution's enrollment profile continues to include national and international students; however, we predominantly serve students from our area. ENMU's student body reflects the diversity of the region we serve. Our academic offerings incorporate modalities that provide flexibility in response to students' needs and circumstances. Likewise, Eastern continues to offer a robust variety of student support services that are integrated across all teaching and learning modalities, including both face-to-face and virtual options. The recently completed award-winning Golden Student Success Center (2018) renovation allowed us to centralize resources for student academic success, consistent with the institution's mission. This state-of-the-art facility includes spaces, technology, and personnel dedicated to the delivery of academic support; success coaching; academic recovery; orientation; and retention. Because the University already had all of these services in place across all modalities, it positioned us well to respond proactively to changes that occurred during the pandemic.

The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities. ENMU's vision describes the university that ENMU strives to become; it is aspirational, visionary, and forward-thinking. We continue to disseminate both the mission and vision documents in the undergraduate and graduate catalogs and on the University website. The University's Strategic Plan is the roadmap for meeting the mission and achieving its vision. The most recent strategic plan, the "ENMU Strategic Plan 2019-2024," reaffirms the goals and plans for the institution, and it identifies the institution's priorities. ENMU's mission, vision and Strategic Plan are routinely shared with faculty and staff at "back to campus" meetings in fall and reinforced during other faculty and staff meetings. Colleges and departments (in their Effectiveness Plans) and academic support units (in their Strategic Plans) demonstrate annually how their programs align with the mission and advance the University's Strategic Plan. These documents are also shared with the public as well as the Board of Regents.

Sources

- 2022 Academic Program Effectiveness Report.pdf
- Accessibility Needs.pdf
- Bk2Campus Agendas
- Current ENMU Mission and Vision
- Disability SPlan
- Effectiveness Plan Template

- Effectiveness Plan Template and Sample
- Effectiveness Plans and Support Unit Strategic Plans.pdf
- ENMU Mission and Vision Approval Process
- ENMU_Degree Programs
- ENMU_Diversity Global Requirement
- ENMU_Facilities Master Plan 2015
- ENMU_Founding
- ENMU_Mission
- ENMU_Stewardship 2017
- ENMU_Strategic Plan 1318
- ENMU_Undergraduate Catalog 2015-17
- ENMU_Vision
- ENMU_Website
- Graduate Catalog 2016-18
- GSSC Award.pdf
- HSI Eligibility
- Institutional Enrollment Profile 2017-2021
- Institutional Profile
- ITS Updates
- Mission Communication to Internal Stakeholders
- Mission Vision Comparison.pdf
- New Programs
- SPlans Template and Sample
- Strategic Plan Updates 2011-16
- Student_Affairs_Role
- Support Unit Strategic Plan Template
- University Activity Summary.pdf
- University Strategic Plans

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Argument

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

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

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

Educational Primacy: ENMU's good stewardship of state resources is the strongest evidence of its commitment to the public good. Every goal, objective, strategy, and measure of ENMU's Strategic Plan supports the University's overarching objective to *place student learning as the center of every institutional action and activity.* Facilities and learning environments are regularly upgraded, safety and security of students and the University are thoroughly addressed, and the institution is committed to the protection of institutional databases and infrastructure in compliance with federal regulations.

To assure access for students with limited financial resources, ENMU charges the 4th lowest tuition of public universities in the southwest, when double-digit tuition increases have been the norm. The University's cost per full-time student is also the lowest among its New Mexico peers.

Engagement with External Constituencies: Finally, to best serve the public, ENMU regularly engages with its external constituencies and communities of interest, provides information and solicits their advice. This is accomplished through a lively social media presence, publications of the ENMU Foundation and Alumni Association, and active interaction with state legislators and agencies of the state of New Mexico, including the Higher Education Department, the Legislative Finance Committee, the Department of Finance and Administration, and the Public Education Department. Consultation with accrediting bodies, academic organizations, national and regional educational policy organizations that address higher education policy, and business and industry

leaders in the state and region help to direct the University's implementation of its mission.

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

<u>The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.</u> Since 2017, ENMU has continued to engage the public by offering public lectureships, plays, concerts, multicultural activities, film screenings, workshops, drama and language festivals, continuing education/training opportunities, and other events during the academic year. The University found ways to continue access and even expand participation in such opportunities via virtual formats during the pandemic. Summer educational options have included participation in programs sponsored by one of the three TRIO grants, as well as music camps and athletic summer training camps for aspiring young athletes from the region. The annual Student Research and Creativity Conference continues to take place every spring, and the event adjusted to a virtual format during the COVID-19 pandemic.

<u>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.</u> The University has no investors, parent organization, or other external financial interests. The most recent ENMU Strategic Plan and the regular Board of Regents agenda/meeting minutes all point to the primacy of ENMU's educational responsibilities. These items are linked as "Leadership, Mission and Vision" and the theme of educational responsiveness is highlighted in these and other linked areas on ENMU's main web page. To ensure the integrity of operations, all employees and members of the Board of Regents are required to disclose any potential conflicts of interest on at least an annual basis.

<u>The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.</u> Since 2017, the "ENMU Strategic Plan 2019-2024"and the regular Board of Regents agenda/meeting minutes all point to how ENMU engages with its external constituencies. Publicly-available updates can be found linked to the ENMU webpage for the Board of Regents. We also continue to interact with appropriate advisory boards and external stakeholders, which results, as appropriate and needed, in changes in our programs and curricular requirements.

ENMU's main website provides access to a page that links to a series of public documents that include consumer information, links to assessment results, accreditation, as well as information concerning Title IX, Inspection of Public Records and Discrimination Procedures. These all provide Eastern's external constituencies with transparent, up-to-date access to ENMU's institutional actions, public responsibilities (local and national), and very detailed consumer information.

Sources

- Board of Regents Minutes
- ENMU Public Documents Webpage
- ENMU_Stewardship 2017
- Examples of University Public Service
- Program Response to External Stakeholders

- University Public Service

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

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

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

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

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1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success. Curricular and cocurricular activities at Eastern New Mexico University still provide students with opportunities to develop knowledge and experience related to their disciplines of study, their prospective career paths, informed citizenship and workplace success. Co-curricular opportunities listed in our last report have been enhanced by the addition of new student club and organization options. Furthermore, in order to prepare students for competence in an increasingly global society, ENMU continues to support Study Abroad opportunities for students and collaborative international teaching and research opportunities for faculty. Since 2017, the University has committed funding to support up to four faculty exchange opportunities per year through CONAHEC, allowing international faculty and their students to collaborate with local students for whom it is impossible to study abroad. Pursuant to travel restrictions imposed during the pandemic, the University has actively created opportunities for virtual cross-national collaboration among faculty and students, and ENMU was invited to participate in innovative pilot opportunities with Partners of the Americas, AHEA and the PIC US-MX initiative.

The College of Fine Arts Annual Calendar is available to the public and has incorporated more virtual options in the last several years. To provide continued enrichment opportunities for virtual engagement, Student Affairs offered numerous participatory virtual events such as lessons on affordable cooking.

The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations. The current ENMU Vision statement specifically references the institution's culture of inclusive and equitable treatment of diverse populations. This statement complements the idea that Eastern New Mexico University fosters a sense of social and cultural awareness that is accomplished by "embracing and fostering diversity and inclusion among students, faculty and staff". That vision permeates the institution's processes and it is at the heart of its activities for students and the public.

The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives. Even during the pandemic, the Office of Multicultural Affairs continued to offer virtual events and to develop outreach to the public for Native American Month, Hispanic American Month, Black History Month, and Women's History Month, as examples. ENMU is committed to the prevention of harassment and discrimination; the university requires all student workers, student organizations, and regular employees to complete Title IX/Clery Act training courses. Furthermore, all new faculty members participate in a professional development workshop on Quality Matters during their first semester at ENMU, and it includes guidance and expectations regarding course accessibility. Our Distance Learning office follows this up with continued training opportunities on universal design and accessibility.

Sources

- Clubs and Organizations Update
- Disability SPlan
- ENMU Fine Arts Calendar Webpage
- ENMU_Diversity Global Requirement

- Multicultural Affairs Office
- Multicultural Events 2015-16
- Title IX Training.pdf

1.S - Criterion 1 - Summary

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

Summary

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

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1.S Summary

ENMU continues to look to its mission, vision, and strategic plan as the guiding foundation for all that we do. We clearly and publicly articulate the values we embrace and our commitment to the public good.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ENMU endeavors to ensure that Athletics operates with the same integrity as the rest of the University and that ENMU student athletes follow national guidelines. ENMU Policy 70-11 provides general guidance for ENMU Athletics, and the University President oversees all school athletic programs. The President delegates day-to-day supervision to the Director of Athletics. Within this structure, the Department of Athletics Policies and Procedures Manual provides specific guidelines

for maintaining integrity and transparency. This manual contains additional department procedures to support the objectives of the institution's athletic programs. In addition to the general Student Handbook, student athletes at ENMU are guided by their handbook, and the Athletics programs at ENMU also have their own Mission and Vision statements. The ENMU Athletics Department follows a manual to ensure compliance with all NCAA guidelines.

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

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2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

The institution develops and the governing board adopts the mission. As was described in detail in Criterion 1, the institution's mission is developed through a defined process, and there is an appropriate mechanism in place for its systematic review and modification. Any revisions to the mission are approved by ENMU's Budget and Planning Committee, University Council, and the Board of Regents.

The institution operates with integrity in its financial, academic, human resources and auxiliary functions. ENMU continues to employ all safeguards that were mentioned in our original argument to ensure integrity across all areas of operation. All policy processes, catalogs, handbooks, and reports described in that argument remain firmly in place. Since 2017, the institution has continued to conduct reviews and make appropriate updates to all policies in order to standardize operations related to financial, academic, human resources, and auxiliary functions across our campuses.

Consistent with best practices, as part of this process of review, ENMU made some general changes that reflect the institution's continual commitment to integrity and ethical actions. In most cases, this did not involve any major revisions of existing policies or their intent, but rather the addition of minor clarifications that articulate more plainly the mechanism for their implementation on our campuses.

The most significant operational refinements were implemented in the areas of financial and human resource functions. On the business side, updates were made to policies related to purchasing and travel. Travel policies were updated to comply with changes in mileage and per diem rates implemented at the state level. The process for relocation reimbursement was streamlined, and more detailed clarifications were added to policies related to purchase card use and architect selection and bidding for projects. In addition, ENMU continues to participate in an annual audit conducted by an independent accounting firm. These audits have consistently come back clean. However, in 2020

there was a report submitted under the Governmental Conduct Act because the University's former chancellor personally benefited from an advertising contract. The State Auditor's Office was notified by the University, as required by the state of New Mexico. A decision was made by the district attorney's office not to pursue the matter, due to the statute of limitations and the amounts involved.

Regarding personnel, there were revisions made to a Title IX policy, and the University has also enhanced its efforts related to equal employment opportunity. ENMU's Affirmative Action Officer has reached out to Deans' Council and the chairs and members of search committees to reinforce awareness of two major steps in the hiring process: 1.) timely request and distribution of Affirmative Action indicators during the search process; and 2.) obtaining formal AA clearance before making a job offer. Furthermore, a minor revision was made to the policy related to ethical relationships; new language was added to include relationships between employees --not exclusively when a student is involved— in an effort to ensure that all parties are able to operate with integrity and objectivity, in the University's best interests.

Pursuant to recent changes in Title IX federal regulations, ENMU contracted with EverFI in the spring of 2021 to begin providing annual online Title IX/Clery Act training on sexual misconduct, harassment, discrimination and violence prevention to employees, student organizations, and student workers; this replaced the previous training program, Campus Clarity. In addition, the university recently hired a full-time Title IX coordinator, and ENMU has contracted with ATIXA (Association of Title IX Administrators) to act on behalf of the institution as Decision Maker, Investigator, and Advisor in Title IX cases, when necessary. We have also adopted ATIXA model policies and surveys to support our Title IX efforts. In order to avoid any potential conflicts of interest, ENMU continues to require all employees to verify, sign, and submit several forms at back-to-school meetings each year, including an annual financial disclosure. Employees are also required to report any potential conflicts of interest that may subsequently arise during a year. This allows both the employee and the University to avoid any situation where personal or financial interests could potentially influence institutional decisions.

Academic and auxiliary functions continue to operate with integrity, as described in our original assurance argument. Any changes to academic or auxiliary processes or policies have been routine, not substantive. For example, although we have implemented academic catalog changes since 2017, they still flow through the same curriculum approval processes that were in place when we submitted our last report.

Once new or revised policies have been approved in accordance with ENMU's shared governance process, they are made available to all employees, students and community members via the main website. These changes are presented to faculty and staff as they are approved, as well as in Back to Campus meetings at the start of each year. Management Information Exchange meetings occur regularly throughout the year; these serve to disseminate important information to department heads and administrators to ensure that everyone understands any changes that will be implemented, in order to continue operating with integrity.

Sources

- 2008-NMSC-047 ENMU v DKD
- 2015 Eastern New Mexico University Audit
- 2016 Eastern New Mexico University Audit

- 2016-2017 Guide for the College-Bound Student Athlete
- 2020 External Audit and DA Conclusion
- 30-6 Professional and Ethical Relationships
- 80-12 Title IX Policy
- AGP&P 30-6 Professional and Ethical Relationships with Students
- AGP&P 40-11
- AGP&P 40-12
- AGP&P 40-4 Equal Opportunity and Affirmative Action
- AGP&P 5-1 Constitutional Enabling & Provisions
- AGP&P 55-4 Purchasing Card
- AGP&P 70-11 Athletics
- AGP&P Administrator and Staff Code of Conduct
- AGP&P Synopsis Current
- AGP7P 80-13 Sexual Harassment
- Athletics Policy Procedures Manual
- Back-to-Campus Meetings
- CPB Transparency Requirements-KENW
- CUP 2016 PER Report
- Curriculum Process (Undergraduate and Graduate)
- DOM Faculty Handbook 2016-17
- Eastern New Mexico University Official Bookstore
- Employee Responsibility Agreement.pdf
- ENMU Athletics Compliance Manual
- ENMU Athletics MIssion and Vision
- ENMU Common Syllabus Template
- ENMU Faculty Handbook p8
- ENMU Graduate Catalog Academic Regulations p 9-11
- ENMU Mission and Vision Approval Process
- ENMU Policy Process Flowchart (via Patrice)
- ENMU Student Handbook
- ENMU Undergraduate Catalog Academic Regulations p28-37
- External Audit 2021
- Faculty Handbook
- Federal award findings (TRIO) 2016 ENMU Audit
- grade review policy
- Graduate Assistantship Application
- Graduate Coordinator release time formula
- Graduate Coordinator Selection and Responsibilities
- Graduate Faculty Status Review Process
- HR About Eastern New Mexico University
- Intellectual Property ENMU AGP&P 30-2
- KENW CPD Local Content and Service Report 2015
- KENW-FM 2015 Local Content Report
- MIE Agenda 080516
- MIE Agendas
- NCAA ENMU Public Infractions Decision
- New Mexico Constitution naming ENMU in Portales
- Policies and Procedures (myENMU) SBL-created
- Public Media Code of Integrity

- safety and security report
- San Juan Village
- Staff Handbook
- State Authorization Status-Academics
- Student Athlete Handbook 2015
- Student Code of Conduct
- Student Complaint (MyENMU)
- The Audit Act
- Thesis Guideline for Graduate Programs
- Title IX Training.pdf
- Title IX web for reporting
- Travel and Purchasing Policy Updates
- Tuition Ranking Colleges 2016-2017

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

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

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

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

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

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

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

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

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

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

those adopted policies through appropriate offices of the University's administration and through the representative bodies of the various constituencies that comprise the ENMU community.

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

*** The text below has been merged from Core Component 3.E ***

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

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

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

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

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

each spring to equip students with essential skills needed for dining in professional settings. Each spring the University celebrates student leadership with an awards dinner recognizing organizations and individual students.

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

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

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

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

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

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

The State of New Mexico conducts systematic Student Satisfaction Surveys (SSS) of New Mexico institutions. Students respond to items on curriculum/instruction, support services, and overall assessment of their experience. Since 2009, ENMU students consistently report higher satisfaction

levels than do students at other four year institutions. Of the students responding in 2015-16, 96.3% marked either "very satisfied" or "satisfied."

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

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2.B. (includes what was 3.E.) The institution presents itself clearly and completely to its students and to the public.

 The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships. ENMU continues to disseminate clear, complete, and accurate information to students and to the public in all of the ways described in our original argument. We still employ all the mechanisms described for oversight related to institutional and program requirements, faculty and staff credentials, tuition and costs, satisfactory academic progress requirements, financial aid and scholarships, control and accreditation requirements and affiliations. As social media has become an increasingly ubiquitous platform for sharing information, ENMU has worked diligently to remain current and relevant by expanding its social media and digital presence. This is a primary medium for disseminating information and keeping students and community members informed about all the University has to offer, including current events, alumni and faculty success stories, and other news.

The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development. In order to ensure the integrity of information shared on these platforms, ENMU implemented an official Social Media Policy, which was approved by the Board of Regents in May 2017, and refined in 2020. The policy defines a clear separation between personal and institutional social media presence, so as not to impact the personal freedom of institutional employees; it also clarifies the difference between accounts available to the public and "closed academic faculty platforms" that supplement academic courses and are available only to the faculty member and students enrolled in that course. Under this policy, the University describes compliance expectations related to federal and state laws, ENMU policies, FERPA, HIPAA, copyright and intellectual property rights, platform "terms of service," and other applicable compliance concerns. It establishes a Social Media Advisory Group, Social Media Guidelines, a training and approval process, an official Social Media List/Directory, and oversight authority in the Office of Communication Services. Failure to comply with institutional policies and guidelines can result in the blocking or removal of social media content; however, an appropriate avenue for appeal has been established in the policy.

The Office of Communication Services and individual campus units monitor departmental and organizational accounts on Facebook, Twitter, Instagram, YouTube, Snapchat, and TikTok. This ensures that the institution and its information are accurately represented. The University also communicates to current students through the MyENMU Portal via campus email announcements, a message center, our campus LMS, and the ENMU calendar. Most departments across campus, in

both academic and support areas, have increased their efforts to ensure outreach through Social Media. Social media accounts for these units include links to their official ENMU web page, which provides more information on their departments' services. On the University's website, prospective and current students and other interested parties may navigate through other links to obtain information regarding ENMU's academic offerings, requirements, costs to students, policies and accreditation relationships.

Sources

- 65-10 Social Media Policy
- Associate Degree General Education Checklist
- Board of Regents Manual Part One
- Board of Regents Manual Part Two
- Eastern New Mexico Graduate Degree Programs
- Eastern New Mexico University Accreditation web page
- Eastern New Mexico University admissions web page
- Eastern New Mexico University Office of Financial Aid web page
- Eastern New Mexico University Tuition and Fees
- Eastern New Mexico University Undergraduate Degree Options
- ENMU Department of Athletics Student Athlete Handbook 2015
- ENMU General Education non-teaching degree plan checklist
- ENMU Leadership Mission and Vision web page
- ENMU Online Student Resources
- Fine Arts Calendars
- Full List of Scholarships from the ENMU Foundation
- General education teaching degree plan checklist
- Multicultural Events 2015-16
- NM Student Satisfaction Survey
- NSSE Overview and ENMU Snapshot (2015)
- Religion Brochure
- Sample Gen Ed CAPP Report Student Links on ENMU Portal
- Satisfactory Academix Progress-Financial Aid-Eastern
- Scholarships for Current ENMU Students
- Scholarships for Out-of-State Freshmen--Admission
- Social Media Advisory Group Guidelines and Training
- Social Media Directory
- Student Activities and Organizations-Greyhound Life-Eastern
- Students Qualified for and Receiving Financial Aid

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

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

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

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

Importantly, the duties of the Board of Regents are focused on the effective and transparent

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

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

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

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

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

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

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2022 UPDATE

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2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

Our Assurance Argument provides a detailed description of the structure, functions, processes, and

independence of our governing board. The institution has provided key details regarding governing board deliberations, the board's independence and management, and the structure and selection of the ENMU Ruidoso College Board and Portales Board of Regents; these remain unchanged.

The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities. In terms of preparation to fulfill their duties, in addition to their institutional orientation, in 2021 the Board began to attend an annual training held by the New Mexico State Ethics Commission covering the Governmental Conduct Act, the Procurement Code and Financial Disclosure requirements. They continue to receive other training as needed to ensure that they are appropriately prepared and knowledgeable to make informed decisions in the best interests of the University. Moreover, Board members continue to sign a disclosure regarding potential conflicts of interest, as required by state statute (NMSA 1978, § 10-16-11) and ENMU policy.

The governing board's deliberations reflect priorities to preserve and enhance the institution. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations. The Board of Regents continues to meet almost every month of the year to review issues and approve changes affecting the University that warrant their attention. The primary focus of the Board continues to be the prioritization of efforts to preserve and enhance the university, as well as the review of reasonable and relevant interests of internal and external constituencies. Pertinent examples of actionable issues addressed by the Board during the most recent academic year include policy updates. Some of these, such as those related to Title IX changes, are required by law; other policies are updated as needed across the system. Additional actionable issues include approvals of budgets and subsequent budget adjustments, plant facility improvements, and annual elections of officers.

As described in the Assurance Argument, the governing board continues to delegate day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Sources

- AGP&P 10-1 Board of Regents Manual Part One
- AGP&P 70-9 Tailgating at Sporting Events
- AGPP 10-9 Regents Code of Conduct and Conflict of
- Board of Regents meeting minutes 2015 01 30
- Board of Regents Minutes Spring 2021-Spring 2022
- Board of Regents Orientation and Training
- Board of Regents Recurring Responsibilities AGPP 10-4
- brand values
- ENMU AGP&P 10-9
- ENMU AGP&P 10-9
- ENMU Board of Regents-About-Eastern New Mexico University
- ENMU Workforce (2007-2016)
- NMSA 1978 21-3-4 and 21-3-30
- Policy Updates 2016-2021.pdf

2.D - Core Component 2.D

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

Argument

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

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

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

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

Research as pursuit of truth: The institution is committed to freedom of expression and the responsible pursuit of truth in teaching and learning. A Human Subjects Protection Committee oversees research to ensure ethical behavior in research that deals with human subjects. A similar

committee oversees the appropriate conduct of research with animal subjects. More details about these committees are found in section 2E. As noted previously, ENMU's most recent audit contained one finding that rose to the level of concern. This finding was related to the campus TRIO program's failure to meet earmarking requirements, resulting in noncompliance with the guidelines presented in the OMB Compliance Supplement for major federal programs' year ending June 30, 2016. The institution is committed to addressing this concern and meeting all earmarking requirements for every federal program.

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

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

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

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

Eastern New Mexico University's commitment to academic freedom and the pursuit of truth remains steadfast. We continue to foster a campus environment that encourages diverse ideas and freedom of expression, as was described in our Assurance Argument. These foundational concepts are clearly emphasized in the institution's Bill of Rights and Responsibilities, and they permeate the activities of campus organizations and publications, speakers and events. We still regularly invite active participation in the Student Concerns Forum, which allows ENMU students the opportunity to freely express their concerns about all aspects of the University and its operations. The University president and respective vice presidents follow up by collaborating in the public dissemination of their responses to all student concerns. Furthermore, Eastern New Mexico University remains committed

to providing a transparent and effective mechanism for communicating and resolving student complaints, in compliance with University policy [70-10], the U.S. Department of Education, and the Higher Learning Commission of the North Central Association. An easily accessible online form for submitting complaints is available via the ENMU Portal. Both the student forum and the complaint process are valued sources of information; they are used to help the University improve the quality of its services.

The University's commitment to freedom of expression and the responsible pursuit of truth in teaching and learning also remains evident in our accountability, integrity, and oversight of research and grant activities. Furthermore, we promote programs, invited speakers, lectureships, and an annual student conference that demonstrate our support of academic culture by welcoming a diversity of ideas and perspectives. Since our last HLC visit, we have expanded the existing Student Research Conference (SRC) to more explicitly include creative endeavors; it is now officially called the Student Research and Creativity Conference (SRCC). Complementing these academic activities, we continue to emphasize transparency in the daily operations of our public TV and FM radio stations.

Among the wide range of opportunities through which ENMU demonstrates its commitment to academic freedom and freedom of expression, it is worth highlighting several recurring campus events. In the annual Constitution Day celebration, the Political Science program, in conjunction with the Political Science Society student organization, furthers ENMU's commitment to freedom of expression and the pursuit of truth through coordinated activities, including lectures pertaining to a variety of constitutional subjects: executive power, freedom of speech, foreign policy, freedom of religion, and constitutional interpretation, among others. The First Amendment Conference, sponsored by the Department of Communication, celebrates and demonstrates the freedom of expression with faculty-student forums on contemporary First-Amendment issues, including recent topics such as rights in the workplace, the need to protect public health vs. the right to assemble, and students' rights of free speech. The annual Jack Williamson Lectureship, Cynthia Irwin Williams Lectureship, and Distinguished Faculty Lectureship series continue to encourage the exploration of timely and relevant subjects. These events promote the freedom of expression across a variety of topics and speakers by showcasing the free exchange of ideas, research findings, and creative pursuits that are the hallmarks of ENMU's academic culture. During the pandemic, most of these events went completely virtual and, therefore, remained fully available to our on-site and distance campus audiences; they were even accessible to a larger external audience.

The University also ensures that our constituents have freedom of inquiry in their scholarly pursuits. The Golden Student Success Center finalized a Collection Development Plan in 2021 that clearly speaks to this intent. It details the collection aims of the library, which include a commitment to preserving and protecting intellectual freedom and copyright. Holdings are regularly evaluated for currency, relevance, and use, and are considered for deselection based on the age of the collection; circulation and usage statistics; physical condition of materials; coverage in other, better sources; inaccurate, and outdated information except where historically significant; and suitability for the collection mission. The plan also supports user access to a wide variety of holdings, even if those materials are controversial.

Sources

- AGPP 15-1 Bill of Rights and Responsibilities

- Constitution Day Activities Fall 2017-Fall 2021
- Cynthia Irwin-Williams Lectureship Spring 2017- Spring 2022
- ENMU AGP&P 15-1 Bill of Rights and Responsibilities
- ENMU AGP&P Policy Manual [Intranet]
- ENMU Faculty Handbook page 8
- ENMU Faculty Lectureships (2010-present)
- ENMU Mission Statement AGP&P 05-2
- External Grants 2016-2022.pdf
- Faculty Lectureship Series.pdf
- Federal Award Findings TRIO page 113 from 2016 ENMU audit
- First Amendment Conference Fall 2017-Fall 2021
- Houndbytes-Eastern New Mexico University's online magazine
- Jack Williamson Lectureship Spring 2017-Spring 2022
- Jack Williamson Lectureship-Eastern New Mexico University
- KENW Homepage
- Library Collection Development Plan.pdf
- Office of Sponsored Projects
- Student Activities and Organizations-Greyhound Life-Eastern
- Student Complaint Form
- Student Concerns Forum 2022.pdf
- Student Government (ASENMU)-Greyhound Life-Eastern
- Student research Conference-Academics-Eastern New Mexico University
- The Chase

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

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

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

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

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

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

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

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

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

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

Guidance for Students: The Student Code of Conduct is contained in the Student Handbook and referenced in the Undergraduate and Graduate Catalogs. These resources provide information on plagiarism and other forms of academic dishonesty, as well as possible discipline for such dishonesty. They also include information about students' rights of appeal.

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

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

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

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

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

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

Policy:

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

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

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

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

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

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

2022 UPDATE

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

Our Assurance Argument provided a wealth of information regarding ENMU's policies and procedures related to the responsible acquisition, discovery, and application of knowledge. ENMU continues to support basic and applied research by maintaining professional standards and providing oversight to ensure regulatory compliance, ethical behavior and fiscal accountability. The University's Office of Sponsored Projects remains the primary source of support and training related to research and grants.

The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students. Eastern continues to provide robust oversight of research activities, and continues to look at avenues for refining these mechanisms and processes to enhance their clarity and efficacy. The institution still delivers ongoing guidance, support, and professional development via the committees and initiatives that were described in our last report, including the Faculty Research and Instructional Development Committee, Curriculum Development workshops, the New Faculty Investment Program, and our highly formative Faculty Evaluation and Annual Performance Evaluation processes. Furthermore, the University has enhanced its assistance with continuing education by revising its [tuition waiver policy](#); the number of credit hours for which tuition and mandatory fees may be waived for employees or their spouses has been increased from three to six credit hours per semester.

Likewise, the institution provides students guidance in the ethics of research and use of information resources. Eastern is committed to supporting both undergraduate and graduate students in ethical scholarly practices. The Student Code of Conduct is contained within the Student Handbook, and it is also referenced in the Undergraduate and Graduate Catalogs. We continue to provide resources, guidelines, and training to student workers and students in the classroom in all of the ways described in our Assurance Argument, starting early with orientations from our library staff that form an integral part of their Freshman Year Experience (formerly known as Freshman Seminar).

The institution enforces policies on academic honesty and integrity. The process that culminated in our recent LMS change illustrates the University's ongoing commitment to the integrity of research and scholarly practice. When ENMU updated its learning management system from Blackboard to Canvas in June of 2021, the Unicheck tool replaced SafeAssign. This program allows students and faculty to proactively identify potential plagiarism by verifying the originality of submitted texts or documents and delivering detailed similarity reports to instructors and students. It is worth nothing that, although the University's Writing Center already offered online services to our students, the Online Writing Center's support became critical during the pandemic. Likewise, the online availability of research librarians became an increasingly important and accessible source of guidance related to academic integrity.

The consistent [dissemination of policy](#) through key, highly visible documents remains an essential mechanism for informing Eastern's community about issues related to the responsible acquisition, discovery, and application of knowledge. This includes easily accessible sources such as ENMU's Mission Statement, the common course syllabus template, University catalogs, and policies disseminated in our student and employee handbooks. These are supplemented by reminders and updates at campus meetings. Other initiatives that have taken place since our last report include increased access to OSHA training, and the recent hire of a safety compliance officer. Both of these actions enhance the university's efforts to ensure the safety and integrity of research activities.

Sources

- AGPP 40-8 Employee benefits
- Bk2Campus
- CDIS Affiliation Agmt ENMU
- Copyright Policy-MyENMU
- CS102 Syllabus
- DEO Training Report 2007-2017

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

2.S - Criterion 2 - Summary

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

Summary

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

2022 UPDATE

2.S. Summary

Eastern New Mexico University has established and follows policies and processes that ensure that the University acts with integrity in all areas of operation. The institution is committed to transparent communication in support of ethical and responsible conduct.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

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

Argument

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

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

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

Program assessment is comprehensive, systematic, and consultative. Through curriculum processes, program review, and discipline-based accreditation, faculty and administrators review and approve

the creation, deletion, and revision of courses or programs to help ensure that curriculum is current and at the required level of performance appropriate to the degree or certificate awarded. These committees and review processes also give faculty repeated opportunities to evaluate their programs' strengths, to request assistance with challenges, to evaluate the currency of their programs, and to formulate plans for the future.

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

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

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

ENMU offers undergraduate certificates in Emergency Management (EMGT) and Personal Financial Planning (PFP). The EMGT program uses competencies established by the Emergency Management Institute and FEMA National Fire Academy to set learning outcomes. The PFP program complies with professional certification requirements; it qualifies students to take the Certified Financial Planner Examination©.

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

Consistency of Program Quality and Learning Goals Across Delivery Modes and Locations: Eastern New Mexico University ensures consistent program quality and learning goals across all modes of delivery and locations. ENMU offers courses at the main campus in Portales, through dual

credit, via online or hybrid platforms, and at select locations in New Mexico. ENMU recognizes three major factors influencing quality and consistency: courses, faculty and students.

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

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

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

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

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

The Office of Distance Education and Outreach (DEO) provides resources that help ensure quality instruction across all locations and modalities. This office supports students and faculty through a team that includes a director, a dual enrollment coordinator, two distance education specialists, and an instructional designer. The latter helps instructors with online course pedagogy, development and management; provides training in online/hybrid course delivery and multimedia design issues; and

delivers Quality Matters© training for online course delivery and assessment. The office provides a range of additional resources and services to faculty members, including best practices for teaching and learning, and classroom technology training, through workshops and one-on-one assistance.

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

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

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

2022 UPDATE

3.A The rigor of the institution's academic offerings is appropriate to higher education.

Courses and programs at Eastern New Mexico University continue to be current and require levels of student performance appropriate to the credential awarded. ENMU uses a comprehensive, systematic, and consultative governance process to allow faculty and administration to monitor degree programs and update them to ensure that curriculum is current and at the required level of performance appropriate to the degree or certificate awarded. This process has not changed significantly since 2017.

As described in our Assurance Argument, the process includes assessing student learning (annual program Effectiveness Reports), systematic Program Review, and discipline-based accreditation, if applicable, which drive the biannual review and approval of curricular changes to undergraduate and graduate programs. Through the curriculum process, faculty and administrators review and approve the creation, deletion, and revision of courses or programs, ensuring that the curriculum is current and at the required level of performance appropriate to the degree or certificate awarded. The Board of Regents must approve proposals for all new majors and certificates. New graduate degrees continue to require internal Board approval and external approval from the New Mexico Council of Graduate Deans, the New Mexico Higher Education Department, and the State Board of Finance. Beginning in 2018, new undergraduate degrees or certificates were required to have additional approval from the New Mexico Higher Education Department (NMHED).

Degree requirements for undergraduate and graduate programs, as outlined in their respective catalogs, are consistent with expectations at institutions of higher education. Associate degree students must complete a minimum program of 60 credit hours, and bachelor's degree students must

complete a minimum program of 120 credit hours, including university requirements, the general education curriculum, and degree-specific requirements.

ENMU continues to articulate and differentiate learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs. ENMU offers quality educational programs that meet the academic standards established by industry, specialized accrediting agencies, and/or the accepted standards of practice for public institutions of higher education.

As described in our Assurance Argument, faculty establish program and course-level student learning outcomes and develop curriculum maps that identify where program-level outcomes are introduced, reinforced, and assessed. Faculty rely on accreditation requirements, professional guidelines, and disciplinary expertise to set these outcomes. Student learning outcomes for general education are established by the New Mexico Higher Education Department (NMHED). To ensure courses and programs of study are appropriate for graduate education, the Graduate Council, comprised of graduate coordinators from all programs, reviews all graduate curricula. The institution also continues to ensure differential expectations and outcomes for cross-listed coursework, including limitations on the application of cross-listed coursework to graduate degrees. Student learner outcomes are assessed and evaluated as part of the annual program Effectiveness and systematic Program Preview processes.

Eastern deleted all undergraduate certificates from its curriculum due to a lack of demand. As a result, only three graduate-level certificate programs remain: Alternative Licensure in Elementary Education, Alternative Licensure in Secondary Education, and Alternative Licensure in Special Education. As described in our Assurance Argument, these programs require 18-24 credit hours and prepare students for teaching positions in public education. Degree requirements in these programs align with the New Mexico Public Education Department's expectations for licensure.

The institution's program quality and learning goals remain 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). ENMU continues to offer courses (including dual credit) face-to-face, hybrid, or via online platforms at the main campus in Portales and select locations in New Mexico. The University focuses on three major factors and continues to employ intentional strategies to ensure consistency of program quality and learning goals, regardless of location or modality. As described in our Assurance Argument, the three factors include courses, faculty, and students.

Courses: As faculty and administration recognize that each course has the potential to be offered through a variety of platforms or locations, all courses at ENMU are evaluated through the curriculum review process based on quality and learning goals expected for college-level credit regardless of the mode of delivery. Moreover, by state regulation, courses offered for dual credit must be regular academic courses within the institution's curriculum, ensuring the same outcomes and expectations for all dual credit offerings.

ENMU also continues its focus on internal consistency across multiple sections of the same course. We still employ the strategies described in the 2017 Assurance Argument to achieve this. For example, standardized syllabi, rubrics, learning objectives or outcomes, assignments and exams, and/or common textbooks ensure that courses with multiple sections have the same quality and learning goals, whether offered online, face-to-face, or as dual enrollment.

Since 2017, New Mexico implemented a "common course numbering system" (CCNS) for lower-

division academic courses, including courses approved for general education. The goal of this mandate was to standardize course descriptions and course-level student learning outcomes across the state's colleges and universities. Eastern converted its approved courses between Fall 2019 and Spring 2021 to the new 4-letter prefix, 4-digit CCNS. These changes to lower-division coursework provide consistency for course-level learning goals within ENMU and across all New Mexico institutions.

ENMU remains a participating institution in the National Council for State Authorization Reciprocity Agreements (NC-SARA) to ensure compliance with federal and state authorization policies for distance education. The University also continues its membership in the Western Interstate Commission for Higher Education (WICHE) and the WICHE Cooperative for Educational Technologies (WCET). Collectively, these organizations provide numerous resources that the institution uses to implement proven strategies identified by professional post-secondary organizations to ensure quality and consistency across all modalities. ENMU also employs best practices like Quality Matters© training, review, and course certification to enhance the quality and consistency of online offerings. The Office of Distance Learning coordinates updates to a standardized syllabus template; any revisions to the template are made before the start of each term to allow faculty ample time to incorporate the refinements into their courses.

Since 2017, ENMU's Online Course Standards (OCS) were created by an *ad hoc* faculty committee in 2017-18 and refined by the Distance Learning (faculty) Committee in 2021. These standards communicate foundational expectations for online course design and quality. The Office of Distance Learning provides training and resources to assist faculty in meeting these criteria, and faculty use the OCS to design undergraduate and graduate online courses. In the future, the Distance Learning Committee will collect and report data regarding adherence to these standards as part of each program's five-year review in order to support continuous quality improvement.

Faculty: Eastern continues to employ well-qualified and appropriately credentialed faculty and provides guidance, mentorship, and professional development to all faculty, as described in our Assurance Argument. The University has institutionalized the New Faculty Investment Program (NFIP, ENMU's 2017 HLC Quality Initiative). Two half-day workshops prior to the fall semester start emphasize effective teaching: Teaching I (syllabi, learner outcomes, and assessment) and Teaching II (technology and course design). Because its content was deemed critical to successful teaching and course design (whether face-to-face or online), the NFIP session on applying the Quality Matters© rubric was moved from spring to early fall. ENMU also continues to assign a colleague to mentor new faculty throughout their first year, and first-year faculty members receive a .25 release from their regular course load to focus on acquiring a strong foundation for their professional career at Eastern.

The Office of Distance Learning continues to provide and update an assortment of valuable support mechanisms that help ensure quality instruction across all locations and modalities. Since the 2017 HLC visit, this office has offered faculty many new face-to-face and virtual training opportunities. They have established a more robust and well-curated library of on-demand resources produced by internal experts or from external sources. Their office continues to offer one-on-one assistance in addition to the professional development workshops and other resources mentioned above.

Students: ENMU continues to focus on ensuring that our students have the capacity (e.g., admission requirements and academic progress standards) to meet the learning goals set for them as described in the 2017 Assurance Argument. The institution also continues to ensure that students enrolled in courses for dual credit do so through a master agreement developed according to state regulations

and that these students have demonstrated the ability to be successful in college-level classes (e.g., placement based on grade level, academic ability, and approval by their high school guidance counselor). Since 2017, the University has also developed and made available a handbook to provide guidance and support for dual credit students.

Sources

- Admission requirements from catalog
- Alternative Licensure catalog requirements
- Common curriculum of readings for English
- Common final exam for lower math courses
- Curricular Map
- Curricular Map (Assessment).pdf
- Curriculum Process (Graduate)
- Curriculum Process (Undergraduate)
- Distance Learning Committee
- Distance Learning Training Resources
- Dual credit PHS master agreement
- Dual Enrollment Master Agreement
- Dual Enrollment Student Handbook
- ENMU Alternative Licensure (Graduate Certificates)
- ENMU Effectiveness Report Template
- ENMU Syllabi 400-500 level
- ENMU Undergraduate Admission Requirements
- General Education Bachelor's level
- Graduate Council.pdf
- Graduate Curriculum Process.pdf
- Instructional Designer job description
- NC-SARA Authorization
- New Faculty Investment Program Schedule (2021-2022)
- NFIP report submitted to HLC
- NMHED Common Course Numbering System (CCNS) at ENMU-Portales
- NMHED General Education (effective fall 2019)
- Online Course Standards
- PFP and EMGT catalog requirements
- PFP Qualifications for Certificate
- Program review five year cycle
- Program review template given to programs
- QM Certified Courses
- Registration-recommendation for dual credit
- Standardized Syllabus Template Fall 2021
- State General Education Competencies
- Undergraduate Catalog 2021-23 General Degree Requirements
- Undergraduate Curriculum Process.pdf
- WICHE and WCET Membership

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

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

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

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

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

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

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

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

(see 2D).

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

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

Human and Cultural Diversity: ENMU recognizes human and cultural diversity, as reflected in its vision statement: "The institution recognizes the global nature of society [...] Each faculty and staff member instills in one another and in the students a sense of social and cultural awareness and responsibility. The University accomplishes this by embracing ethnic, racial and cultural diversity as a core value and by actively building greater diversity among students, faculty and staff."

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

ENMU also offers student services that facilitate an appreciation of human and cultural diversity and support student needs. Among the many campus efforts, the Office of Multicultural Affairs excels in providing programs, services, and activities (see 3E) that promote ethnic and cultural identity within a multicultural environment. The offices under the Multicultural Affairs umbrella include African-American Affairs, Hispanic Affairs, International Student Affairs, and Native American Affairs. Multicultural Affairs sponsors different commemorative months, such as Black History, Women's History, National Hispanic Heritage, and Native American Heritage, as well as other one-time events. It also provides a network of support for the diverse student population through welcome events, orientations, and travel opportunities.

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

abroad.

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

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

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

2022 UPDATE

3.B The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

The University's general education program remains appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements. In 2017, the New Mexico legislature mandated a new model for general education that applies state-wide to all public higher education institutions. The NMHED was tasked to develop and implement the new General Education Core mandate. A state-wide committee, comprised of faculty and administrators representing almost all of the state's institutions, identified essential skills (learner outcomes) and developed rubrics to assist campuses in evaluating students' proficiency in developing the targeted skills. Consistent with the state model, ENMU's general education now includes 31-32 hours distributed across six categories: 6 hours in Communication; 3-4 hours in Mathematics; 4 hours of Lab Science; 3 hours of Social and Behavioral Sciences; 3 hours in Humanities; and 3 hours in Fine Arts. A seventh category includes 9-11 "flexible" hours to be determined by each institution. ENMU's

"flexible" hours require students to complete one additional course in the area of Communication, one from either Quantitative, Science, or Social/Behavioral Science distribution areas, and an additional course in either Humanities or Fine Arts. This flexibility allows students to select courses that will enhance skillsets that are appropriate to their specific major programs.

ENMU has recertified courses fulfilling general education requirements including the development of "essential skills" in communication, quantitative literacy, critical thinking, personal and social responsibility, and information and digital literacy, as appropriate within the discipline areas. ENMU also continues to require an internal assessment review process for its general education offerings by the standing General Education Committee. This review now also includes an assessment of course alignment with the state-approved essential skills, as well as our own commitment to alignment with our mission and philosophy.

Consistent with state requirements, ENMU's general education requirements for teacher preparation programs include the state-mandated distribution areas (e.g. Communication, Mathematics, lab Science, Social and Behavioral Sciences, and Humanities and Fine Arts). The required courses are derived from ENMU's approved list of general education courses.

The University continues to articulate the purpose of the general education program. Its cross-disciplinary foundation is designed to "prepare students for a lifetime of learning and responsible participation as members of their communities; to encourage them to gain perspectives in a broad spectrum of subjects; to explore or further develop interests outside their program of study; and to appreciate culturally-diverse value systems and modern realities of global interconnectedness within a framework of understanding and justice."

The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world. ENMU's recognition of human and cultural diversity continues to be reflected in its revised vision statement: "The Eastern community envisions a university where every faculty and staff member instills in one another and in students a sense of social and cultural awareness and responsibility. The University accomplishes this by embracing and fostering diversity and inclusion among students, faculty and staff."

Eastern continues to ensure that students learn about the human and cultural diversity of the world through its requirement for an upper-division Diversity/Global course, which develops awareness and appreciation for cultural diversity and global issues. Academic programs continue to provide discipline-specific courses and host guest speakers, artists, and visiting faculty members that promote cultural awareness and create cross-national and cross-cultural experiences for students and faculty. ENMU's continued focus on infusing diversity into the classroom is reflected in our most recent NSSE report. One of the highest-performing engagement indicators for ENMU seniors --relative to our Southwest peers—was for the inclusion of "diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments."

The American Language and Culture program at ENMU continues to offer informal and credit-bearing courses to assist those who need to improve their English and enhance their understanding of American culture. As described in our Assurance Argument, Eastern also continues to conduct a Spanish Immersion Institute and faculty-led study abroad immersion programs. Both programs have a robust cultural component. Although pandemic-related travel restrictions temporarily impacted the possibility for travel abroad with students, the immersion program continues to be an integral part of our curriculum and will continue to be offered as conditions allow. The University also continues to

offer cultural enrichment opportunities via short-term travel abroad experiences, such as the performance tours regularly sponsored for our band and choir members.

ENMU continues to offer student services that facilitate an appreciation of human and cultural diversity and support student needs. As described in our Assurance Argument, the Office of Multicultural Affairs (which includes African-American Affairs, Hispanic Affairs, International Student Affairs, and Native American Affairs) provides programs, services, and activities that promote ethnic and cultural identity. In conjunction with the University's International Advisor, these offices also provide a network of support for a diversity of international students through welcome events, orientations, and other opportunities.

ENMU is a federally designated Hispanic-Serving Institution (HSI) and continues to successfully fund grants such as TRIO: Student Support Services, Upward Bound, and Talent Search to support diverse populations. Although admissions for international students were significantly impacted by the pandemic, ENMU continues to support the sponsorship of nonimmigrant students and continues its participation in initiatives through the Consortium for North American Higher Education Collaboration (CONAHEC). These efforts contribute to greater campus diversity and provide ENMU students with valuable opportunities to study abroad. Our students are eligible to study or pursue internships abroad at over 70 member-institutions through an even-exchange mobility program.

Since 2017, Academic Affairs has also committed funding to support up to four short-term faculty exchanges per year through CONAHEC. The University has also leveraged its leadership in and continued relationship with this consortium to pursue a number of innovative virtual collaboration opportunities, which became critical when the pandemic made study and travel abroad impossible. These included collaborations through the American Higher Education Alliance (AHEA), piloting its InspirED™ virtual collaboration platform; through the PIC US-MX COIL-model project (sponsored jointly by CONAHEC/ANUIES/FOBESI/the American Embassy/AHEA); and through the Partners of the Americas' 100K Strong Initiative. The pandemic inspired many of Eastern's partner universities to develop the infrastructure necessary for virtual collaboration; this added capacity will continue to benefit our students who cannot afford to pursue an experience abroad, since ENMU plans to continue pursuing these opportunities in a post-pandemic environment.

Preparing our students with the lifelong skills they need to thrive in a multicultural world is a particularly crucial focus of the University's mission. Given the rural location of ENMU, as well as the place-bound nature and the socio-economic fragility of many of our local students, providing opportunities for cross-cultural collaboration is critical if we hope to prepare graduates who are knowledgeable and competitive in a global economy.

In alignment with its identity as a master's comprehensive institution with an emphasis on quality teaching, the faculty and students at ENMU contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission. As was described in our Assurance Argument, the University evaluates scholarly and creative contributions on both an individual and a program level. As part of their annual performance reviews, faculty are required to demonstrate their individual contributions to their discipline through scholarship, creative work, and the dissemination of knowledge. Expectations allow for the scholarship of discovery, of integration, of application, and of teaching, as recognized in Boyer's model of Scholarship Reconsidered (1990). As described in section 3C, the faculty evaluation and annual review processes continue to communicate, in advance (through approved guidelines) and through formative feedback, the appropriate discipline-specific expectations for scholarly activity, commensurate with a faculty member's rank and terms of appointment. Departments report, in

aggregate, on both faculty and student activities in the annual Effectiveness Report and the five-year Program Review (see Criterion 4).

Eastern continues to prioritize the development of students' abilities to collect, analyze, and communicate information, skills which are essential for student success. These foundational skills are instilled through general education courses that are designed to help students understand the research process, data analysis, and scientific inquiry. This focus is also reflected in the core competencies set by NMHED for courses in those subject areas. Academic departments build on this foundation, requiring courses or experiences that further develop these abilities through the assignment of research papers, and through report writing, mathematics, statistics, laboratory, and research methods courses. Fine Arts programs focus on mastering creative work, requiring students to demonstrate competence through recitals, shows, and performances. According to our latest NSSE results, ENMU seniors report their largest perceived gains in: critical thinking and analytical ability; writing clearly and effectively; and analyzing numerical and statistical information.

The University continues to maintain a modern, technologically-rich campus which supports opportunities for students to learn to adapt to emerging technologies and platforms. We continue to actively encourage students to apply their skills and demonstrate mastery prior to graduation through student research, internships, seminars and portfolios, or other kinds of capstone experiences. They also demonstrate mastery by presenting their research at the Student Research and Creativity Conference (SRCC). Students continue to contribute to scholarship through collaborative efforts with faculty and peers, as evidenced by co-authored publications, conference presentations, and performances.

Eastern continues to aggressively pursue external grant funding to support faculty and student engagement in research. Academic Affairs also continues to commit funding of approximately $60K annually through internal research grants awarded by the Faculty Research and Instructional Development Committee. This amount was recently increased to $80K to provide more targeted support of student engagement with faculty in research.

The University continues to demonstrate its commitment to celebrating scholarly and creative work through regular exhibits at the Runnels Art Gallery, and through its annual Student Research and Creativity Conference, an event which showcases student research through both presentations and poster sessions; it was held virtually when campus was closed during the pandemic. ENMU also highlights faculty accomplishments through the Faculty Lectureship Series, and the annual Presidential Award for Faculty Excellence in Research/ Scholarly/ Creative Activities.

Sources

- A Whole New World-Family Weekend Presentation
- American Language and Culture Program – Community Outreach
- CONAHEC and AHEA Virtual Collaboration Opportunities
- CONAHEC Exchange Participation
- CONAHEC information & brochure
- ENMU Band and Choir Performance Tours
- ENMU Faculty-Student research
- ENMU Grants (Title II, Title V, PPOHA)
- ENMU Institutional DiversityGlobal Requirement

- ENMU Teacher Education General Education
- ENMU WACE MOU
- External Grants 2016-2022.pdf
- Faculty Lectureship Series.pdf
- Faculty Research and Instructional Development Committee
- Full Time and Adjunct Faculty Repository.pdf
- Gen Ed Comm recommendation to VP
- General Education Philosophy and Purpose
- Grants (External)
- Internal Grants and Research 2016-2022
- International Enrollment (2012-2016)
- List of global diversity courses and catalog descriptions
- listing of ALC coursework
- mission statement
- Multicultural Affairs Activities
- Multicultural Affairs Events 2019-2022
- New state requirements teacher education gen ed
- NMHED Core Competencies (Diversity)
- NMHED Core Competencies Research
- NMHED General Education (effective fall 2019)
- NSSE ENMU Overview and 2018 ENMU Snapshot.pdf
- Philosophy statement on gen ed
- Recommendation on curriculum changes to 120 hours
- Research and Capstone Courses (Exemplars)
- Spanish Immersion Institute Brochure and Course Descriptions
- SRCC Presentations 2017-2022
- State General Education Competencies
- State policy on transfer-general education
- State process for approving general education
- Student Research Conference (2016)
- Student Research Highlight.pdf

3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

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

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

To distribute instructional and non-instructional loads, ENMU expects all regular faculty to be residential and able to participate in on-campus obligations such as academic advising, curriculum development, faculty hiring and evaluation, and institutional service. In addition, faculty opportunities to participate in shared governance are distributed through their participation on department, college and university committees. Appropriately, faculty are involved in the assessment of student learning outcomes through their participation on committees like the Academic Assessment Committee, the General Education Committee, and Graduate Council, each of which

have primary roles in the broader assessment processes. At the department level, faculty participate in classroom-based assessment and the development of program-level assessment plans. The University recognizes the importance of this activity and regularly sets aside a full day each spring when faculty can come together to discuss assessment plans, processes and data.

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

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

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

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

All faculty are evaluated annually through the promotion and tenure (commonly referred to as "FEC" or Faculty Evaluation Committee process) and annual performance evaluation (APE) processes, following the procedures set forth in the Faculty Handbook. As indicated in the Handbook, departments establish discipline-specific guidelines, informed by college-level principles, for evaluating faculty teaching, scholarship and service. Probationary faculty are reviewed annually following the steps as set forth in the handbook. Regular faculty members seeking a change of status

(probationary retention, promotion, tenure, leave) initiate such a change by applying for the change of status, following appropriate procedures and preparing and submitting materials and/or a review file. Once tenured, faculty participate in the Annual Performance Evaluation system unless they are submitting a file through the FEC process in consideration of promotion in academic rank. For faculty who receive unsatisfactory annual performance evaluations for two successive years, the University requires a post-tenure performance review.

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

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

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

The Office of Sponsored Projects helps faculty find external funding to support their research and to manage their existing projects. Internal grants are available to new and returning faculty; they may use grants for research or instructional development, to conduct a stand-alone project or leverage an external grant opportunity. Grants may assist faculty in initiating new research directions or support completing existing projects. Over the last two years, 38 faculty members participated and were awarded $88,400 to support their work. Seven of them have carried research projects initiated from internal grants into larger external grant-funded research projects. The office has discretionary funds to provide research assistance, help defray publication costs and support other scholarly activities.

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

Instructor Accessibility: Instructors provide other student support and advising outside of the classroom. Accessibility is key to informal learning settings: for example, one-on-one with students,

during labs, field experiences and internships. Academic Affairs requires faculty to hold a minimum of six office hours weekly, across at least three days. Scheduled office hours are posted on syllabi, at office entrances, and with department and college secretaries. For online courses, the faculty may be available in person or electronically. Tools like Skype and Collaborate enhance the quality of virtual access for faculty/student interactions. Faculty are also available informally through sponsorship of student organizations.

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

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

The University requires all full-time employees to attend fall back-to-campus meetings that provide updates and training on important topics. Each student support services department takes advantage of their professional organizations' best practices, and encourages staff development through webinars, publications and other resources. The University provides each department a travel budget to use for conference attendance or training. It also provides internal opportunities like the Information Technology Services portal for on-demand technology training, Frontline training for secretaries, and training for student workers. Recognizing the importance of technology in operating an efficient and accurate data system, the University works with the consulting firm Strata Information Group (SIG) to provide regular training for key users of the integrated data system, including financial aid, the business office, human resources, academic services, and the registrar's office. ENMU found that it was more cost-effective to bring the expertise on-site to work with stakeholders across campus. Weekly meetings of the Information Exchange Council ensure that there is a wide dissemination of training and information.

2022 UPDATE

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

ENMU continues to strive to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves. This commitment to diversity is evident in the University's Vision statement: "The Eastern community envisions a university where every faculty and staff member instills in one another and in students a sense of social and cultural awareness and responsibility. The University accomplishes this by

embracing and fostering diversity and inclusion among students, faculty and staff." Our commitment to human diversity is also reflected in the institution's recruitment and hiring processes, as well as explicitly stated in our employee job descriptions.

The University uses Affirmative Action (AA) oversight as a management tool to ensure equal employment opportunity and to increase diversity in employment at the University. To assist with the monitoring of the University's goals, AA indicators for all position candidates are compiled and provided to committees near the beginning of the review period, and they are updated periodically throughout the search process to assist in identifying applicants in protected categories and to promote the hiring of underrepresented and protected groups. This information does not measure qualifications of the applicant in any other means other than for affirmative action purposes, and it is provided using a point-based system where committees do not know which specific affirmative action categories an applicant has scored in or reported on. In addition, each candidate who is recommended for hire is reviewed by the Affirmative Action officer to ensure that search committees have selected applicants without any apparent bias and have chosen applicants who are qualified and will fit in with the diverse culture that is central to ENMU's educational mission.

Eastern is deeply committed to the fundamental value of diversity in its student body and workforce and requires that all selection practices in its programs, activities, or employment be based solely on an individual's qualifications, without regard to race, color, national origin, religion, sex (including pregnancy, gender identity, and sexual orientation), age, disability, genetic information, veteran status, or any other protected status. The Affirmative Action officer is responsible for developing an annual Affirmative Action Plan, in addition to setting Affirmative Action goals for the University.

ENMU 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, assessment of student learning, and establishment of academic credentials for instructional staff. In Fall 2021, ENMU had 162 full-time and 69 part-time faculty members, and a student-to-faculty ratio of 16:1. The average years of service for full-time faculty (Fall 2021) is 8.5 years. Consistent with expectations at other medium-sized master's comprehensive regional institutions, ENMU's faculty instructional loads are twenty-four semester hours for the academic year, usually twelve each fall and spring semester. Eastern continues to provide re-assigned time for faculty who have significant administrative duties (e.g., department chairs, program directors, graduate coordinators in large programs), and the re-assigned time for department chairs was recently increased from .25 to .375 FTE per academic year. The University also has mechanisms in place that allow faculty to request re-assigned time for professional development or research endeavors. Summer teaching opportunities are optional, and are not part of the regular contract.

During the global pandemic, in compliance with state public health mandates, the institution did not require faculty to be on campus, and all obligations were fulfilled virtually. Outside of those extraordinary circumstances --with very few exceptions-- all full-time ENMU faculty are expected to be residential and to be available to participate in on-campus obligations such as academic advising, curriculum development, faculty hiring and evaluation, and institutional service. In addition, faculty continue to participate in shared governance through their membership on department, college, and university committees, several of which are directly engaged in assessment activities.

All ENMU instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings. As was described in our Assurance Argument, the University's faculty qualifications continue to adhere to HLC guidelines and to the standards of discipline-specific accrediting bodies. The Minimum Qualifications Matrix, established by program faculty, lists

qualifications needed for new and continuing faculty. When recommending a candidate for temporary or long-term hire, the program still submits a Credential Evaluation Summary form and official transcripts to the dean and vice president for approval. This form includes details about the faculty member's credentials, level of appointment, and (if this is based on other qualifying experiences) a rationale for qualifications to teach the assigned courses, as well as any request for graduate faculty status. All dual credit instructors are required to have the same minimum qualifications as described above.

Graduate faculty status continues to be granted and reviewed as described in our Assurance Argument. Renewal of graduate faculty status is part of regular Program Review process, and it requires a record of sustained involvement in the graduate program and currency in the discipline. The Graduate Dean participates directly in the systematic review of all graduate programs.

ENMU Instructors are evaluated regularly in accordance with established institutional policies and procedures. Faculty continue to be evaluated annually through the promotion and tenure (commonly referred to as "FEC" or Faculty Evaluation Committee process) and Annual Performance Evaluation (APE) processes, following the procedures set forth in the Faculty Handbook. These policies and procedures have not changed significantly since 2017.

As was described in our Assurance Argument, academic departments establish discipline-specific guidelines, informed by college-level principles, for evaluating faculty teaching, scholarship and service. These guidelines are regularly updated and posted in the university portal. Each Fall, the University continues to provide mandatory training for Faculty Evaluation Committee Chairs and Department Heads, in order to ensure consistency and responsible action throughout the evaluation process. Probationary faculty (or those seeking promotion) are reviewed using the steps in the FEC process, while tenured faculty who are not seeking promotion follow the more concise APE review process. In addition, resource faculty members and graduate teaching assistants are reviewed by their supervisors and department chairs on a less formal basis. This appraisal occurs after course evaluations come back for their first semester, and then on an annual basis afterward.

The university continues to provide processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. As was described in our Assurance Argument, ENMU supports professional development for all employees and has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles. As was described in section 3A, the New Faculty Investment Program (NFIP) --an extended orientation during the first contract year-- lays the foundational expectations for excellence in teaching, scholarship, and service at ENMU. Numerous opportunities are provided throughout the year for all faculty to remain engaged in their disciplines, acquire new skills, and refine existing ones. Academic Affairs has set aside over $230,000 (annually) in travel funds to attend conferences for research presentations or professional development. Faculty also have greater access to training opportunities online through webinars and, since the start of the pandemic, more conferences have been held virtually or in hybrid format; this continuing trend allows us to use the institutional travel budget more effectively.

The Office of Distance Learning --whose team includes a director, a dual enrollment coordinator, two distance education specialists, and an instructional designer-- continues to provide additional faculty development support, such as: training, resources, consultation, evaluation and support for developing and teaching online courses. The University supports best practices in online education by offering faculty training in Quality Matters©. Since 2017, ENMU implemented an LMS (Learning Management System) review and selection process that heavily involved faculty, and the University

recently transitioned from Blackboard to Canvas. The Office of Distance Learning has continued to provide extensive training opportunities to help faculty during the transition and implementation process, and beyond. ENMU also invested in 24/7 Canvas tech support for faculty and students. In addition, the Golden Library recently provided a series of workshops for faculty on identifying, evaluating, and integrating OER (open educational resources) into course curriculum and publishing using Creative Commons Licensing.

The Office of Sponsored Projects continues to help faculty identify external funding opportunities to support their research and to manage their existing projects. Internal grants remain available to new and returning faculty; over the past 5 years, we have awarded over $300K in funding. This office also has access to discretionary funds to provide research assistance, to help defray publication costs, and to support other scholarly activities.

ENMU instructors are accessible for student inquiry both face-to-face and online. The University continues to recognize the importance of faculty-to-student engagement. Eastern's faculty are expected to hold a minimum of six office hours weekly, across at least three days. Scheduled office hours are posted on syllabi, at office entrances, and with department and college administrative assistants. Communication options have been expanded to include Microsoft TEAMS, Bookings, Zoom, and Skype, in order to enhance the quality of virtual access for faculty/student interactions in online courses. These tools are also useful for on-campus students who may be unavailable to meet with a professor during posted in-person office hours. Such options were especially critical during the pandemic.

ENMU regularly assesses student perceptions of access to their instructors through regular course evaluations. The evaluation instrument includes a specific question addressing the accessibility/availability of the instructor. Over the past five years (no course evaluations were administered during the Spring 2020 semester due to mid-semester disruptions caused by COVID-19), the overall mean for this question in the "faculty interaction domain" was 4.42/5 (n = 98,951). Of note, the students' perception of instructor accessibility/availability did not appear to be impacted by the pandemic, as indicated by the range of scores during the past 5 years: 4.38 in AY17-18 to 4.46 in AY20-21.

On our most recent (2021-2022) graduating Student Satisfaction Surveys, 94.9% (undergraduate) and 95.9% (graduate) of our students indicated that they were Satisfied or Very Satisfied with "contact with faculty outside of class." These results are consistent with data from prior years, even during the pandemic, when the ranges were 94.5-97.0% for undergraduates and 94.1-97.8% for graduate students. Furthermore, on the NSSE (2018 administration), both our freshmen and senior students rated ENMU higher than our Southwest Public peer institutions on questions related to Student-Faculty Interactions. Prompts in this area included:

- Talked about career plans with a faculty member
- Worked with faculty on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

The University's staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities continue to be appropriately qualified, trained and supported in their professional development. Employees in these roles are typically classified as professional, meaning that their position requires a master's degree or a bachelor's degree plus experience. Academic tutors are generally student employees with advanced undergraduate standing

or graduate status in the major, and a strong academic record. The University provides internal and external training opportunities for specific job-related skills. Employees may now also take up to two tuition-free classes (6 credit hours) each semester for professional development or personal interest.

As was explained in our Assurance Argument, all full-time employees continue to attend fall back-to-campus meetings and periodic Management Information Exchange meetings that provide updates and training on important topics. Frontline staff meetings are held regularly, and they include training and updates on internal and external policies and procedures. Each student support unit follows appropriate best practices, encourages staff development, and has access to a travel budget for conference attendance or training. The Golden Student Success Center provides funds for adding relevant professional development materials to the library collection, and Information Technology Services (ITS) provides on-demand technology training, technology tips, and other topics through the employee portal. ENMU continues to work with the consulting firm Strata Information Group (SIG) to provide regular training for key users of the integrated data system.

Sources

- Back to Campus Agenda
- Back-to-Campus Meetings
- College-level FEC APE guidelines
- DEO Training Report 2017
- Distance Learning Training Resources
- ENMU Academic Affairs Travel
- ENMU Faculty Annual Performance Evaluations
- ENMU Faculty Credential Evaluation Summary
- ENMU Faculty Hiring Justification
- ENMU Faculty IRG Application Form
- ENMU Faculty Post-Tenure Review
- ENMU Portales Affirmative Action Plan 2021
- ENMU Promotion and Tenure Process
- ENMU QI Report (NFIP)
- ENMU Workforce (2007-2016)
- Faculty Access Student Satisfaction
- Faculty Credential Evaluation Summary.pdf
- Faculty Load Banking and Requests for Reassigned Time Policies
- Faculty Qualification Matrix
- FEC and APE Guidelines
- FEC Process Training
- Frontline Training (Secretaries)
- Full Time and Adjunct Faculty Repository.pdf
- Graduate Coordinator Selection and Responsibilities
- HHS FEC and APE Guidelines 2016
- Information Exchange Council Agenda
- Internal Grants and Research 2016-2022
- ITS Portal Training
- Library OER Workshops
- LMS Evaluation Report 2019-2020
- Minimum Qualifications Matrix

- NFIP Workshops
- NM Student Satisfaction Survey 2022
- NSSE ENMU Overview and 2018 ENMU Snapshot.pdf
- Partners Training (Student Employees)
- Search Committee Guidelines and Training Verification
- SIG Consulting (2013-17)
- Staff Repository.pdf
- Strata Information Group (SIG) Trainings
- Student Support Services Personnel

3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Argument

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The University works with great intentionality to renovate its instructional areas, including upgrades in technology and specialized spaces that directly support academic programs. Through an ambitious series of campus renovations (see 5A), the university focused its efforts on facilities designed specifically to enhance student learning, based on the nature and needs of the programs housed there.

In the past ten years, ENMU renovated four instructional buildings. The Science Building (2008) was expanded and remodeled to include state-of-the-art laboratory facilities and new equipment, including a cadaver room. The 2010 renovation of the Music Building improved instructional and practice areas, upgraded the performance venue, and added a large band rehearsal hall. The 2011 re-opening of a completely redesigned Art and Anthropology building afforded students a new film screening room, two state-of-the-art Mac laboratories, a dedicated suite for graduate assistants, and improved art studios and laboratories for Anthropology and Forensic Science. The latest instructional facilities renovation (2015) greatly enhanced the Jack Williamson Liberal Arts Building (JWLA), the highest-use classroom facility on campus and hub for general education courses. The footprint of the building was extended, all classrooms included smart technology, two enhanced-design labs (Math and Writing) were added, as well as two Mediasite®-equipped classrooms, a graduate assistant suite, Writing Center and Math Study Room, and a café.

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

The present renovation of Golden Library, soon to be known as the Golden Student Success Center, is the epitome of ENMU's focus on designing facilities around the needs of students and programs. The library, currently housed in temporary facilities, offers a wide variety of research resources, including slightly over one million books and book equivalents. Other material formats include manuscripts, archives, maps, audio materials, videos and DVDs (totaling 28,470 resources), along with over 84,000 serial subscriptions, of which fewer than 300 are paper or microfilm. Since 2010, the primary growth has been in the form of electronic resources. Librarians assist students, in-person and by phone during all operating hours, and a distance education librarian helps online students days, nights and weekends. The $26 million renovation will transform the Center into "the" destination on campus for encouraging active learning, connecting students to academic support services and information resources, and fostering social and professional interactions between students, staff and faculty.

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

As discussed in 3A, ENMU's Distance Education Office provides technology support for Blackboard, Mediasite® and other software in-house, online and by phone. Mediasite®, a live and on-demand lecture capture tool enables faculty to prepare and present instruction that can be viewed at student

convenience. Portable units and My Mediasite® desktop recording capabilities allow 24/7 access for instructional recording from any device. From August 2011 through December 2016, over 29,000 presentations were recorded, with over 600,000 total views. During the 2015-2016 academic year, faculty recorded almost 2000 desktop presentations that resulted in 32,500 views. These data show good use of Mediasite® as an instructional support tool.

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

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

Guidance in Research and Information Resources: As described in 2E and 3B, ENMU fully supports student engagement in research and creative work. The University provides students guidance in the effective use of research and information resources early in their academic careers. Library staff provide information literacy instruction in all subjects through library visits, in classrooms across campus, via Mediasite® presentations, and by use of assignment-specific handouts. Extensive assistance is available on the library's website, including research guides and subject-specific tip sheets.

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

2022 UPDATE

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

ENMU remains committed to providing student support services suited to the needs of its student populations. As discussed in our Assurance Argument, the demographic profile at Eastern includes many students who have little previous knowledge of or exposure to the college environment. Therefore, the University continues to provide mechanisms that begin to support students prior to the official start of their college career at the institution, including the ENMU Open House (previously divided into the Green and Silver Senior Preview Experience and the Junior View Experience) and Dawg Days Orientation events. These opportunities allow high school seniors to tour the University and get to know ENMU's academic offerings, to gain information about our student support services, and to chat with current students and faculty. They were launched as virtual experiences during the pandemic, and have been expanded in recent years to include transfer students.

The University returned to its traditional face-to-face ENMU Open House and Dawg Days events this year. However, Eastern continued to offer a virtual Open House because prospective and confirmed incoming students value the online option. Some smaller group events (GameDay Tours and ShowTime Tours) have been added to expand on opportunities for students to become familiar with the University. Students are also encouraged to visit the campus with their families, and the University provides a defined "Six Step" brochure and process that details the steps for advising, registration, payment, and receipt of an ID card. The updated "Greyhound Parents' Guide" offers important information for parents and families. As mentioned above, Dawg Days, an orientation for new freshmen and transfer students, has returned to its on-campus format, but it was still held virtually during the COVID campus closure, using engaging online video and live sessions to create an academic and social network and to prepare students for their first day of classes.

Once students are enrolled, Student Affairs continues to take the lead in supporting students outside of the classroom. Their services include such diverse options as:

- Advising Center
- Counseling and Career Services
- Accessibility Services and Testing
- Financial Aid
- Health Services
- Multicultural Affairs
- Transfer Center
- TRIO programs
- Tutoring Services
- Veterans' Office

ENMU continues to provide supplemental activities to complement these services. Tutoring services recently began offering additional resources, beyond subject matter assistance, to include such topics as study skills and time management. The University also continues to support students in selecting a major by hosting social gatherings for students to explore new majors and to facilitate networking with other students in the discipline and sponsoring a MajorFest event for students to explore majors across all colleges. The Office of Counseling and Career Services also assists students in investigating career options and in developing job-seeking skills, such as resume-writing and interviewing. In addition, the University has invested in the implementation of the Handshake® Program, which serves to connect students and alumni to employers. Each year, Eastern also hosts an Etiquette Dinner which pairs 5 students at each table with a faculty or staff mentor. Students are given guidance on professional attire and business meal etiquette, and a chance to practice interview conversations and to answer typical employer questions, as well as to receive formative feedback.

ENMU values its association with the military, and the University currently holds Military Friendly® School Gold designation. A VA certifying official in the Registrar's Office serves as the central point of contact, and works directly with military and veteran students to help them process the Certificate of Eligibility for VA education benefits. Eastern also participates in the Voluntary Education Partnership Memorandum of Understanding program with the Department of Defense and offers military waivers for in-state tuition to active duty students, as well as to their spouses and dependents currently stationed in New Mexico.

Eastern continues to provide 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. To facilitate academic success, ENMU focuses on

placement testing prior to initial registration for courses. Academic departments determine [criteria for placement](#) in appropriate Math, English, and Reading courses, using guidelines based on a careful analysis of performance of ENMU students over time to find the best predictors of course success. This placement criteria had to be modified to rely less on SAT and ACT scores when the pandemic made it challenging for high school students to take those exams.

The University continues to employ recognized [best practices](#) to address the academic needs of our students. Eastern supports all new freshmen by enrolling them in [FYEX 1110: "First-Year Experience."](#) This course provides first-time freshmen with various tools for succeeding in college, and it is part of a [learning community](#) that helps students build social connections. ENMU also continues to use an Early Alert system to identify and provide support to students who may be struggling throughout the semester. Student Support Services offers face-to-face and virtual tutoring in many subjects, and Accessibility and Testing Services help students who may need accommodations. The Department of Mathematical Sciences staffs a study room, and the Department of Languages and Literature staffs a physical and virtual Writing Center, as well as a Language Laboratory.

As described in our Assurance Argument, ENMU continues to provide academic advising suited to its offerings and the needs of its students, requiring all undergraduates to consult an academic advisor before registering for the next semester. Freshmen are advised by professionals in the Advising Center using [2-year advising modules](#) until the end of their first year; at that time they are assigned to faculty advisors in their discipline. The Transfer Center continues to assist transfer students with their initial registration and declaration of major. Because of the strict eligibility requirements for student athletes, an advisor in the Registrar's Office is responsible for mentoring athletes regarding National Collegiate Athletic Association (Division II) compliance. In a similar fashion, the International Academic Advisor monitors the schedules of our international students to ensure that visa and other compliance requirements are met. Both of these staff members work parallel to the students' regular academic advisors.

Graduate faculty advisors work with students for their initial enrollment; together they outline a program of study listing all requirements for degree completion. The Graduate School requires the submission of an approved degree plan by the end of the first semester; thereafter, graduate students are encouraged to consult with an advisor regularly as they prepare for each subsequent registration.

The University continues to employ a degree-tracking tool, Curriculum, Advising and Program Planning (CAPP), and to provide training to faculty and students on its effective use. Because this program allows students and advisors to check progress toward degree on-demand at any point in the student's program, it is effective in detecting potential errors prior to graduation. Students can also use this tool to explore a "What-If" analysis that will gauge the impact of a change in major or minor on timely degree completion.

As described in our Assurance Argument, ENMU continues to leverage its advising modules and CAPP to facilitate our students' completion of at least a two-year degree. This can be especially important given the institution's demographics, since our students sometimes have to stop out or drop out due to circumstances beyond their control. This practice has resulted in an [increase in the percentage of students who leave Eastern with a degree in hand](#).

Eastern continues to provide the infrastructure and resources necessary to support effective teaching and learning for our students and instructors, as appropriate to the institution's offerings. As described in our Assurance Argument, consistent with our intent to enhance student learning by

modernizing and renovating campus facilities, the recently completed Golden Student Success Center (GSSC) --mentioned in our 2017 report-- was opened in Fall 2018. The Golden Student Success Center serves as a hub for active learning, connecting students to academic support services and information resources, and fostering social and professional interactions between students, staff and faculty.

As described in section 3.D.1, tutoring services are offered virtually and in-person at the GSSC and the facility serves as a mandatory study hall location for student athletes. The Advising Center continues to hold regular student success workshops in the GSSC. These workshops were offered virtually during the pandemic. In addition, a variety of displays, academic, and social events are hosted in the GSSC throughout the year. This includes Major Fest, the Student Research and Creativity Conference, ENMU's Family Weekend presentations and receptions, the Jack Williamson Lectureship, film nights, the Long Night Against Procrastination, the Faculty Lectureship series, and displays surrounding diversity and heritage celebrations. The facility provides ample computer workstations, both collaborative and quiet study spaces, comfortable and flexible seating, and even exercise bikes with a reading stand for patrons who wish to combine physical wellness with academic preparation.

Above all, the GSSC continues to provide a wide variety of resources, and library holdings are reviewed and reported annually. Since 2017, the library has developed a new collections management policy to ensure that the University has adequate and appropriate holdings to support the instructional and research needs of academic programs, within the scope of the University's mission.

ENMU fully supports student engagement in research and creative work. The University provides students guidance in the effective use of research and information resources early in their academic careers. Professional librarians provide information literacy instruction in all subjects through library visits, in classrooms across campus, online via Microsoft TEAMS or Zoom, and by the use of assignment-specific handouts in collaboration with custom-curated online LibGuides. Extensive assistance is available face-to-face at the Golden Library Reference Desk, via email or chat on the library's website, including research guides and subject-specific tip sheets.

As described in our Assurance Argument, all departments have classrooms and resources appropriate to their educational offerings. These facilities have not changed significantly since 2017. ENMU continues to systematically update its technology, including the equipment in Mediasite® and smart classrooms, and the University continues to implement a roll-out plan to replace computers, ensuring ample access to the latest technology in offices, classrooms, and in student labs across campus. Eastern also provides access to technology in a wide variety of locations, including campus common areas and residence halls.

Eastern remains committed to maintaining and updating these spaces, including technology and other teaching resources. Through the ER&R (Equipment Renewal and Replacement) process, the University has invested approximately $1.5M in computer and classroom technology updates across the campus. Through this same process, the University has also invested over $800K in new equipment and technology for the specific needs of academic programs. Although not an exhaustive list, examples of recent upgrades include equipment in our Culinary Arts facilities; enhanced classroom and production technology to support the Theatre and DFM programs, new broadcasting equipment for our Communication program, the purchase of 50 new computers for the Mac lab for the Arts program, new instruments for the Music program, specialized equipment for Renewable Energy emphasis in the Electronic Engineering and Technology, and new equipment/instrumentation

to support the Biology, Chemistry and Agriculture programs.

As described in our Assurance Argument, Eastern New Mexico University maintains research collections at several of its museums. This includes the Miles Mineral Collections, the Dr. Antonio "Tony" Gennaro Natural History Museum's faunal collections, the Roosevelt County Historical Museum, and the Miles Anthropological collections. Collections associated with the Blackwater Draw National Historic Landmark are housed on campus at the Blackwater Draw Museum, and they include world-famous artifacts from the earliest known and defined prehistoric culture in North America, which are studied by archaeologists from around the world. Other learning-centered facilities on campus include Archaeology's long-term curation facility and the Blackwater Draw Site, as well as on-site Speech and Hearing Rehabilitation Outreach Clinic (staffed by faculty and students in Communicative Disorders), and the field sites for Wildlife students. We continue to ensure that students and faculty have access to specialized facilities that enhance their educational experience, such as our science labs, museums, a public radio and television broadcast center, a computer design lab, culinary arts kitchen and serving facilities, and a child development center that serves as a training site for early childhood education students.

Sources

- Blackwater Draw
- Bldg & Renovation 2001-16
- CAPP Report (Example)
- College Expo Flyer (2015)
- Dawg Days 2015
- Developmental Studies (MATH)
- ENMU Equipment Renewal and Replacement Expenditures (2017-2022) by Category
- ENMU Transcript (Unofficial)
- FYEX Course Syllabus Template Summer 2022.pdf
- Golden Library Collection Development Plan
- Golden Library Holdings (2010-2016)
- Greyhound Parents Guide
- Handshake for Students and Alumni
- JNGI Best Practices
- JNGI Best Practices
- Learning Communities Summer and Fall 2022
- LibGuides
- Library Holdings Data 2022
- Library research (MyENMU)
- Long Night Against Procrastination
- Mediasite and Smart Classrooms
- Mediasite Statistics (2011-16)
- Mediasite Statistics 2014-2021
- Military Friendly School Gold Designation 2022-23
- Overall Six-Year Completion Rates
- Placement Freshman English Courses
- Placement Freshman Math Courses
- Placement Matrices
- Six Steps of Registration

- Special Use Learning Spaces (2016)
- Student Success Workshops
- Student Support Prior to College
- Student Support Services
- Transfer Center (enmu.edu)
- Transfer Equivalency Tools
- Tutoring Services
- Undeclared Student Workshops
- Undergraduate Advising Modules (2015-17)
- Undergraduate Advising Modules (2021-23)
- UNIV 101 Syllabus Template Fall 2016
- Writing Center

3.S - Criterion 3 - Summary

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

Summary

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

2022 UPDATE

3.S Summary

The University continues to be guided by its mission in hiring and retaining qualified, diverse faculty and staff members who contribute to the high quality of Eastern's teaching and learning experience. Faculty, staff, and students have access to appropriate professional development and resources to be successful.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure 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 ensures 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 ensures that the credentials 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.

Argument

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

The overarching objective of [ENMU's Strategic Plan](#), which provides the basis for all assessment activities including program review, is to "place students and student learning at the center of every institutional action and activity." Program assessment, discussed in further detail in section B, begins at the course level with student evaluations of instruction in all courses. Each faculty member's evaluation materials (the FEC or APE process, described in Criterion 3) include self-reflections on course evaluations and plans for improvement.

[Effectiveness Plans](#), submitted annually by each program, address the academic unit's alignment

with the University Strategic Plan. In these reports, units delineate program-specific strategies and measures related to the University goals. Under Goal 1 *High quality academic programs*, this includes:

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

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

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

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

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

After reporting on progress toward prior objectives, reflecting on variables that affect the realization of outcomes, and identifying future goals, the Effectiveness Reports culminate in resource requests that are tied to program accomplishments, challenges, and future plans. The Deans' Council and the VPAA discuss and prioritize these requests. Because the annual Effectiveness Plan review process provides a "snapshot" of department functions, it is designed to facilitate rapid response to immediate programmatic needs. For example, the College of Business's report supported a budget increase to cover costs for major field tests and exit and alumni surveys, both of which are essential components of their Assessment Plan. Furthermore, the institution prioritizes annual Equipment Replacement and Renewal requests based on information included in the Effectiveness Report, linking them directly to department objectives. For instance, the Communicative Disorders program identified in its 2015-16 Effectiveness Plan new directions that could be taken in the audiology program and clinic, which were not possible with the current outdated audiology suite. The equipment was included on the Equipment Renewal & Replacement request for the year, and was subsequently funded. The information is also used to make decisions regarding staffing; for example, even in the absence of a specific request, the data provided in a recent Social Work Effectiveness Report revealed sufficient growth to justify a new faculty line. Although the use of Effectiveness Plans is relatively recent, these examples demonstrate that it has had a direct positive impact on the alignment of assessment, planning and resource allocation. Frequently, curricular changes are driven by data and recommendations from this annual review process; curriculum proposals are submitted biannually as part of the catalog review process, described later in this section.

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

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

The current process has proven to be more effective and intentional; however, it is important to note that it is an outgrowth of previous versions of a sound decision-making process that has long been integral to the assurance of program effectiveness and viability, as well as resource allocation. For example, in 2010, twenty-eight programs were reviewed under the previous system and it was determined that the graduate program in Mathematics was not viable, so it was phased out. Although the program had enough qualified faculty and appropriate curriculum, the number of students did not justify the resources needed for it to continue. Furthermore, it was unclear how Masters-level students could receive a full graduate experience with so few peers in the program. Earlier, in the 2008-09 academic year, the MBA program underwent regular graduate program review. Because there was evidence the program was nearing capacity, the program review process identified a need to either limit new enrollment or change the course rotation to accommodate more students. The program worked with University administration to develop a schedule of course offerings that could accommodate growth. To maintain academic quality, rather than raise the capacity in course sections, the University increased the number of sections or the frequency of rotation. The program's continued growth also resulted in the subsequent addition of two faculty lines and increased resources. As a result of this review, the MBA program also began discussing modifications to their comprehensive examination, and they articulated a more clearly-defined purpose for the capstone experience, re-envisioning it as an integrative project incorporated into a course with specific learning outcomes.

Credit Evaluation: Eastern New Mexico University has defined processes for evaluating all credits that are transcripted. All coursework taken at the institution is assigned credit according to the course description contained in ENMU Undergraduate and Graduate Catalogs. The credits assigned are evaluated through a curriculum review process at the time the course is developed. ENMU defines an

academic credit as the equivalent of one fifty-minute contact hour (instructor to students) per week for a sixteen-week period. Labs, activity courses, ensembles, and workshops require more contact hours than the credit hours indicate. Courses created and offered only through online delivery are evaluated to determine the appropriate number of semester credit hours when they are developed and approved. US Department of Education guidelines are used for this determination, with one semester credit hour being equivalent to at least forty-five hours of student work.

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

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

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

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

Transfer courses are articulated as equivalent to a course at ENMU based on evaluation by faculty within the appropriate program. Once equivalency has been determined, the course is entered into the Transfer Evaluation System (TES). TES is a tool that may be accessed through the ENMU webpage for use by prospective and current students to determine course equivalence once a course has been evaluated. Courses determined to be equivalent are transcripted with the number of credit hours awarded by the institution where the course was taken. If that institution is on a quarter system, the credit hours are converted to semester credit hours at the rate of 2/3 semester credit hours for each

quarter hour. Transfer of credits from international institutions requires an evaluation of the transcripts by an independent evaluation service recognized by National Association of Credential Evaluation Services (NACES). Students transferring from partnership institutions through the World American Cultural Exchange (WACE) submit transcripts that are evaluated by staff and department chairs, who determine equivalent content based on course descriptions provided by the institutions. ENMU does not limit the number of credits that may be transferred at the undergraduate level, but students must meet the institutional residency requirement to graduate.

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

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

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

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

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

in its use. Learning resources typically are communicated on syllabi and in Blackboard course shells.

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

To provide college-level experiences to New Mexico high school students, ENMU offers existing courses as dual enrollment opportunities. New Mexico's Dual Enrollment Programs are established by state law (NMAC 6.30.7) with the purpose of "providing high school students the opportunity to enroll in college-level academic and career-technical courses offered by a post-secondary educational institution." The program is administered jointly by the New Mexico Higher Education Department (NMHED) and New Mexico Public Education Department (NMPED). All courses offered as dual enrollment are listed in the ENMU catalog and are offered on a regular rotation. When offered for dual credit, the courses may be taught on campus, online, as a hybrid course, or at the student's local high school. Instructors of dual credit courses include regular full-time faculty and high school teachers employed as resource faculty. ENMU faculty control course pre-requisites, materials, syllabi, student learning outcomes, and requirements for course completion/course grading. Participating high schools must have a master agreement with ENMU that identifies approved dual enrollment courses. ENMU's Dual Enrollment Program operates under the auspices of Distance Education and Outreach. A staff member, the Dual Enrollment Coordinator, communicates with all partner schools and faculty as necessary to ensure the success and integrity of the program.

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

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

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

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

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

• Council for the Accreditation of Educator Preparation (formerly National Council for Accreditation

of Teacher Education)
Last visit: April 13-20, 2011
Focused visit: April 21-23, 2013
Accredited through: 2019 (after extension granted)

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

Evaluation of Student Success: ENMU's mission is to prepare students for careers and advanced study, to impart citizenship and leadership skills and values, to support and expand the role of education and excellent teaching at all levels, and to enable citizens to respond to a rapidly changing world. In short, the mission is student success. As such, the institution tailors its educational programs to the current standards of each student's chosen profession (including practicum and internships, as applicable). ENMU uses a number of mechanisms to evaluate student success, including student perceptions and satisfaction, licensure/certification rates, graduate school acceptance or employment rates, and salary levels.

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

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

A report published by the NM Higher Education Department (NMHED) provides employment and salary data for graduates of all NM institutions of higher education, providing two benchmarks of

success. The report currently includes data for students graduating in 2005-06 through 2012-13, and reports the number of graduates working in the state and their median salaries for each of the subsequent eight years since graduation. The data were provided, therefore, for the years 2006-07 through 2013-14. These data allow the University to identify cohorts of students who remained in the state of New Mexico after graduation. According to the NMHED report, the percentage of ENMU students who graduated with a Bachelor's degree and were in the state one year later ranges from 56% to 68% of the total ENMU graduates for the year. For students graduating with a Master's degree, 57.7% to 74.3% were working in the state one year later. Fewer students appear to be remaining in the state of New Mexico for the most recent years reported. This is most likely a reflection of the economy in the state, as salaries tend to be among the lowest and rates of unemployment among the highest in the country. The data in this report indicate that, of those students remaining in the state, an average of 74% of those at the bachelor's-level and 92% of those with master's degrees were working full-time one year after receiving their degrees. These data do not account for any students who chose to continue in advanced graduate or professional education.

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

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

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

ENMU is committed to expanding its efforts for evaluating student success. In recent years, collecting information on students after they graduate has been incorporated into department

Effectiveness Plans. In addition, each college has developed and continues to refine collection of data on alumni, with two colleges currently piloting the use of nationally-normed instruments. The Office of Alumni Affairs has begun to build a social media connection with ENMU alumni to gather additional information about employment, satisfaction, and comments on their educational experiences. Currently, ENMU's LinkedIn profile has over 14,000 followers, 12,385 of which are ENMU alumni. This is a recent strategy developed to maintain connections with graduates, which allows the University to obtain information about employment and other self-reported information.

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

2022 UPDATE

4.A. The institution ensures the quality of its educational offerings.

The institution maintains a practice of regular program reviews and acts upon the findings. ENMU continues its practice of systematic program review, adhering to a schedule requiring all programs to engage in global self-reflection and assessment. In the 2020-2021 academic year, the institution's standing Program Review Committee conducted a comprehensive viability study of selected undergraduate and graduate programs in place of the regular program review. This proactive examination of program quality and viability was implemented, in part, as a strategic approach to addressing the academic and potential financial consequences of the global COVID-19 pandemic. However, the University has conducted viability studies as warranted by internal and external factors, and a similar review –described in the Assurance Argument--was last implemented in 2010. The 2020-2021 viability review focused on programs that had experienced a decline in student enrollment and/or a decline in students' completion rates in the previous five academic years. Programs were asked to provide information explicitly addressing those trends and describing strategies they were taking to enhance future recruitment, retention, and completion. Recommendations from that process were either acted upon in terms of proposed modifications, elimination of curricular options, or development of new directions, or they served as a basis for follow-up evaluation in the regular Program Review cycle. In 2021-2022, the University returned to its regular review schedule; final recommendations are pending.

In a parallel fashion, each program continues to complete an annual Effectiveness Report and receives formative feedback from its respective college council, in conjunction with the dean. As was described in the Assurance Argument, these annual reviews are based on the same criteria as those used in the systematic Program Review process and, therefore, cumulatively build up to that periodic review. All programs undergo a full Program Review once every five years unless a check-in is recommended at a shorter interval. In this process, they respond to feedback from previous effectiveness reviews, viability studies, and program reviews, and they report on any progress or challenges. Using integrated annual and periodic processes to revisit measures of each program's progress in self-improvement allows ENMU's faculty to respond with agility to internal and external

trends and design and enhance academic, co-curricular (e.g., internships, practicum experiences, etc.), and other activities and align resources that best suit the emerging needs of students as they grow into their roles as responsible citizens and prepare for evolving professional/career environments.

The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties. Also, the institution has policies that ensure the quality of the credit it accepts in transfer. ENMU continues to use the Transfer Evaluation System (TES), as described in the 2017 Assurance Argument, to ensure consistent application of credit. Coursework submitted for transfer evaluation must originate from a duly accredited institution recognized by C.H.E.A. or other nationally-recognized entities. The TES system relies on content area experts in each discipline to evaluate and approve articulation for transfer credit. Vocational/Technical credit that may be eligible for use toward degree completion is evaluated primarily through TES, C.H.E.A., or through recommendations from A.C.E. This guarantees the appropriate award of credit to support designated ENMU undergraduate Bachelor of Applied Arts and Sciences (B.A.A.S) and Bachelor of Career and Technical Education (B.C.T.E.) degrees, which allow the application of Vocational or Technical credit (e.g., Law Enforcement Academies, Federal Aviation Administration licensure for A&P, EMT, and Nursing) as a primary concentration area. Credits from international institutions require third-party evaluation by recognized entities (e.g., WES, etc.) before review for specific equivalency to ENMU coursework.

In 2017, by statute, New Mexico implemented a "common course numbering system" (CCNS) for lower-division academic courses, including courses approved for general education. The goal of this mandate was to standardize course descriptions and student learning outcomes across the state's colleges and universities. As a result, courses that meet those requirements are automatically transferable across NM institutions. Eastern converted its approved courses between Fall 2019 and Spring 2021 to the new 4-letter prefix, 4-digit CCNS. As required by the NMHED, the university also finalized its recertification of general education offerings approved for state-wide transfer within that same timeframe.

The institution maintains authority over prerequisites, rigor, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, which has not changed significantly since 2017. ENMU maintains a regular two-year cycle of curriculum review and refinement to support the undergraduate and graduate catalog revisions that occur in alternating years. As described in our Assurance Argument, the University continues to follow a well-established procedure that entails a multi-level curricular proposal and review process that originates with program faculty. The process ensures that appropriate rigor and, as applicable, prerequisites are established for all courses. The University continues to use Banner® Software to enforce registration characteristics (e.g., student level and course prerequisites.)

Authority for course creation and delivery, including pre-requisites, lies primarily with faculty. Expectations for student learning (Student Learner Outcomes) are established by program faculty based on accreditation requirements, professional guidelines, and disciplinary expertise. Assessment of program-level Student Learner Outcomes occurs annually, and results are reported in the Effectiveness Reports reviewed each year at the college level. In addition, cumulative assessment reports are reviewed by the University's Assessment Committee as part of the periodic Program Review process. A key focus for discussion as we review, refine, and assess programs is the achievement of appropriate learning outcomes at all points in the curriculum; this requires the

application of meaningful standards of measurement for those outcomes. The institutional checks and balances included across all these processes ensure that the institution maintains authority over the curriculum and supports the University's commitment to offering rigorous, high-quality coursework to its undergraduate and graduate students. Furthermore, programs evaluate learning resources used in and out of the classroom through a lens that focuses on their quality and accessibility. This ensures they align with and support students' academic preparation and success. As described in our Assurance Argument, faculty and students have access to a variety of learning resources over which the University exercises and maintains authority.

Faculty qualifications and credentials are evaluated thoroughly by the institution during the hiring process and reviewed annually as part of the established retention processes for probationary, tenured, and resource faculty (See Criterion 3.C).

The University 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. As was noted in our Assurance Argument, all dual-credit offerings at ENMU are drawn from our regular catalog, and they may be offered on campus, online, as a hybrid course, or at the student's local high school. Every course offered as a dual credit option is approved by the institution according to a defined process. In all cases, these classes are taught by qualified instructors, primarily by ENMU's regular full-time faculty as part of their teaching load. In some circumstances, the courses are taught by resource faculty members who meet the regular program requirements to qualify as adjunct instructors for specific coursework. Student learning expectations are identical to those of degree-seeking students, and the review of rigor and achievement in these sections is treated the same way as all other courses.

As noted in our last review, the University maintains specialized accreditation of several key academic programs, as appropriate to educational and disciplinary needs. Successful re-affirmation or accreditation visits that have occurred at ENMU since 2017 are: Accreditation Commission for Education in Nursing (ACEN, 2021); Accreditation Council for Business Schools and Programs (ACBSP, 2018); Council on Academic Accreditation for American Speech-Language-Hearing Association (ASHA, 2020); and the Council on Social Work Education (CSWE, 2021). The Music Program had its last accreditation visit by the National Association of Schools of Music (NASM) in 2014 and is scheduled for its next comprehensive review in 2024-2025.

The institution evaluates the success of its graduates. As our Assurance Argument describes, ENMU uses several mechanisms to assess student success, including student perceptions and satisfaction, licensure/certification rates, graduate school acceptance, and employment rates.

The University continues to receive very high ratings on our Student Satisfaction Surveys. The most recent surveys, conducted in fall 2021 and spring 2022, showed that 92.9% of undergraduates (n = 277) and 97.8% of graduate students (n = 155) were Very Satisfied or Satisfied with their preparation for work or graduate school. Moreover, 95.3% of undergraduate and 98.5% of graduate students were Very Satisfied/Satisfied with their college experience. This level of student satisfaction did not appear to be impacted during the pandemic.

The institution also continues to collect information on licensure rates, employment rates, and –as appropriate—admission into professional programs. Over the past four years, 92.1% (140/152) of licensable graduates from the teacher preparation program obtained licensure and are employed in public education. Consistent with our previous report, 100% (180/180) of graduates from the CDIS master's program over the past four years (2017-2021) have completed a clinical fellowship, obtained

licensure, and are employed in their field. Data available for graduates from our Nursing program show that 98.3% of B.S.N. and 97.4% of M.S.N. graduates were employed or admitted to graduate school over the past five years. ENMU also continues to track graduates from pre-professional programs, and over the past five years, 41.4% (24/58) of graduates who applied to medical school were accepted.

The University monitors the NMHED's data on employment and median salaries for graduates of NM higher education institutions. As described in our Assurance Argument, The NMHED database presents challenges in terms of not tracking data for graduates who were never in New Mexico to begin with, or those who leave the state after graduation. However, the biggest challenge since 2017 is that the state has not consistently updated the database, further limiting its value. Eastern continues to employ graduate surveys, faculty surveys, and National Student Clearinghouse data to assess the success of its graduates. Of the 4083 graduates over the past five years (fall 2017 through fall 2021), ENMU has information on 2365 graduates (57.9%). Of these, 2294 (97.0%) were employed or admitted into graduate/professional school.

The evidence confirms that ENMU's graduates are successful in terms of employment, graduate/professional school admissions, and the ability to be licensed in their disciplines. However, similar to many higher education institutions, the University acknowledges the challenges of tracking students after graduation and the limitations of its current processes. Moreover, results from the Student Satisfaction Survey (i.e., 9.1% and 8.4% of undergraduate and graduate students were Dissatisfied or Very Dissatisfied with the "quality of career counseling and advisement") point to an opportunity for the institution to enhance the students' connection to employment. For these reasons, Eastern is actively seeking avenues for improvement. The University is currently investigating new ways to track the success of our graduates using external mechanisms and services. Academic Affairs and Student Affairs are also working collaboratively to develop refinements to curriculum and support services to facilitate a broader student awareness and intentional pathway(s) to future employment. We anticipate that this will be the focus of our next Quality Initiative.

Sources

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- Credit by Examination
- Curriculum Process (Undergraduate and Graduate)
- Dual Credit (NMAC 6.30.7)
- Dual Credit Course Approval
- Dual Credit Master Agreement
- Educational Licensure Rates Chart 2017-2021 with Totals
- Effectiveness Plans and Support Unit Strategic Plans.pdf
- ENMU Effectiveness Report (Template)
- ENMU Graduates (Program Reports)

- ENMU_Strategic Plan 2013-2018
- Evolution of Assessment at ENMU
- FAA A&P (B.A.A.S.)
- Faculty Qualification Matrix
- Graduate Program Review Recommendations (MBA)
- Integrated Assessment Flowchart
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- NM Law Enforcement Credit (B.A.A.S)
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- PE Report (Excerpt) 2015-16 (COB)
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- Program Review (2017-2021).pdf
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- Residency Requirement
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- Transfer Equivalency (TES)
- Value for the Dollar
- Viability Review and Final Recommendations.pdf

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

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

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

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

General Education/Extended Core Assessment: Student learner outcomes have also been developed for efforts that cross program boundaries. In compliance with state mandate, Eastern New Mexico University assesses each General Education course in line with the State's student learning outcomes. In addition, the University voluntarily assesses its Global/Diversity course requirement. Each of these courses (General Education and Global/Diversity) has student learning outcomes and established methods to evaluate achievement of those outcomes. All general education and global diversity

courses are assessed according to an established five-year rotation. This is accomplished in alignment with the State of NM Competencies for general education courses or using a rubric with ENMU-specific learning objectives for global diversity courses. Each of the core areas (Communication, Mathematics, Laboratory Science, Social and Behavioral Science, Humanities, and Fine Arts) has an assessment matrix that includes specific course objectives that address the state competencies and ENMU-specific competencies, the tools/procedures used to assess the objectives (e.g., exams, papers, etc.), assessment results, interpretation of the results, and plans stemming from the results obtained.

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

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

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

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

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

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

measure of the institution's academic effectiveness. The gains observed in scores are consistently higher for ENMU than for the peer institutions in all areas assessed.

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

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

- Modifications within a course: In assessing the outcomes for CS 360, computer science students frequently did not meet the expectation for "code efficiency." Reflection on this finding led the faculty to identify the need for additional assignments to allow students to gain the skill incrementally.
- Addition to curriculum: Assessment data reported in the 2012-13 COB report indicated that students had difficulties in FIN 315, and the report identified the course as an obstacle to timely degree completion. In response, FIN 201 was added to the Business Foundation Core Requirements in the 2013-15 Undergraduate Catalog. Similarly, the History program reported that students in upper-division classes exhibited difficulty in source use and evaluation, understanding discipline standards for historical writing, and completing historical research projects. The program's response was the addition of HIST 290. The program's 2013-14 assessment report indicated improved scores in these areas in upper division classes for students who had completed the new course.
- Changes to emphases/degrees: Following the 2010 program review, the Department of Art modified its degree offerings to focus on the BFA degree, eliminating the far less popular BA and BS degree options and resulting in better use of faculty and physical resources.
- Changes to assessment plan: It was noted in the Psychology program's Effectiveness Plan that the use of a standardized instrument was not providing information in enough detail to identify where program changes needed to occur; they intend to create an in-house instrument for the next review cycle.
- Resource allocations: The Educational Studies Program identified the need for updated classroom technology from assessment results reported in their 2014-15 Effectiveness Report. The report identified concerns that the teacher preparation programs lacked the technology available at many public schools. ENMU students would benefit from experience with this technology prior to placement in public school settings as student teachers. This technology request was funded through ER&R.

Data from the ETS Proficiency Profile Assessment and NSSE verify that ENMU's curricular and co-

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

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

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

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

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

2022 UPDATE

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

ENMU has effective processes for the assessment of student learning and achievement of learning goals in academic and cocurricular offerings. The University continues to systematically assess student learning and achievement through several routine review processes described in detail in our Assurance Argument. Each academic program is required to develop program-level student learner outcomes (SLO), a curricular map, and methods for assessing the identified SLOs. Departments then submit a comprehensive annual Program Effectiveness report, which elicits formative feedback. On a cyclical basis, academic programs participate in periodic Program Reviews. These review processes include reporting and feedback on the assessment of student learner outcomes, with an annual review at the college level and a formal review from the Assessment Committee during the Program Review cycle. Furthermore, the University regularly assesses state-mandated learning outcomes for general education courses. At the institutional level, the University supplements student learning outcomes assessment with surveys that measure "value-added" achievement; these are administered to freshmen and seniors. These efforts support the University's decades-old commitment to regular engagement in synergistic assessment across local and national evaluation platforms.

ENMU's culture of assessment, as described above, results in regular reports and formative feedback on General Education and program-level learner outcomes, which are addressed in the annual Program Effectiveness Plans. Academic program reports also discuss how co-curricular activities support learning goals. In addition, we acknowledge that other campus co-curricular opportunities support the University's mission to provide our students with hands-on experience and to serve the broader communities in which they live and learn. The institution continues to administer nationally-normed instruments (National Survey of Student Engagement) and state instruments (Student Satisfaction Survey) to assess the impact of our efforts and align academic and broader support to enhance students' growth and achievement, whether they are on-campus or distance learners.

The University continues to use the information gained from assessment to improve student learning in all of the ways described in our Assurance Argument. All the processes described above involve feedback at one or more levels of review. Any issues identified in the annual Program Effectiveness Review or periodic Program Review for specific focus and improvement will be addressed and reported on in subsequent cycles. This includes any refinements based on the results of assessment that measure program outcomes, course-specific General Education outcomes, and/or requirements set by external accreditation. Programs incorporate this feedback in their curriculum review processes, and the University uses its analysis of "value-added" and cocurricular assessment to enhance student achievement throughout their academic careers. As noted above, information relevant to academic and non-academic units informs their respective roles in addressing student achievement of learning objectives. This commitment to continuous improvement is well integrated into ENMU processes. The institution is responsive in meeting our students' current needs and committed to anticipating future challenges and opportunities. These processes continue to result in modifications that can involve changes or additions related to individual courses, emphases, and other curriculum revisions, all of which drive the intentional allocation of resources. These are some representative examples of recent changes that have been made based on this type of information:

- Course level: In response to assessment findings, the Social Work Program identified gaps in preparation and baseline assessment points in the major. Because of this, they made changes to

the SOWK 311 course, which is one of the first courses students take in the program. They introduced a new program orientation component and review quiz to ensure students know program standards and expectations and to benchmark their program-start knowledge. They also added an APA module in professional writing to this course, which aligns directly with findings related to Student Learner Outcomes. CSWE competencies are then formally assessed in SOWK 465 (Field Placement) and SOWK 498 (Senior Seminar) during their final term.

- Curriculum level: Based on feedback from students, course assessment, program review, and enrollment trends, the Department of Anthropology and Applied Archaeology proposed revisions aimed at improving the undergraduate curriculum, enhancing student learning (applied, theoretical, and topical), and better preparing students for advanced study by integrating their three current degree emphasis options (archaeology, cultural, biological) into a single, integrated Anthropology BA or BS degree. The new curriculum, which also optimizes course rotations, will take effect in the upcoming 2023-2025 undergraduate catalog. This streamlining will ensure that all graduates have a strong core foundation and well-rounded training in each of the three subfields. In addition, it will enhance navigation through the major and promote the timely completion of the degree. The changes also facilitate student participation in an accelerated path to graduate studies, which will be implemented in the 2022-2024 graduate catalog.

- Emphasis/Program level: Based on external trends, career opportunities, and ongoing assessment of the existing program curriculum and strengths, the institution invested approximately $240,000 in relevant technology and added a faculty line to create an emphasis in Alternative Energy within the Electrical Engineering Technology program.

- Program Level: In the field of Communicative Disorders, professional and accrediting bodies at both the state (NMSHA) and national (ASHA) levels recently recommended guidelines for a career pathway for SLPAs (Speech Language Pathology Assistants). Furthermore, ASHA developed a certification for SLPA credentials, and it is expected that states will eventually require that certification in order to grant licensure. Among the three ASHA-defined pathways to this credential, the first option is an associate degree in an audiology assistant or SLPA program from an accredited institution. In response to this new opportunity, ENMU developed an A.S. in SLPA program that was approved and added in the 2021-2023 Undergraduate Catalog. According to the Bureau of Labor Statistics, the employment outlook for SLPAs reflects a "faster than average" growth rate of 15%-21%. Eastern is the only university in New Mexico to offer a SLPA training program, which allows students to be gainfully employed if they choose to "stop out" with this credential; they can also continue through the full (Master's-level) SLP career path while employed.

- Program Deletion/Minor level: Pursuant to the assessment of the Political Science major and its serious decline in enrollment, along with recommendations made through Effectiveness and Program Review, admissions to the major were suspended in the 2021-2023 catalog. Arrangements were made to allow any previously declared majors to complete degree requirements in a timely manner, and the major will be deleted with the 2023-2025 catalog. At the same time, minor options were refined and enhanced. The department added a new minor in Political Science, which allows students to learn about American governmental systems. They also refined an existing minor in Political Science, Legal Studies, which continues to be a multi-disciplinary option that combines well with a variety of academic majors. Course rotations were enhanced for both minor options, which will support more timely completion.

- Resource Allocation level: Assessment and program-level reviews reveal that several academic co-curricular activities are integrally related to student learning and outcomes. Some of these foundational activities have traditionally relied on Student Fees allocations (which are determined by student government and can vary by year, especially with shifts in enrollment

and fees collected). To ensure that SLOs are being met via annual Theatre productions and student newspaper publication, the university recently approved permanent I&G funding for those efforts. This will ensure that adequate resources are available for these key learning activities, and they are not hampered by increasing competition for a fluctuating /decreasing pool of discretionary funding.

- <u>Human Resource level:</u> At both the undergraduate and graduate levels, enrollment trends in the English program have shifted from the traditional focus on literature to a stronger interest in writing/creative writing, including increased numbers of theses produced in that area. As a result, with the retirement of a literature professor in May 2022, the Department of Languages and Literature decided to shift that tenure-track line to a writing-focused position to more effectively support program learning outcomes.

As was detailed in our Assurance Argument, <u>ENMU's processes and methodologies to assess student learning continue to reflect good practice, including the substantial participation of faculty and other instructional staff members.</u> ENMU's approaches to assessment are based on 'best practices' that are responsive, measurable, and—importantly—require robust participation by faculty and instructional staff. Faculty members are integrally involved in the process of completing annual program effectiveness reports, as well as program and course assessments to ensure high-quality pedagogy and the achievement of identified outcomes. Furthermore, there is substantial faculty participation in the institution's annual and periodic reviews, including Program Effectiveness, Program Review, General Education Assessment, and Curriculum Review. They actively participate in reviewing these reports as members of [standing committees](#) that include representatives from each college. Faculty ownership of and broad participation in these processes allows for a more robust and inclusive approach to measuring and enhancing student achievement.

Sources

- 2022 Academic Program Effectiveness Report.pdf
- Assessment (General Education)
- Assessment Plan and Report (MUS)
- CDIS Curriculum Proposal-Speech-Language Pathology Assistants
- Changes to Course Content (CS360)
- Course Syllabi (Assessment)
- Developmental Studies (MATH)
- ES ER&R Funding (2015-2016)
- ETS PPA Summary and Report (2015-16)
- ETS Proficiency Profile Assessment Summary
- Finance COB Assessment Report (2012-13)
- Gen Ed Assessment Rotation
- History PE Report (2013-14)
- NM Student Satisfaction Survey 2022
- NMHED Gen Ed Core Competencies
- NMHED General Education (effective fall 2019)
- NSSE (2015)
- NSSE ENMU Overview and 2018 ENMU Snapshot.pdf
- PE Report (2014-2015) Educational Studies
- PE Report (2015-16) Psychology
- PE Report (Theatre and Digital Filmmaking)

- PR (2010) Curricular Changes B.F.A. Art
- Standing Committees

4.C - Core Component 4.C

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

Argument

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

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

ENMU also considers its institutional goals in light of its distinctive student population. The University has focused retention efforts to address that specific profile as a rural, Hispanic-serving institution in a low-income minority-majority state. This is especially important because ENMU serves a "high-risk" student population: first-generation college students, Limited English Proficiency (LEP) students, students needing remedial courses, and students in poverty. Eastern also serves as a feeder institution for larger urban universities and supplies preparatory courses for fields

of study restricted to those institutions (e.g., engineering, medicine, etc.).

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

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

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

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

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

Many students who attend ENMU as FTFT freshmen plan to transfer to another institution. While these students detract from the institution's retention rates, they should not be considered indicators of reduced effectiveness. On the contrary, the institution has effectively met the students' goals. In

addition, ENMU has a high percentage of incoming transfer students; during the past five years, over 50% of new students have been transfer students rather than FTFT freshmen. For these reasons, ENMU also examines degrees per 100 FTE as a completion measure, since it provides more representative information than completion of FTFT freshmen. These data reveal steady increases in degrees per 100 FTE from 2008-09 through 2015-16, with greater increases in the last three years. For 2015-16, the number of undergraduate degrees per 100 FTE was 28.4. When master's degrees are included, the number is 29.1. Notably, over half the degrees awarded from Fall 2013 through Spring 2016 were awarded to transfer students.

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

Data-driven Improvement: ENMU initiated improvement strategies for student retention and completion by evaluating retention and completion data. The University has identified pitfalls to retention and developed strategies to reduce or eliminate them. In alignment with the measures of retention, strategies are developed to address student needs, from course selection and career choices to registration and New Mexico Lottery Scholarship eligibility. For example, several years ago (1998), an analysis of 2nd semester retention of FTFT freshman resulted in the development of Freshman Seminar. Since its development, the objectives and strategies of Freshman Seminar have been reviewed and refined. Most recently, a study in 2014 indicated the need for career-focused sections, which have been implemented. The intersession, a session between fall and spring, is another effort that was designed to address 2nd semester retention. Students frequently cited the loss of scholarships as the reason for not returning. An intersession between the fall and spring semesters was developed so that students could complete the requisite number of hours to retain their scholarships. This strategy was quite successful in this goal but had another positive (and unintended) consequence. Other students have taken advantage of the intersession to shorten their time to degree without additional cost. Because the intersession is part of the fall term, students registered for fifteen hours or fewer in the fall semester can take an intersession course at no additional charge.

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

Timely progression toward degree completion can be a factor in student persistence. In 2014, ENMU decided to adjust minimum requirements for bachelor's degrees to 120 hours. Although it was not a University mandate to reduce all majors to 120 hours, all programs investigated the viability of doing so for their majors. The regular catalog review cycle provided the mechanism for programs to review their curricula, including student learning objectives, to determine possible adjustments in course requirements and course rotations. Particular attention was given to ensuring that requirements

addressed student learning outcomes and offerings were streamlined to allow timely completion. Complementing the program efforts, the General Education Committee consulted widely with faculty and proposed eliminating the three-hour Advisory Option from the Extended Core Requirements. The change was implemented in the 2015-17 Catalog. In addition, the implementation of the Curriculum, Advising and Program Planning (CAPP) program in Banner allows students to run degree evaluations at any time, and to explore whether alternate degree paths would be advantageous. These types of efforts promote completion by providing students with current and readily accessible feedback regarding their progress to the degree.

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

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

Good Practice and Valid Measures: The Office of Institutional Research systematically collects and reports University data, including information on student retention, persistence, and completion. By using measures tailored to Eastern's student profile and focusing on data that are easy to compare across institutions, ENMU can benchmark its efforts to monitor progress and identify possible improvements. Several features indicate that ENMU's methodologies represent good practice. First, the institution uses "Common Measures" of retention and completion (as reported earlier in this section) that allow comparison with the performance of other New Mexico institutions; these measures also permit the University to analyze long-term trends and to consider appropriate responses. Furthermore, ENMU's "Mission-Specific Measures" permit the evaluation of retention and completion efforts that fit our student body. For example, the inclusion of the "degrees per 100 FTE" benchmark enabled the University to incorporate a completion measure that more accurately reflects the demographics of our student population (large number of transfers) while continuing to examine the traditional measures of completion.

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

measures used to evaluate and the strategies used to improve retention and completion, therefore, are emphasized at all levels of the institution and are infused throughout the assessment and planning processes.

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

2022 UPDATE

4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

Eastern New Mexico University continues to have defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings. The University looks to internal and state-defined benchmarks for retention, persistence, and completion to measure our success in these areas. As described in our Assurance Argument, the state establishes institutional goals for measures (including retention, persistence, and completion) across all New Mexico Higher Education institutions. The institution reports progress on these goals directly to the New Mexico Division of Finance and Administration (DFA) in compliance with the Accountability in Government Act (AGA). Since 2017, the DFA has significantly expanded/refined the total number of measures reported by each institution and switched to an electronic quarterly reporting system. However, the institution and state continue to focus on goals for "Common Measures" related to retention, persistence, and completion.

Although the Common Measures are applied across all New Mexico universities, the targets for each measure are institution-specific, and the benchmarks (targets) established for ENMU each fiscal year from FY2017 through FY2022 are more ambitious than those of other regional institutions in the state. The benchmarks are refined biannually, and the goals for FY22 are a third-semester retention rate of 64%, 34% percent of first-time full-time (FTFT) freshmen completing within six years, 37% of FTFT athletes completing within six years, FTFT freshmen time to degree of 4.75 years and degrees awarded per 100 FTE of 33.0. Additional goals include the total number of degrees awarded (1050) and the number of nursing degrees awarded (56), as the latter represents a high-need area for the state. As a regional Hispanic-Serving Institution (HSI), ENMU also continues to consider these goals and our efforts in light of the "high risk" student populations we serve (e.g., rural, first-generation, Pell-eligible, Limited English Proficiency, and academically underprepared).

ENMU continues to collect and analyze information on student retention, persistence, and completion of its programs. ENMU is committed to enhancing retention, persistence, and completion for all students and collects and analyzes data accordingly. However, in many cases, the number of students within an FTFT population is quite low, making it a challenge to effectively present and interpret trend data (i.e., small changes in the number of students retained result in relatively large changes in percentages). Hence, the following presentation and discussion of trend

data focus on rates for Hispanics and Whites compared to overall retention rates at ENMU.

For the five years included in this data set (i.e., retention rates since our Assurance Argument), the percentage of students retained to the third semester ranged from 59.3% to 63.1%, with an average of 61.8% across the five years. Although lower than our 64% goal, the five-year average is numerically higher than the previous ten-year data snapshot (60.2%). Like many HEIs, we experienced declines in FTFT freshmen retention in 2019 (-2.0%) and again in 2020 (-1.8%) as the pandemic and switch to distance learning (our freshmen have traditionally been overwhelmingly on campus) created additional uncertainties and stress for our students.   Consistent with our previous data set, the average retention rate over the past five years by gender indicates female students are retained to the third semester at a rate significantly higher than male students (66.4% vs. 56.1%, respectively). The third-semester retention rate of Hispanic students continues to lag behind the rate for Whites (five-year average 60.1% vs. 64.1%). However, we continue to make progress in closing the gap, particularly for Hispanic female students (five-year average 65.5% vs. 66.9%).

The six-year completion rate for FTFT freshman cohorts continues to increase. In the last ten years, the completion rate has increased from 28.7% to 33.7% (target = 34%). Consistent with the differences in retention rate, female students completed at a higher rate than male students, with the most recent percentage of 36.7% versus 30.5% for female versus male students. Over the ten years represented by the data set, significant improvement in the six-year completion rate has been noted for Hispanic (21.0% to 29.7%) and White students (33.3% to 40.3%). However, a substantial difference in the completion rates for Hispanic and White students still exists. It is also worth noting that the institution has also seen a significant increase in the percentage of FTFT students completing a bachelor's degree in 4 years or less (11.4% to 21.4%) over the same period. The six-year graduation rate for athletes (new DFA measure) is comparable to the rate for all undergraduates (33.5 versus 33.7% in FY22; Target = 37.0%)

ENMU's primary goal for our FTFT freshmen students is to complete a bachelor's degree. However, as described above, we serve a population of students that frequently encounter non-academic obstacles that delay or prevent bachelor's degree completion. Hence, the University has leveraged the capabilities of the automated CAPP degree audit system to implement a process for identifying and awarding undergraduate degree-seeking students who have earned an Associate degree. This process has further increased the percentage of our FTFT freshmen earning an academic credential. We believe this serves our students in two ways. First, it facilitates the student's re-entry into higher education. Under NMHED policy, the General Education program is transferable. A student completing the General Education at an institution in New Mexico is considered General Education complete at all New Mexico institutions. Second, we believe that having an academic credential improves the student's ability to gain employment.

The institution continues to focus on timely progression toward degree completion, a factor in student persistence. As described in the Assurance Argument, ENMU implemented several mechanisms, including reducing degree requirements to 120 hours, revising the General Education Math requirement based on pathways, implementing CAPP, developing advising modules, and additional student support systems, to facilitate degree completion. These efforts have been very successful, and ENMU has seen the time to degree for the FTFT freshmen cohort decrease from 5.20 years in AY 2017-18 to 4.20 years in AY 2020-21 (target = 4.75).

ENMU also continues to experience an increase in the number of degrees awarded per 100 FTE. As discussed in the Assurance Argument, this completion measure provides a more representative assessment of the success of all student populations (FTFT freshmen, transfers, and graduate

students). Since 2015/2016, the undergraduate degrees per FTE improved from 25.7 to 33.0, and the overall degrees (including master's degrees) improved from 25.8 to 34.9 (target = 33.0).

The institution is committed to using information on student retention, persistence and completion of programs to make improvements as warranted. ENMU understands the challenges that students in our region routinely face in completing a program and recognizes the information we gather on student retention, persistence, and completion is central to improving student success. As described in our Assurance Argument, the University has employed a variety of best practices to improve student retention and completion, and these efforts continue. Although the chaos created by the pandemic negatively impacted the effectiveness of some strategies, it also provided the impetus to continue to refine processes to more effectively serve all students (on-campus and at a distance). The following are examples of recent changes to enhance retention and completion efforts.

- Early Alert: As described in our Assurance Argument, ENMU uses an Early Alert system that allows faculty and staff to bring to the institution's attention students who are experiencing academic or non-academic issues that may impact classroom performance or well-being. These students are then connected to the appropriate support services. Since 2017, the electronic workflow for the system was enhanced to improve access to the form and provide instantaneous messaging to the student, advisor, and retention coordinator. These improvements allow the retention coordinator to connect students more efficiently with the appropriate support services and mode of delivery (on-campus or virtual).
- Tutoring: The Office of Tutoring and Supplemental Instruction automated the process for students to schedule appointments. The enhanced Webpage allows students to more effectively identify the availability of tutors and schedule their preferred mode of delivery (in-person or virtual). To enhance awareness of tutoring services, faculty can link tutoring information in Canvas or on their syllabi. In addition, QR codes were developed to allow students to easily access the tutoring website via phone.
- Counseling: The Office of Counseling and Career Services continues to expand its online and virtual access to services. Since 2017, an enhanced web presence has improved access by providing more effective means for students to obtain services online. Referral forms are also available online for anyone to make a referral for a student to receive counseling services. In addition to the existing 24/7 telephone crisis line, a 24/7 text line has been added to more efficiently respond to students in crisis.
- Financial Aid: In our Assurance Argument, the University identified the New Mexico Lottery Scholarship as a critical tool for addressing financial obstacles to student retention and completion. Since 2017, the state has approved additional aid for students in high-need areas (Teaching and Nursing). Furthermore, the new Opportunity Scholarship (beginning Fall 2022) expands the institution's ability to address our students' financial need as it does not restrict awards to students who go directly from high school to college and enroll full-time. The new scholarship is available for non-traditional, returning, and/or part-time students to cover tuition and fees.
- Student Support Services: ENMU recognizes the pivotal role of Student Support Services in our efforts to improve the retention, persistence, and completion of our students. As described in our Assurance Argument, the institution uses internal, state, and nationally-normed instruments to assess the quality of service received by our students. We also provide a variety of mechanisms (e.g., Student Concerns Forums, Student Complaint Process, etc.) for students to make us aware of any issues. Recently, we have expanded these efforts by implementing a Point of Service survey. The survey allows students (whether visiting in person or virtually) to provide feedback on the quality of their interaction more rapidly, and the information gathered

will enable the institution to adapt services accordingly.

- <u>Registration:</u> Registration for the next semester represents a "commitment" for a continuing student to return to the institution. This step is particularly important for the "High Risk" students served by ENMU. Continuing students must meet with an advisor before registering for the next semester, and advisors begin to reach out before registration starts. To facilitate this process, ENMU generates lists of non-registered students weekly during registration, along with information regarding any holds to share with department chairs and advisors. Since 2017, the efforts have been expanded to include automated emails and texts to non-registered, continuing students reminding them to contact their advisors for registration.
- <u>Distance Learning:</u> The University is committed to responding to the changing demographics of the ENMU student population and recognizes that distance education is sometimes the only avenue through which many of our students can pursue higher education. Furthermore, we serve a student population for which life events more frequently preclude continuance in face-to-face classes. As a result, many programs have refined their curriculum and offer more options for completing coursework via online and hybrid formats. In addition, lessons learned during the pandemic have created an enhanced ability for faculty to virtually serve students who encounter short-term issues until they can return to campus. In the past, these students would have fallen behind or had been forced to withdraw from the course.

<u>ENMU's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice</u>, and these have not changed since reaccreditation in 2017.

As described in our Assurance Argument, the Institutional Research Office (IRO) systematically collects data, including information on student retention, persistence, and completion. The IRO uses IPEDS definitions to analyze and report data on retention and graduation rates. The University continues to use "Common Measures" and 'Mission-Specific Measures" of retention and completion as described above and monitors its performance relative to goals established by the state of New Mexico. The institution also continues to evaluate retention and completion efforts suitable to our student population (e.g., "Degrees per 100 FTE") and monitors the results relative to relevant benchmarks.

Sources

- 2016 PER Report (ENMU Mission-Specific Measures)
- Degrees per 100 FTE (2007-08 to 2020-21)
- Degrees per 100 FTE (2007-08 to 2015-16)
- DFA Submittals
- First-Time Full-Time Freshman Cohorts (Retention)
- FTFT Freshman Completion
- FTFT Freshman Third Semester Retention
- FTFT Retention and Completion
- JNGI Best Practices
- Overall Six-Year Completion Rates
- Student Services Survey
- Transfer Students (2012-13 to 2016-17)

4.S - Criterion 4 - Summary

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

Summary

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

2022 UPDATE

4.S Summary

Eastern New Mexico University remains committed to taking full ownership and responsibility for the quality of its educational programs, learning environments, and support services. The University has an intentional approach to the assessment and refinement of its programs and processes, and it is responsible in its efforts to support and improve student retention, persistence, and completion.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

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

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

The Board annually appoints an [Audit and Finance Committee](#), a sub-committee of Regents whose

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

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

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

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

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

ENMU students play a vital role in University governance. Students serve on all University standing committees. Furthermore, Student Senate distributes a portion of student fees to student organizations and services, and conducts "Student Concerns" forums each year, where issues raised

by the student body are formally addressed by Administration. Through the Student Concerns committee, students have effectively lobbied for changes to campus policies and practices (see Criterion 1), including their promotion of an on-campus stadium and additional lighting in certain areas of campus.

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

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

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

2022 UPDATE

5.A Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

The Statements on Governance AGP&P 15-2 and AGP&P 15-3 articulate the manner in which the University is required by law to be governed, as well as the governing structure and processes that the University administers to that end. These policies were updated in 2020 to adjust language in 15-2 to describe a coordinated "ENMU System" policy; 15-3 preserved the Statement on Governance that applies specifically to the Portales campus. Together, these documents set forth a system of procedures and structures designed for shared governance at the institution that engages its internal constituencies-including its governing board, administration, faculty, staff and students-through planning, policies and procedures.

Each constituency at Eastern has a Senate. The Constitutions and By Laws for each ENMU constituency, the Constitution of the Associated Students of ENMU, Employee Handbooks, the Student Handbook, which includes the Student Code of Conduct, and the Bill of Rights and Responsibilities for All Members of the University (AGP&P 15-1, also updated to reflect "ENMU System" language in 2018), all foster shared governance by outlining the rights, responsibilities, and obligations of each group, as well as those of the institution.

University Council remains the primary standing committee that steers the governance of the University; it includes representation from each campus constituency. This council coordinates actions related to governance. The Council was expanded in 2018 to include members from the Roswell and Ruidoso campuses in order to ensure their representation in policy revisions impacting those campuses, and to facilitate better communication regarding governance issues. Other standing committees and councils implement policy, share information, and facilitate reviews of policies and procedures.

University Standing Committees have a mixed constituency membership that includes appropriate stakeholders; this assures campus-wide input on key issues. Constituency Committees and Councils address concerns unique to their membership. Furthermore, under ENMU's governance structure, consultative groups, task forces, and *ad hoc* committees can be formed to address short-term issues that fall outside of the purview of regular standing committees.

As was described in our Assurance Argument, ENMU's students play a vital role in university governance and decision-making. In addition to their representation on eleven university standing committees and councils, the Student Senate continues to distribute a portion of student fees each year to student organizations and services. They also continue to coordinate "Student Concerns" forums each semester, where issues about all aspects of campus life are brought forward by students and formally addressed by Administration.

The Regents' Manual describes the Board's governance functions and responsibilities, and it provides guidance for consultation between the Board and the President, faculty, staff, and students in fulfilling the mission of the University. The most recent Regents' orientation training agenda provides insight on how this is reinforced, and it includes an overview of the practices of shared governance. Continuing evidence of the Board's commitment to collaboration, consultation, and transparency includes: scheduling their regular meetings on all three campuses of the ENMU System; attending meetings of the branch campus Community College Boards; adhering to the Open Meetings Act (AGP&P 10-1, updated to reflect "ENMU System" language in 2018); publishing their agendas and minutes; inviting campus members to attend and contribute to Regents' meetings; and participating in the ENMU community.

ENMU's system of consultative shared governance, which includes student, faculty, and staff constituency senates, committees, and councils, assures that institutional decisions involve broad input and consultation. Agendas and minutes of these meetings are published in the University portal's governance page. Departments and other units continue to provide input through college councils, advisory groups, committees, senates, and at Management Information Exchange meetings, which the University president holds at least once a semester (or more often, as needed). The President also holds annual campus-wide staff meetings, semesterly frontline staff meetings, and monthly Facebook Live chat sessions (open to the extended ENMU community). The vice president for Academic Affairs convenes regular general faculty meetings. During these meetings, administrators address current campus issues, answer questions, and invite comments. Transparency and regular communication make ENMU leadership effective at sustaining a system of shared

governance that enables the University to fulfill its mission.

As part of the annually-updated 5-year review and strategic planning process, <u>the institution's administration continues to use data to reach informed decisions in the best interests of the institution and its constituents</u>. As described in our Assurance argument, ENMU systematically uses internal and external data to make decisions regarding: degree offerings, purchase of equipment, technology and facilities updates, budgeting, enrollment, addition and elimination of programs, athletic programming, the pursuit of grants, promotion and tenure decisions, as well as the addition and deletion of University positions.

One example of how the administration uses data to reach informed decisions is the way in which it continues to follow a well-developed budget process that results in annual budgets that are balanced. Any operating surpluses are set aside with intentionality to support future campus construction projects and to respond to changing environmental conditions, such as unanticipated increases in operational costs, shifts in enrollment, general inflation, or reductions in state appropriations.

The budget process starts in November, when the University sets tuition and fee rates, as well as room/board rates for the upcoming fiscal year. These anticipated/projected revenues and state appropriations provide the basis for ENMU's expense budgets for the upcoming year. In a parallel fashion, the development of expenditure budgets relies heavily on trend analysis of past year expenditure levels and input from budget administrators throughout all levels of the organization. This process highlights actual operating activity from prior years (typically a three-year rolling average). While budget managers provide input regarding current line item budget changes, general environmental conditions are also monitored and the necessary budget adjustments are made. The University's administration proactively monitors changes in internal spending patterns and anticipates the impact of external factors in order to modify budgets accordingly, using all of this data to make informed decisions.

Outside of compensation, University utility costs constitute the institution's largest expense. Thus, the administration continues to assess external and internal data to incorporate utility saving measures into all of ENMU's construction projects and other cost-saving plans. All recent renovations are LEED certified for energy efficiency and sustainability. This careful oversight has reduced ENMU's utility expense to approximately $1 per square foot (nationally, universities typically pay three times that). This represents a 10.5% and 21% decrease in electricity and water usage/expenses over the past 6 years.

Another example since 2017 is the recent development of a new Annual Marketing and Recruitment Plan -- which relied heavily on data-- under the leadership of the Vice President of Academic Affairs. In response to a 4-year trend of declining enrollments and projected demographics, ENMU developed a new marketing plan. From March – October, 2021, an *ad hoc* committee with representation from Student Affairs, Enrollment Services, Communication Services, Information Technology Services, and Academic Affairs worked with Ruffalo-Noel Levitz (RNL) to develop ENMU's first, formal institutional-level Annual Marketing and Recruitment Plan for attracting new degree-seeking students. Consistent with best practices, a data-driven approach was used to establish new degree-seeking enrollment goals for targeted market segments and to develop strategies and tactics to achieve those goals. This plan was adopted by the administration, resources were allocated, and the plan was implemented in AY 2021-2022.

<u>The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative</u>

structures; these have not changed since our last visit. As was described in our Assurance Argument, faculty continue to have the primary role in curriculum design, assessment of student learning, academic program review, and the choice of instructional methods and research subjects. This stems from ENMU's commitment to the principles of shared governance, which is based on AAUP's 1967 *Statement on Government of Colleges and Universities*. The standing committees of the Faculty Senate continue to ensure that faculty have primary responsibility for academic governance of curriculum, subject matter, and methods of instruction, research, faculty status, and aspects of student life relating to the educational process. Student and staff membership on some of these committees, as appropriate, ensures full-campus input into these decisions, which are made in consultation with Academic Affairs administrators. Also, the opportunity is provided for faculty dialog with the University president and the vice president for academic affairs at the beginning of each Senate meeting.

Sources

- 10-1 Board of Regents Manual-Part One-Organization and Operation
- 10-7 Audit Finance Committee
- 15-1 Bill of Rights and Responsibilities
- 15-2 Statement on Governance
- 15-3 Campus Governance
- 2021 Annual Marketing and Recruiting Plan
- AAUP Statement
- Advisory Groups
- Agenda and Minutes- Governance Page
- AGP&P 10-1 BOR Institutional Authority
- AGP&P 10-1 BOR Open Meetings
- B&P
- BOR agenda minutes
- Budget Development Process
- Committees and Councils
- constituency committees
- constituency committees
- constituency senates
- Constituency Senates.pdf
- ENMU AGP&P 15-1 Bill of Rights and Responsibilities
- Faculty Senate issues
- General Faculty Meetings 2021-2022
- Governance Documents (My ENMU)
- Governance webpage
- Grants List
- GSSC LEED Certification
- MIE
- MIE Agendas
- Regents Orientation
- Regents Orientation Training Agenda
- Report of Actuals 2017-18 through 2020-21
- standing committees
- Standing Committees

- Statement on Governance AGP&P 15-2
- Student Concerns Forum 2022.pdf
- Student Representation on University Standing Committees
- University Council Approval and Members
- Utilities and Water Conservation (2016 – 2021)

5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

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

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

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

To serve its academic mission, ENMU has expanded academic programs, increased enrollment, and raised its profile without a significant influx of state funding. ENMU recruits and retains engaged, student-focused faculty and staff, and seeks innovative ways to meet fiscal challenges. The

University's culture of planning and sound fiscal management positions it well to maintain affordable tuition, address infrastructure needs, monitor expenditures, and anticipate the current and future needs of a comprehensive university and its students.

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

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

To enhance human resource operations, the Office of Human Resources (OHR) added several programs, including neogov.com, an online program that manages hiring of faculty and staff; part-time and temporary employees; and graduate assistants. Implemented in 2010, neogov.com provides search committee members with access to applicants' credentials; it also archives materials, facilitates Affirmative Action monitoring and streamlines hiring approval processes. OHR monitors personnel policies and payroll production, processes state and federal tax and benefits reports, and coordinates new employee orientation. The director also insures compliance with Title IX and Equal Opportunity statutes and regulations. Finally, the HR office implemented Ellucian applications to increase accuracy and efficiency in generating benefits information, W-2's and other required forms.

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

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

increase in credit hours since 2011.

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

As part of the budgeting process, academic departments and institutional support units can request additional funding for equipment, technology, space, staff, or other needs consistent with their academic program or unit missions. Justifications for these requests are tied to program/enrollment growth, increased workload, or defined goals that are articulated in the unit strategic plan or effectiveness plan. For example, to address equipment needs, the University sets aside an Equipment Renewal and Replacement (ER&R) budget. Requests, with justifications, are ranked as they are forwarded through the executive administrator to the President's Core Staff for funding prioritization. For faculty or staff line requests, rationales are prepared by the requesting unit and reviewed by the executive administrator before the proposal is presented to the University president. Examples of space and resource allocations are the new University Veterans Center (temporarily housed in a classroom building until the new Golden Student Success Center is renovated), the Agriculture research lab (renovated space in the Agriculture building) and the new kiln, an enhanced resource for campus and community artists (See ER&R expenditures).

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

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

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

University's Golden Library. The addition of an academic program in Digital Filmmaking and a master's degree in Nursing also involved broad consultation with campus and external stakeholders about workforce needs, opportunities and campus capacity.

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

The HR office also provides new employee orientations and progressive training for staff, training in the handling of hazardous materials and blood borne pathogens, general safety, defensive driving, and business applications. Emergency response training, sexual assault awareness (using the online Campus Clarity program), and Frontline meetings (for employees with direct customer service responsibilities) are scheduled regularly. To supplement standard on-the-job training, the HR Office provides guidance for managers and staff in ENMU's annual staff evaluation process. Annual briefings at the beginning of the academic year review new policies, changes in processes, and always include a discussion of the University's mission and vision. Finally, employees have opportunities to receive specific training and professional development, either from on-campus consultants or at off-campus conferences: for example, at the Banner Summit or in state-wide or regional meetings in institutional research, financial aid, safety, and facilities management.

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

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

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

2022 UPDATE

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

The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered. ENMU continues to recruit and retain engaged, well-qualified, and student-focused faculty and staff in sufficient numbers to serve its operations and mission. ENMU's current workforce consists of 469 full-time and 94 part-time employees (approximately 500 FTE). The University's staffing history shows that full-time faculty numbers have remained virtually unchanged over the five-year period, while part-time employment (FTE) has decreased. Consistent with declining enrollment, the decline in part-time employment reflects a decreased reliance on adjunct faculty. Staff reductions over the past two years were accomplished through attrition, not layoffs, as the institution realized efficiencies in operations and processes. It is also worth noting that, consistent with national trends during the pandemic, ENMU experienced difficulties in filling some (open) staff positions over the past two years (e.g., in areas such as Construction and Maintenance).

The University's Office of Human Resources (OHR) continues to oversee personnel functions and to maintain current job descriptions, which include minimum qualifications, for all full-time positions. Application materials for all searches continue to be accessible via the neogov.com platform. Recruitment and hiring policies and Guidelines for Search Committees for staff and faculty positions are clearly outlined and periodically updated, as is the Affirmative Action officer's role in reviewing applicant pools, as described in section 3C.

Since 2017, employee training and evaluation processes have not changed significantly. New Hire Orientation, which is required of every employee, is conducted by the OHR. The University provides progressive training for staff in business applications, technology, general safety, defensive driving, and the handling of hazardous materials and blood borne pathogens, as appropriate to an employee's position. Emergency response training, Title IX training, and Frontline meetings (for direct customer service employees) are scheduled regularly. First- and second-level supervisors also continue to provide training and guidance for all professional and support employees through ENMU's Annual Performance Evaluation process. Employee meetings at the beginning of the academic year include a review of: new policies, changes in processes, and discussion of the University's mission and vision. Employees may also receive training and professional development pertinent to their job responsibilities, either from on-campus consultants or at off-campus conferences.

The University continues to focus on good stewardship, which is achieved through intentional planning for and maintenance of all of our facilities. ENMU continues to leverage state funding (General Obligation Bonds) and reserves to complete major renovation projects. Since the last HLC visit, ENMU completed a $26M renovation of the award-winning Golden Student Success Center (GSSC). Likewise, pending final approval by NMHED and the New Mexico Board of Finance, we will initiate the $22.5M renovation of the Roosevelt Science Center. This investment will create a facility that will support teaching and research in the STEM fields for years to come. The University also continues to implement prioritized renovation and construction projects needed for updates and maintenance of existing facilities.

Technology Services (ITS) continues to have sufficient resources to support student learning and the needs of faculty, students and staff. They provide a Help Desk that responds to teaching, computing, or technology problems. The University Computer and Technology Committee, chaired by the

University's Chief Information Officer (CIO)—with representation from administration, faculty, staff and students—collaborates with ITS to identify and address campus technology requirements. Since 2017, new technology initiatives include: the LMS switch from Blackboard to Canvas (described in more detail below); Multi Factor Authentication to improve security; a significant increase in the use of Office 365 toolset, including Microsoft® Teams, which allows for multiple modes of virtual collaboration (crucial for remote work during pandemic). Current and future projects are guided by the ITS Strategic Plan. Their primary areas of focus include cloud computing and security, issues that have become increasingly important over the past five years.

Drawing from best practices and data, ENMU's Distance Learning Office continues to have sufficient resources and personnel to provide effective support for educational offerings. The office works in conjunction with the Distance Learning Committee to monitor institutional distance learning standards and the effectiveness of Distance Learning services; make specific recommendations regarding faculty development, online course design, infrastructure needs; and provide other services to support distance learning.

As was noted in the Assurance Argument, "ENMU has built its reputation on fiscal responsibility, accountability, and careful stewardship of public funds." Although state appropriations have fluctuated, the institution's good stewardship practices continue to ensure that our financial resources remain sufficient to support operations – with our primary focus on a quality educational experience—wherever and however our programs are delivered.

The ongoing 5-year cycle of developing a strategic plan with annual updates ensures that the goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities. As explained in our Assurance Argument, ENMU continues to employ a planning process that incorporates a variety of data, including environmental scans and capacity assessments, in order to identify realistic opportunities for institutional growth that are well-aligned with our mission and available resources. Decisions made to advance, refine, or redirect these plans are informed by institutional data in consideration of institutional capacity and available resources.

The current (2019-2024) Strategic Plan's overarching objective is to place students and student learning at the center of every institutional effort. It is focus focused on: delivering high-quality academic programs; providing a quality campus experience; being good stewards of sustainable programs and efficient operations; remaining responsive today while preparing for the future. The plan was developed and is then refined annually based on institutional data and feedback from annual unit Strategic Reports and academic departments' Effectiveness Reports, in order to ensure that it remains viable and realistic, and to identify potential opportunities. Annual Strategic Plan updates are published on the ENMU website.

As was described in the Assurance Argument, ENMU's Strategic Plan is articulated and advanced through the University President's annual goals, which are put into action through unit-level Strategic Plans and Effectiveness Plans that are aligned with institutional goals/strategies. The unit reports are submitted annually. They document program progress towards overarching goals and describe plans for the future. They also include budget requests, such as ER&R (equipment repair and replacement funding), and these are reviewed and approved at the college level and by the vice president of Academic Affairs; they are included in the budgeting process, with full consideration of the institutional mission and available resources. The Distance Learning, Quality, Enrollment, and Support Strategic Plan 2020-2025 was developed by a committee with broad campus representation; it outlines how ENMU will continue to maintain quality distance learning programs. We align our

mission-driven goals and plans at every level with our institutional budgeting process (discussed below) in order to ensure that they are realistic and attainable.

ENMU has effective, well-developed processes for budgeting and monitoring its finances. This has not changed since 2017, and the budgeting process is described in detail in section 5.A, since it is an area where we believe that we are very effective at using data to make decisions.

As outlined in AGP&P 10-1, the Board of Regents Manual (amended to include System language), the Board has fiduciary and oversight responsibilities. The Board's subcommittee, the Audit and Finance Committee (AGP&P 10-7 updated to include System language) reviews budgets, budget adjustments, and annual audits. Consistent with the principles of shared governance, the Budget and Planning Committee --which includes broad campus representation-- meets monthly to discuss budget reports, updates on construction projects (ongoing or anticipated), revenue projections, and other issues. The committee is also charged with monitoring the University's Strategic Plan and the alignment of resources with institutional goals and objectives.

The institution continues to internally monitor budgeting and expenditure processes. ENMU still uses its enterprise resource planning system and Ellucian© applications, which allow the University to monitor budgets, track revenue and expenditures, and verify bimonthly payouts of payroll, fringe benefits, and employee salaries; and to monitor budget expenditures to date and visually review paperwork for all transactions –including requisitions, receipts, and invoices-- through the document imaging system (WebXtender). A Banner module facilitates the fixed asset depreciation process and management of ENMU Foundation endowed funds. Budgets are also closely monitored by individual departments, and the Internal Auditor periodically conducts randomized audits to check for accuracy and appropriate expenditures.

By statute, the University's financial accounts are audited annually by independent public accountants and approved by the New Mexico State Auditor. Federal and state-funded grant budgets, which are reviewed by a Project Director, the grants accountant, and the University grant administrator, have an additional layer of accountability. This diligent adherence to internal controls has resulted in consistently clean institutional audits. ENMU's fiscal reserves (consistently above the 3% required by the state), and its Foundation assets (increased from $16,975,529 to $28,691,273 between 2017-2021) are further evidence of its sound financial practices.

In addition, ENMU annually reports state-mandated institutional accountability measures to document its accountability to stakeholders (progress on these measures informs formula-funding calculations for higher education). These are reported in aggregate in the Annual Accountability Report compiled by the Council of University Presidents (CUP).

ENMU has weathered the uncertainty of enrollment declines and related decreases in tuition revenue thanks to the intentionality and effectiveness of our budgeting process and financial monitoring. The institution leverages its renovation and conservation-focused facilities management, its low cost of attendance, and low tuition rates in a fiscally sound manner. The recent development of its first formal institutional-level Annual Marketing and Recruitment Plan will further strengthen effective operations.

The University's ongoing strategic planning and review cycle, along with the processes and procedures that have been described above, continue to guarantee that the institution's fiscal allocations ensure that its educational purposes are achieved. At all operational levels, from individual units through the executive administrators and University president, resource allocation is

informed by institutional planning that incorporates internal and external trends and data. The institutional budget, with any fiscal year adjustments, continues to be reviewed by the University Budget and Planning Committee and approved by the Board of Regents. At every level of review, the process aligns budget allocation with the institution's mission.

As was described in our Assurance Argument, the budgeting process is responsive to emerging needs. Academic departments and institutional support units can request additional funding for equipment, technology, space, staff, or other needs by providing a rationale that is tied to program/enrollment growth, increased workload, or defined goals that are articulated in the support unit Strategic Plan or academic program Effectiveness Plan. For example, to address equipment needs, the University sets aside an Equipment Renewal and Replacement (ER&R) budget. Requests, with justifications, are prioritized and ranked as they are forwarded through the executive administrator to the President's Core Staff for final funding prioritization. Likewise, for faculty or staff line requests, rationales are prepared by the requesting unit and reviewed by the executive administrator before the proposal is presented to the University president.

Sources

- 10-1 Board of Regents Manual-Part One-Organization and Operation
- 10-7 Audit And Finance Committee Charter
- 2022 Data Sources
- 40-3 Recruitment and Hiring
- Accountability Measures
- Accountability Report
- accountability Report 2016
- AGP&P 10-1 BOR Institutional Authority
- Bldg Renovation 2001-16
- Board of Regents Manual (Budgetary Oversight)
- Budget and Planning Committee
- Budget process
- CampusClarity
- Capital Projects-Completed and In-Progress
- Delivery modes
- DEO Roadmap
- Distance Learning Strategic Plan 2020-2025
- Effectiveness Plan (Sample Report)
- Effectiveness Plan template and sample
- Employee Orientation 2017
- ENMU Audits 2014-16
- ENMU Equipment Renewal and Replacement Expenditures (2017-2022) by Category
- ENMU Workforce (2007-2016)
- ENMU_Strategic Plan 2013-2018
- ER&R 2014-2017
- External Audit 2021
- Facilities Master Plan
- FCI
- Foundation Assets
- Foundation Assets

- Frontline agendas 2014-16
- Grants (External)
- Guidelines for Search Committees
- Instructional and General Funds Expenditures (2017-2021)
- Internal Controls
- Internal Controls
- ITS Updates
- ITS Updates
- Learning Management System Evaluation and Implementation 2019-2021
- New Hire Orientation 2019
- President goals 2017
- President's Goals 2021
- Recruitment Hiring 40-3
- Report of Actuals 2017-18 through 2020-21
- Right Sizing
- sample job descriptions
- Search Guidelines (dean)
- SPlans Template and Sample
- Staff Evaluations
- Staff Performance Evaluation
- Standing Committees
- State Appropriations
- Stewardship 2017
- Strategic Plan 2019-2024 (With 2020-2021 Updates)
- Strategic Plan Updates 2011-16
- Technology Updates Since 2017
- The Changing Environment of ITS at ENMU
- UCTC Committee Issues
- University Computer and Technology Committee.pdf
- Workforce (2012-2021)

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

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

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

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

Linked Processes: Student learning outcomes and effective campus operations directly inform University planning through an institutional strategic plan, academic effectiveness plans and unit

plans that set goals, guide budget requests, and chart progress. Essential institutional initiatives are implemented using internal budget reallocations and by seeking external grant funding. Examples of grant-funded initiatives in the past ten years include revisions to developmental mathematics, the nursing transfer pipeline, teacher education outreach, and new retention strategies.

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

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

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

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

capacity assessment.

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

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

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

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

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

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

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

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

Institution-wide planning and consultation with external stakeholders allow for crucial validation of and response to emerging trends. Three recent campus initiatives exemplify the significant contributions of internal and external constituencies: the construction of Greyhound Stadium (mentioned above), campus emergency planning, and the renovation of the Golden Student Success Center, a project melding library and student support services into one central campus facility. Using focus groups, campus-wide conversations and regular reports to campus constituencies, this major renovation project will substantially enhance student learning and success. The University recognized the need for expanded emergency planning for the campus in its strategic plan. The president convened a campus-wide *ad hoc* committee to oversee training, webpage and information updates, and to conduct emergency drills each semester.

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

Institutional state appropriations data from the past ten years demonstrates the University's resourcefulness in navigating declines in appropriations relative to operating budgets (a decline from 65% to just under 51% since 2007-08), while headcount enrollment has increased 44% since 2007 (from 4,180 students to 6,014 in 2016). Comparative peer data show that ENMU's expenditures align with institutional peers, with slightly lower administrative costs. Over time, current funds show that

approximately 49% of ENMU's operating budget is regularly expended on Instruction and Academic Support, while 26% is allotted to Academic Support Services, 11% to Research and Public Service, and 15% to other core expenses (auxiliary services, plant, infrastructure, etc.).

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

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

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

The Budget and Planning Committee invites Administration and campus constituencies to identify emerging needs and opportunities collaboratively. For example, recommendations from the Distance Education and Outreach Committee were critical in identifying the need to increase technology infrastructure and faculty professional development in online instruction. Building and renovation

projects for the campus are regularly reviewed and discussed; deferred maintenance is monitored and reported in the Facilities Master Plan. To facilitate transparency in information sharing, key institutional reports and data are published annually in the institutional Fact Books and budget and planning initiatives are regularly discussed at campus meetings for all constituencies.

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

*** The text below has been merged from Core Component 5.D ***

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

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

Performance measures and results are shared with the campus community through periodic meetings with faculty, staff, and managers and with external stakeholders --including the ENMU Alumni Board and the Foundation Board-- at the President's "state of the University" briefings. Press releases and newspaper articles also acquaint the wider community with University goals and accomplishments. In compliance with state regulations, an institutional data dashboard with key performance indicators is published and regularly updated on ENMU's main webpage. The Board of

Regents takes an active role in reviewing University progress on key initiatives, requesting reports from various administrators and inviting input from campus constituencies; it reviews the annual operating budget, capital plans, and other financial documents to monitor operational effectiveness and alignment with the University's mission.

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

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

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

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

classrooms with this capacity as faculty interest and student utilization increase. There is ample support for faculty using this technology; training is provided before faculty teach online; just-in-time, on-demand assistance is always available as well. The recent addition of Desktop Recorder capacity allows faculty to capture video away from the classroom on a variety of devices.

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

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

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

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

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

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

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

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

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

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

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

Perhaps ENMU's most substantial operational conversion since the implementation of the SunGard Banner System is the upgrade to Ellucian, with the help of SIG Consulting Inc. Guided by an ENMU system-wide team (the Information Exchange Council), system upgrades were discussed and then implemented, including the Fixed Asset depreciation process, the Endowment tracking module, improved Student Accounts billing and online payment options through TouchNet, and conversion of forms and processes to electronic formats, including student hiring forms, calculation of 941 taxes and New Mexico taxes, Family Medical Leave Act (FMLA) functionality, and an integrated tracking of faculty employment records and contracts. These increased efficiencies have permitted ENMU to sustain effective operations even with staff reductions from right-sizing.

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

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

ENMU's ongoing planning and budgeting processes ensure, by design, that the institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers. As has been previously described, the University develops a Strategic Plan that is derived from our mission, using a process that emphasizes intentionality and alignment at every level, from top to bottom. Our budget is based on that Strategic Plan. Annually, academic departments and support units commit to a mission/vision aligned with the University's, review their goals, report on their progress, and set new goals. These annual processes inform fiscal requests and allocations, as explained in the Assurance Argument and in our update for Criterion Component 5.B. These yearly reviews are used to inform the full institutional review and strategic planning process that is conducted every five years, which includes: assessments of the economic environment, technology and academic program support needs, revenue and expenditures, trends in enrollment and demographics, and other financial indicators, as well as recommendations from campus committees and internal and external constituents. As was stated in our Assurance Argument, through these processes, ENMU invests in priorities as defined by its mission, while controlling costs, managing tuition and fees, and maintaining sound revenue and investment strategies.

The ways in which the institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting have not changed since 2017. The University's Five-Year Strategic Plan is updated annually; it is directly informed by Student Learning Outcomes and data related to effective campus operations. The plan responds to progress on accountability measures, as well as academic Program Review and Effectiveness Plans, and support unit plans, each of which include goals, guide budget requests, and chart progress. The prioritization of institutional initiatives continues to inform internal budget allocations; these are supplemented by external grant funding.

ENMU continues to employ multiple levels of assessment and review of student learning. These include course-level and program-level student learning outcome assessments and program- and college-level exit interviews. The institution continues to administer Student Evaluation of Instruction Surveys each semester for all courses. The University still administers external instruments such as the National Survey of Student Engagement (NSSE), the Educational Testing Service (ETS) Proficiency Profile, and (in some programs) ETS major field tests or other discipline-specific measures. The information gleaned from these measures points us to opportunities and areas for improvement. The resources needed to implement any refinements to our operations are discussed in Effectiveness Reports, and they are included and taken into appropriate consideration as part of the budgeting process.

ENMU continues to regularly evaluate its operations with fiscal audits (conducted by the Business Office and the Internal Auditor) and by state-mandated external audits, as explained in Criterion 2;

the University maintains a rolling five-year Capital Projects plan (annually updated and approved by the Board of Regents). Plans for renovations and facilities upgrades are based on ongoing and emerging academic and support unit needs, the current condition of facilities, and resource availability.

As described in Criterion 2, support units' annual Strategic Plans include additional assessments of operations: numbers of students served by various campus offices and co-curricular activities, needed upgrades to technology and information security, and minor facilities renovations. Each unit's reported progress on initiatives, plans, and resource needs inform the budget-building process.

The institution also continues to prepare and submit Accountability Reports to the New Mexico Department of Finance and Administration, the Legislative Finance Committee, and the New Mexico Higher Education Department. As was previously noted, since 2017 the State has recently refined and expanded those measures and changed the reporting period to quarterly submissions. As described in Criterion 4, the Accountability Reports also includes targets/reports that address retention, graduation rates, and grant funding secured by the campus. ENMU also continues to monitor cost-per-full-time student (FTE) relative to peer institutions to ensure that we are offering an affordable, quality education.

The University continues to have a planning process that encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. As was described in the Assurance Argument, the planning process constitutes an ongoing cycle: seeking input, establishing priorities, assessing progress, and reporting. The annual list of Presidential Goals and institutional mission priorities, which are presented to the Board, are aligned with the Strategic Plan. These are operationalized by the President and the Core Staff. The Strategic Plans at all levels, as well as academic Assessment and Effectiveness Plans, inform the budget process and address the institution's priorities. As was previously described, at every point in these processes, input is gathered from all constituencies, including student groups, University standing committees, constituency senates, student concerns forums, the University management team, and other stakeholders, both internal and external. A portion of student fees continues to go back to students to allocate to the activities and organizations that best support campus life. This Student Fees Committee process is evidence of campus consultation and accountability with its student stakeholders. The University is also guided by the mandates and best practices proposed by ENMU's accrediting bodies, the NCAA and Lone Star Conference, and by academic and other professional organizations.

The University's Budget and Planning Committee provides shared governance oversight to ensure that institutional planning and allocations align with agreed-upon priorities. For example, addressing declining enrollment trends is currently the top presidential priority: "Stabilize and Increase Enrollment." This has resulted in the development and implementation of our new Annual Marketing and Recruitment Plan, as well as enhanced engagement with regional community college partners to facilitate transfers.

Budget and planning processes at Eastern remain holistic, consultative, and transparent. Goals, performance measures, and results continue to be shared with constituents through informal communication via the webpage and other campus publications, as well as formally through periodic meetings with internal and external stakeholders. Press releases and newspaper articles inform the wider community of University goals and accomplishments. ENMU also maintains an institutional data dashboard that continues to be regularly updated on the University's main webpage.

The campus community continues to be informed about budget issues, tuition rates, planned construction, and other institutional priorities at regular meetings with constituent groups; through the posting of committee and council minutes; and through the public posting of ENMU's institutional Strategic Plan and its updates. Transparent communication is also prioritized in community interactions, through long-standing partnerships with school district consortia in New Mexico, in our consultations with the institutional Alumni and Foundation boards, and through input from the Higher Education Department and the Legislative Finance Committee. The Board of Regents also takes an active role in reviewing University progress on key initiatives, requesting reports from various administrators, and inviting input from campus constituencies; it reviews and approves the annual operating budget, capital plans, and other financial documents to monitor operational effectiveness and alignment with the University's mission.

ENMU is fiscally conservative and continues to plan on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment. Institutional representatives continuously participate in state-wide consultation about New Mexico's economic forecast, investments, and various state educational initiatives. In addition, the analysis of fluctuations and shifts in enrollment preferences and types of learners has permitted the campus to meet student needs through four-week and eight-week sessions; online, hybrid or face-to-face delivery platforms; and dual enrollment. Course enrollment data and data from "ENMU at a glance" allow academic departments to adjust curricular offerings and course rotations to meet student needs with efficiency.

The University-wide budget modeling process continues to incorporate demographics and environmental factors (e.g., changes in enrollment trends) to create reasonable budget scenarios that inform the planning process. To promote efficiency, the campus continues to strategically partner with external providers for certain campus services including: bookstore services, dining, a portion of campus electrical, plumbing, HVAC and groundskeeping work, vehicles for University-related travel and staffing of Student Health Services. ENMU's existing Facilities Master Plan continues to inform the planning and prioritization of campus building renovations, construction or renovation of residence halls, and modification of classroom spaces. Although the plan has served us well, recent enrollment declines and shifts in demographics have caused the institution to take a deeper dive in terms of looking at future needs. Eastern currently has an RFP out to contract with a vendor to assist us in looking more fully and effectively at available data and to develop a new Facilities Master Plan that will better equip us to respond to trends and prepare for the future.

The University continues to pursue external funding (e.g. grants, General Obligation Bonds, Severance Tax Bonds) to underwrite planned capital projects and to enhance campus infrastructure as part of its scheduled campus construction and renovation improvements. Campus initiatives, including utilities savings (as was noted in section 5A) and water conservation projects, as well as the expansion of band-width capacities and a computer upgrade and replacement plan, have allowed ENMU to increase efficiency and cost-effectiveness.

Comparative peer data has shown that ENMU's expenditures align with institutional peers. ENMU's Instructional and General (I&G) expenditures are evidence of the University's effectiveness in protecting its teaching/learning mission: allocations for instruction and academic support consistently remain between approximately 61% and 63% of expended funds. Despite recent declines in enrollment, State appropriations have continued to support Eastern's ability to fulfill our educational mission. However, we recognize that these appropriations could fluctuate in the future. The University has, therefore, developed and implemented an Annual Marketing & Recruitment Plan

in anticipation of potential funding challenges. This plan demonstrates the institution's understanding of its current and future capacity.

Through the University's five-year strategic plans (updated annually), academic program reviews, and effectiveness plans, institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support. Using both internal and external data, the University understands its assets and limitations and can identify external challenges and opportunities. Graduate education, distance education, international programs, global partnerships, financial stability, and athletics continue to be a focus for potential growth and development. As described throughout our 2022 Update documents, the institution also continues to consider factors that impact recruitment and retention, such as changes in student demographics, our annual marketing and recruitment plans, technology needs (including ITS priorities and Distance Learning Strategic Plans), and institutional staffing. State revenue trends, enrollment, and projections for utilities expenditures, and other fixed costs continue to inform our planning and budgeting. The University regularly consults with State entities that govern legislative appropriations to track anticipated changes in funding.

During the annual review process, campus constituencies identify needs and opportunities. Academic programs are vigilant about preparing for advancing technology to keep students up-to-date. Annual Effectiveness Reports permit programs to anticipate obsolescence and meet their ever-changing technology needs in a timely manner. Resource requests are prioritized at the department, college, and university levels and funded accordingly. Building and renovation projects for the campus are regularly reviewed and discussed; deferred maintenance is monitored and prioritized. To facilitate transparency in information sharing, key institutional reports and data are published on "ENMU at a Glance," and budget and planning initiatives are regularly discussed at campus meetings for all constituencies. The Budget and Planning Committee includes representation from each constituency group; this ensures that financial and planning initiatives are broadly understood and vetted.

ENMU continues to prioritize our students' need to be familiar with a changing global environment. The University's initiatives regarding globalization include: academic and cultural programming; international student recruitment; a Study Abroad Program; the establishment of a scholarship fund to facilitate student study abroad; the commitment to fund up to four faculty partnerships annually through the Consortium of North American Higher Education Collaboration (CONAHEC) Faculty Exchange Program; new virtual international collaboration, research, and team-teaching initiatives, as described in Criterion 3B; an upper-division global diversity institutional requirement; summer/winter programs abroad; classes in anthropology, sociology and other areas; and fine arts performances and workshops from diverse artists. We continue to intentionally recruit international students who contribute richly to campus diversity.

The institution implements its plans to systematically improve its operations and student outcomes. ENMU's good stewardship and fiscal soundness contribute to its effectiveness, capacity-building, and sustainability. As described in all of the previous Criteria, Eastern employs consistent planning processes, which are then implemented and reported through existing mechanisms.

In addition to its annually-updated 5-year planning process, the University also uses system-wide consultation to build an organization that shares information and resources, collaborates on programs and student services, and communicates regularly between the main campus regional comprehensive institution and its two system community colleges, which have distinctly different missions. All three campuses receive guidance and oversight from the following shared administrators: System Chancellor, Director of Human Resources/Title IX Coordinator, Chief Financial Officer, and Chief

Information Officer. System-wide communication continues through efforts such as the weekly Information Exchange Council, convened by the vice president for Technology and Systems CIO; this forum connects the three campuses via videoconferencing in an open-ended, free-ranging discussion of technology, policy, Ellucian© updates, student concerns, and desired efficiencies. Other system-wide consultations include the Three-Campus Retreat, where administrative teams from the three campuses meet to share goals and challenges, and to strategize about how to address common initiatives. Through both formal and informal processes and meetings, all three campuses share information with their stakeholders, staff, and students and engage them in identifying new initiatives, needed efficiencies, and innovative solutions to challenges.

Representative examples of developments that have emerged from systematic planning on the ENMU-Portales campus since 2017 include:

Academic Innovation and Enhancement:

- Partnerships with international universities and higher-ed organizations to offer collaborative virtual international experiences for students and faculty to help them build global competencies and intercultural networking opportunities despite pandemic restrictions
- Creation of accelerated paths from the bachelor's to master's degrees in selected programs
- Shift of additional programs to hybrid availability (either face-to-face or online), based on responsiveness to place-bound learners, full-time employed students, caregivers, deployed military personnel, etc., and as a response to the pandemic
- Reduction in total hours in Nursing degree to be in line with the curriculum at other NM institutions while retaining full accreditation
- Tele-practice training in Communication Disorders, an emerging qualification in the profession
- The development of a Clinical Bilingual Certification and SLPA degree paths in Communicative Disorders
- New program emphases addressing industry and STEM needs, such as Bioinformatics and the Renewable Energy and Computer Engineering options in the EET (Electronic Engineering and Technology) program

Operations improvements:

- Implementation of ENMU's first, formal institutional-level Annual Marketing and Recruitment Plan. Beginning in Fall 2021
- Equipment acquisitions in Fine Arts including: advanced lighting instruments, the replacement of entire computer labs, scores of new musical instruments, an improved orchestra pit for the theatre mainstage, comprehensive seating replacement in the studio theatre (black box)
- To improve on effectiveness and efficiency, a reorganization of the College of Business (COB) into two departments, and administrative positions from a Dean and Assistant Dean to a Dean and two department chairs
- The Kinesiology Program was consolidated with the Agriculture and Food Science Programs to enhance efficiency

Enrichment Opportunities for Students and Staff:

- Continued expansion of virtual student programing (academic, social, enrichment) to include distance learners and other stakeholders.
- The institution of an annual Allied Health Symposium in Biology to help inform ENMU

students (and regional pre-college students) about career paths and opportunities in health fields
- A Writing-in-the-Disciplines Workshop for faculty to help them become more adept at assigning, grading, and providing more and better formative feedback on student writing

Distance Learning and Information Technology Services continue to implement best practices, as well as university-wide and unit strategic plans, to make upgrades and needed modifications, allocating resources, and monitoring effectiveness. The most dramatic technological changes on campus continue to be related to the increasing diversity of instructional modalities and students' multifaceted course-taking patterns: mixing online, face-to-face, and hybrid courses, especially as a result of the pandemic. Examples of planned efforts that have been implemented to address these needs follow:

- A continued systematic computer upgrade and replacement plan that is implemented in student labs, classrooms, and faculty offices to assure that the teaching-learning mission is supported by state-of-the-art technology.
- Regularly updated classroom technology, from computers and projectors to integrated teaching podiums that allow all room functionalities to be controlled from one keypad. Top-end technology is budgeted and implemented in all classroom-building renovation projects.
- Mediasite® lecture-capture resources continue to increase the number of classrooms with hybrid delivery capacity, as faculty interest and student utilization increase. There is ample support for faculty using this technology; training is provided before faculty teach online; just-in-time, on-demand assistance is always available as well. Desktop Recorder capacity continues to allow faculty to capture video away from the classroom on a variety of devices.
- To support increasing internet use and student demand, the University continues to regularly increase bandwidth capacity and monitors its use so that it is providing sufficient capacity.
- Pursuant to campus-wide participation and feedback, the planning, adoption and implementation of a new Learning Management System: Canvas®; the previous LMS was Blackboard®.
- ENMU planned and implemented Online Course Standards, which were developed by an *ad hoc* faculty committee in 2017-18, revised by the Distance Learning (faculty) committee in 2021, and will be assessed and reported on by the Distance Learning Committee as part of each program's five-year review that is conducted by the Program Review Committee.

Planned and implemented improvements to operational efficiencies continue to be systematically monitored. Ellucian© continues to serve ENMU well in sustaining effective operations. Since 2017, no upgrades have been needed for the fixed asset depreciation process, endowment tracking, student accounts billing and online payment; nor for forms and processes related to student hiring, calculation of 941 taxes and New Mexico taxes, Family Medical Leave Act (FMLA), and tracking of faculty employment records and contracts.

As previously discussed, the institution's implemented Utility Conservation Efforts keep ENMU's utility costs to $1/ (universities typically pay three times that). This enables ENMU to keep tuition affordable for students.

Sources

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- 2022 Academic Program Effectiveness Report.pdf
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- Assessment Process
- B&P
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- Business partnerships
- Capital Projects 2015-20
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- CAPP Degree Evaluation System
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- CONAHEC and AHEA Virtual Collaboration Opportunities
- Construction and Renovation Improvements
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- ENMU Educational Opportunities Agreements (NM PED)
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- External Grants 2016-2022.pdf
- Grants List
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- Greyhound Stadium
- GSSC project
- Information Exchange Council (IEC) Agendas and Minutes.pdf
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- Institutional Profile
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- ITS Updates
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- List of Accelerated Programs
- NM SB77 Pilot Project (2021-present) New Mexico Statue 21-1-48)
- Online Course Standards
- Operating Budgets and State Appropriations 2007-2021
- Peer Data

- President goals 2017
- President's Goals 2021
- Revised Faculty Evaluation Survey.pdf
- RFP Facilities Master Plan
- Right Sizing
- State Appropriations
- Strategic Plan Updates
- Strategic Plan Updates 2011-16
- Student Fees Committee
- Student Fees Committee Allocations and Process
- Three Campus Retreat
- Three Campus Retreat
- University Strategic Plans
- Utilities and Water Conservation
- Value for the Dollar

5.S - Criterion 5 - Summary

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

Summary

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

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5.S Summary

ENMU continues to use its resources in a manner that is consistent with the University's mission, following a shared governance model. Financial and academic planning and monitoring are implemented with intentionality and efficiency in order to document, assess, and improve performance in all areas of operation.

Sources

There are no sources.