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Chapter One: Introduction

Brief Profile

New Mexico Highlands University is the only comprehensive state institution in the northern half of New Mexico, which is geographically the fifth largest state in the Union. Since its founding, it has been regarded as the means for obtaining higher education by the ethnically diverse people of the area. It is located in Las Vegas, New Mexico, a community of 15,000, approximately sixty miles east of Santa Fe, New Mexico's capital city.

In addition to the main campus, the University has four off-campus centers located in Rio Rancho, Santa Fe, Española, and Farmington. It also maintains distance education and off-campus learning programs. Its thirty-three major programs are organized into one college and three schools: the College of Arts and Sciences, the School of Business, the School of Education, and the School of Social Work. It offers twelve graduate programs, many of them interdisciplinary and reflective of the geographic, demographic, and historical nature of northern New Mexico. It is classified as a Carnegie Comprehensive I University.

Historically the University, when compared to other state institutions, has graduated an unusually large number of teachers and school administrators, and it continues to do so. Its social work programs at both the undergraduate and graduate level are nationally noted for their content and quality. In 1998, the University achieved entrance into the Council of Graduate Schools and accreditation by the National Council for Accreditation of Teacher Education, the Association of Collegiate Business Schools and Programs, and the Council on

Social Work Education. The University began the 1999-2000 academic year with seventy-seven grants totaling \$11,674, 003.

The ethnic mix of the student body is perhaps the University's most distinct and enduring asset. In the fall of 1999, on the main campus Hispanic students comprised 59.4% of the student body, Anglos 29.5%, Native Americans 5.7%, African Americans 1.0%, Asians 0.6%, and Non-resident aliens 1.2% (with 2.5% not reporting). Comparable percentages for the University's total enrollment were Hispanic 39.3%, Anglo 44.7%, Native American 11.4%, African American 1.1%, Asian 0.4%, and Non-resident alien 0.2% (with 3.0% not reporting).

The University had a total enrollment of 3205 in the fall of 1999, with a full-time student equivalency of 2100. Of these students, 2444 took classes on the main campus and 761 at off-campus centers or distance education sites under terms of approved articulation agreements. Undergraduate enrollment was 1942 (1541 full-time equivalency); graduate enrollment was 1263 (559 full-time equivalency). **The New Mexico Commission on Higher Education defines full-time equivalency as fifteen credits/semester at the undergraduate level and twelve credits/semester at the graduate level.**

During the fall semester of 1999, the faculty numbered 251, with 145 of these full-time and 106 part-time. All but six of the full-time faculty taught on the main campus, though many of them also served at one or more off-campus centers and/or offered courses via distance technology. Of the full-time faculty, 86% possessed a terminal degree. The University employed a professional and

support staff of 123, excluding work-study students. New Mexico Highlands University is one of the largest employers in the community, along with the New Mexico Medical Center and the two local school districts. Senior administration includes the president (who also serves as the vice president of Finance), the provost and vice president for Academic Affairs, the vice president and dean of students, the vice president for Research, Planning, and Institutional Development, and four academic deans. There are five members of the constitutionally independent Board of Regents, including a student regent. The University's overall operating budget for fiscal year 1998-1999, including restricted and unrestricted funds, was \$44,105,442.

As will be noted later in this chapter, New Mexico Highlands University has experienced major changes in every area of its service to the people of New Mexico in the decade since the last NCA site visit. It is no longer mainly a residential campus for the traditional-aged high school graduate. The campus welcomes more and more students who commute, some from great distances. In many fields, the curriculum is more evolved than it was in 1990. The direction and scope of the off-campus centers, distance education programs, and extended learning programs constantly change to meet regional, national, and international demands and competition. The very configuration of its campus classrooms has changed with the coming of technology. The pace of these changes accelerates with every passing academic year.

History and Accreditation Summary

Since its last accreditation visit by the North Central Association, New Mexico Highlands University celebrated its one hundredth anniversary. The Territorial Legislature of New Mexico established it in 1893 as a normal school with the primary objective of training teachers for the newly extending public school system in the mountain villages and high plains communities of the region, most of them with a predominantly Hispanic population. With the addition of graduate degrees, its name was changed to New Mexico Normal University and then, in 1941, to New Mexico Highlands University. Its distinguished presidents have included Edgar Lee Hewett, the noted American anthropologist, and Dr. Frank Angel, who in 1971 became the first native-born Hispanic to lead a four year institution of higher education in the United States. Las Vegas, home of its main campus, was founded in 1835 by Hispanic pastoralists and farmers. The town was a major stop on the Santa Fe Trail and then became a railroad and commercial center until the Great Depression undermined its economy. Today it is a tourist destination and retirement community. It has over 900 buildings on the National Historic Register, more than any community west of the Mississippi River.

The North Central Association (NCA) first accredited New Mexico Highlands University in 1926. It later was evaluated and accredited in 1932 and 1937. It has retained its accreditation since then, with its last renewal in 1990-1991.

Review of the Self-Study Process

The self-study process specific to this cycle of NCA accreditation has developed over three years. A self-study committee was created in the fall of 1997 by the provost, to whom it reports. Its members (see roster below) include faculty, administrators, a community-alumni liaison, and a student.

During the academic year 1997-1998, committee discussions ranged freely over every aspect of University life and action. The expressed end of these conversations was to identify areas of strengths and concern at New Mexico Highlands University and to review the past and future of the institution. NCA criteria played a role in these discussions, but the committee also considered the evolution of the University mission, the curriculum, campus life, administrative changes, the climate of higher education in the state and nation, and the impact of technology on education, among other topics. When further information was needed on a particular issue, such as the development of the University Mission Statement, the evolution of graduate programs, or the state of academic and non-academic assessment plans, various committee members provided it.

Having laid a foundation for self-study, the committee, over the next two years,

- designed and directed self-study reports for all academic and non-academic units on campus;
- held training workshops for unit self-study directors during faculty development week in August 1998;
- assigned to individual members the review of specific NCA criteria and the drafting of chapters in the University's *Self-study*;

- posted on the Internet a University “accreditation web site,” which contained NCA criteria, minutes of Self-study Committee meetings, self-study drafts, links to other appropriate sites, and an invitation to the community to comment via e-mail;
- held a second NCA workshop during faculty development week in August 1999, part of which consisted of a presentation by Dr. Sheila Ortego, a consultant-evaluator for NCA;
- prepared and edited, during the summer of 1999, the first draft of the self-study report;
- provided, during the academic year 1999-2000, a series of self-study drafts to the president, provost, campus community, and general public for reading and comment.

Early in the self-study process, both the committee and the faculty in general lamented the lack of continuity from one NCA visit to another. This development pointed to the need to introduce a cyclical evaluation process. As the self-study progressed, the campus community as a whole also gained an understanding of how changes occurring both on and off campus needed to be seen in relation to each other and the University mission -- changes in areas such as enrollment management, housing, recruitment, general education, assessment, and distance education. Before self-study was begun, some of these elements appeared isolated and insufficiently integrated into the larger University perspective.

Finally, the self-study process revealed differences concerning the perception of New Mexico Highlands University's future among varying constituencies, from the faculty to the general public. The debate over these differences already has indicated new directions the University can take, from the interpretation of its mission to the delivery of classroom services.

Self-Study Committee

Dr. Diane Brimmer
V.P. and Dean of Students

Dr. Tom Matthews
Director of Assessment

Dr. Glen Davidson
Provost (Ex-Officio)

Dr. Michael Olsen, Chair
Department of History

Mr. Walter Goodwin
Ms. Sarah Nesbit
Student Representatives

Dr. Chris Nelson
School of Education

Dr. Donna Jacobi
Office of Institutional Planning

Ms. Elizabeth Orem
Development/Foundation

Dr. John Juarez
V.P. for Research, Planning, and
Institutional Development

Dr. Tomás Salazar
Dean, College of Arts and
Sciences

Dr. Linda LaGrange
Department of Behavioral Sciences

Dr. Clarence Sanchez
Registrar

Responses to the NCA Team Report of 1990

The 1990 Evaluation Team expressed four primary concerns. The specific wording of these concerns, a summary of the University's response at the time, and subsequent developments are delineated below.

1. The institution has not developed an effective institutional research function.

The University agreed that the need for "appropriate data" was crucial to decision making throughout the institution. A task force was established to make recommendations regarding the role and scope of an institutional research office. Within a year such an office, now called the Office of Research, Planning, and Institutional Development was created. Besides institutional research, this office oversees all grants and contracts and administers a number of programs providing social, economic, and educational services to New Mexico and the Southwest.

2. The University has not established a systematic assessment program.

The evaluation team recommended that the University develop a comprehensive assessment program by 1995. A task force was created to review assessment efforts on campus, define the parameters of a campus-wide assessment program, and develop a time line. Subsequently, a director of Assessment was appointed, the various components of the University developed assessment programs, and the NCA approved the overall report issued by the University in 1995. Since that time, assessment in its various forms has evolved and been refined considerably.

3. The faculty governance process is not functioning to provide an effective means of decision making and problem solving.

Since 1989, faculty governance at the University has been carried out through the Faculty Senate and its constituent committees. However, in April 1998, a majority of the faculty voted for collective bargaining, introducing a new element into the governance process at the University. On June 30, 1999, the New Mexico collective bargaining act for state employees expired. The Board of Regents then returned recognition to the elected Faculty Senate as the sole representative of the faculty.

4. Critical University policies are out of date or incomplete, e.g., faculty handbook and guidance for graduate students.

The University agreed that periodic review of all manuals, handbooks, and policy statements was in order. Within the last two years, the following handbooks and manuals have been revised and approved: *Regents' Policy Guide*, *Faculty Handbook*, *Adjunct Faculty Manual*, *Staff Handbook*, *Student Handbook*, *Graduate Student Manual*, *Undergraduate Student Catalog*, *Graduate Student Catalog*, *Athletics Handbook*, *Registrar's Manual*, *Handbook on Research Policy*.

Additional Comments: Response to 1990 NCA Team "Suggestions"

Besides the four major concerns cited above, the 1991 Evaluation Team formulated a number of "suggestions" in the body of its report. A summary of these and the institutional response follows.

Suggestion: Centralize management of computer resources. Response: The CNS Group (Computer Network Services Group), expanding on the duties of

the former computer center, is now responsible for all planning, budgeting, and maintaining of computer resources on campus.

Suggestion: Require a computer literacy course. Response: All freshmen must now demonstrate computer proficiency through testing or successful course completion by the end of their first year.

Suggestion: Develop greater coordination and uniform policy in graduate affairs. Response: A graduate handbook is now available; a graduate faculty coordinating committee is in place; an associate dean of Graduate Studies administers graduate programs.

Suggestion: Increase recruitment of average to above average students. Response: The University Recruitment Office was reorganized in 1997 and enrollment management initiatives begun. A “Freshman Leadership” course was introduced in 1998. One of its objectives is to attract students who will become a cohort of leaders for the student community. For the impact of this class, see the evaluation in Chapter Five. New Mexico Highlands University remains an open-enrollment university.

Suggestion: Increase opportunities for faculty and student participation in discipline based conferences. Response: A faculty research fund now disperses specific grants for research and travel; a student research fund allots monies for similar activities. Departmental travel funds have declined, as on many campuses, but such funds are still available. Student professional associations with regional or national ties which offer off-campus opportunities include the American Chemical Society; American Indian Science and

Engineering Society; Anthropology/Sociology Club; Association for Computing Machinery; Bilingual Education Student Association; Crossroads (Art Student Association); Environmental Conservation Organization; Human Performance, Leisure, and Sport Club; La Nueva Vida; Native American Student Organization; Early Childhood Education Association; Business Society; Music Club; Society of Hispanic Engineering Professionals; Technology Education Collegiate Association; Phi Alpha Theta -- National History Honorary Society; Phi Eta Sigma -- National Honorary Society; Psi Chi -- Psychology Honorary Society; and the Undergraduate Social Work Association.

Suggestion: Reduce the complexity of annual faculty performance evaluations. Response: A decade ago the annual faculty performance evaluation was a cumbersome process which culminated in the submission of all the documentary evidence for a faculty member's activities in the areas of teaching, research, and service for the previous year. Faculty members now file a brief report at the end of the spring semester. Departmental peer evaluation is confined to a one page standardized form. Materials in support of a faculty member's activities are available in that faculty member's office.

Suggestion: Resist pressure to add new programs without program reduction. Response: While many programs have been reconfigured, three majors have been added and one dropped; seventeen minors have been added and seven dropped, and three new graduate programs have been added. See "Significant Changes" below.

Suggestion: That the Board of Regents and the campus community be more involved in University affairs, including the need for a student advocate. Response: The entire campus community -- students, faculty, administration, and board -- has been involved in the recent development of a revised mission statement; the Board of Regents actively promoted the University's *Five-Year Strategic Plan, 1999-2003*; a student member was added to the Board of Regents by state law in 1995.

Suggestion: Provide orientation and mentoring for new faculty and staff. Response: For the past decade, the University president has opened the academic year with a faculty/staff breakfast and orientation, followed by sessions for new faculty. Since 1998, this has expanded to include a faculty development week with special workshops and departmental, school, and college activities. At an opening convocation, which now marks the beginning of a new academic year, the president presents the University's annual objectives.

Suggestion: Address misapprehensions among students about the Student Support Services program. Response: Ten years ago this program was not clearly understood by many students. A federally funded service still present on campus, it is limited to serving 350 low-income, first-generation college students. Since 1990, the University has added other academic support units for students outside this program, including the Office of Academic Support and an Academic Center for Excellence.

Significant Developments in the Past Decade

Mission Statement

In 1996, the University revisited its mission statement. For a full discussion, see Chapter Three.

Strategic Plan

The Board of Regents, on December 11, 1998, approved a five-year strategic plan for New Mexico Highlands University incorporating major goals, objectives, and action items along with an estimate of associated revenues and costs. The plan covers all aspects of University life, including academics, research and planning, student affairs, University relations, development, finances and administration, and athletics. The impact of this strategic plan is evident throughout this report.

Educational Outreach Services

One of the most fundamental changes at New Mexico Highlands University has been in the delivery of its educational services. The University has expanded dramatically beyond the traditional boundaries of the campus with new initiatives. These are described in more detail in Chapter Four. Briefly, the University has developed four off-campus centers at the invitation of on-site institutions. Additionally, the Office of Educational Outreach Services operates distance education, external academic, and special topics programs.

Student Affairs

The reorganization of student services on campus, beginning with the creation of the Office of the Vice President and Dean of Students in 1998, has

consolidated and simplified the duplicated or fragmented services available previously. Within the office, Academic Support Services now coordinates academic advising, academic assessment, academic orientation and registration, personal counseling, Native American services, testing, cooperative education and internships, and career services. New activities include a testing center, a tutorial service center, a student leadership program, and a professional development program for student affairs staff members, especially in the areas of recruitment, advising, and registration.

Accreditation/Graduate Status

The University is proud that its three professional schools have achieved national specialty accreditation. In 1998, the National Council for Accreditation of Teacher Education (NCATE) accredited the School of Education. Also in 1998, the Association of Collegiate Business Schools and Programs accredited the School of Business. The Council on Social Work Education accredits the School of Social Work. In another major development, the Council of Graduate Schools accepted the University for membership in 1998. The University's Chemistry program retains its long-held accreditation by the American Chemical Society. As part of its five-year plan, the University is seeking to reach creditable standards for all disciplines for which there is a specialty accrediting organization.

Faculty Development

A new generation of leaders has emerged among the faculty since the last NCA visit. Faculty leadership has been encouraged and shaped by the introduction of a faculty development week. Over the years, this week has

included sessions on topics ranging from teaching effectiveness and syllabus writing to the use of technology in the classroom. Apart from this initiative, weeklong professionally-led training sessions for deans, department chairs, and faculty committee chairs have been introduced.

Academic Program Changes

Undergraduate Majors

Anthropology/Sociology (B.S./B.A.) *developed* concentrations in criminology, criminal justice studies, and American Indian studies.

Communication Arts (B.A.) with concentrations in audio production, design studies, speech communication, television production, and theater *replaced* Mass Communications (B.A.).

Visual Communication Design (B.F.A.) *replaced* Graphic Design (B.A.).

The Pre-professional Art Program *moved* from a B.A. to a B.F.A.

An Engineering B.S. *superceded* the Electronic Engineering Technology B.S.

Environmental Sciences (B.S.) *expanded* to an Environmental Science/Management B.S. with concentrations in environmental science and environmental geology.

A Natural Resource Management B.S. was *added*.

A Computer Science B.A./B.S. with concentrations in software/hardware systems, information systems, and an individualized program has *superceded* Computer Engineering Technology (B.S.) and Computer Information Systems (B.A.).

A Physics B.S. was *reinstated*.

Training for teaching science at the secondary level was *concentrated* into one program, General Science Education (B.A.).

Early Childhood Education was *added*.

The Business Administration B.A. was *replaced* with individual B.B.A. programs in Accounting, Management, Finance, Management Information Systems, and Marketing.

The B.A. in Social Work *became* a B.S.W.

A Health B.A. with concentrations in health education, health promotion and wellness, and a pre-professional program was *added*.

The major in Fine Arts (B.A.) was *dropped*.

Undergraduate Minors/Associate of Arts Degrees

Minors *deleted* included Mass Communications, Spanish Communications, Military History, Spanish for Bilingual Teaching, Computer Science, Computer Information Systems, and Business Administration.

Minors *added* included Speech Communication, Television Production, Literature, Professional Writing, Classical Studies, Religious Studies, Engineering, Bilingual Education/TESOL, General Science for Elementary School Teachers, Computer Science Software/Hardware Systems, Computer Science Information Systems, Cognitive Science, and separate minors for business

majors and non-business majors in Accounting, Management, Finance, Management Information Systems, and Marketing.

All Associate of Arts Degrees were *eliminated* with the exception of Elementary Education.

Graduate Degrees

Three new programs were *added*, Media Arts and Computer Science (M.A. or M.S.), English (M.A.), and Human Performance and Sport with Concentrations (M.A.).

In Public Affairs (M.A.), a concentration in Administration was *added*, and a concentration in Economic Processes was *dropped*.

The Master's in Social Work (M.S.W.) was *reorganized*.

Technology

Technological change on campus has been pervasive. Its impact is evident in all the sections of this report dealing with student services, academic programs, faculty teaching and research, records administration, and financial management.

A few developments to mention include

- optic fiber wiring of the campus;
- the availability of over a dozen computer laboratories on campus;
- that everyone has access to Internet and e-mail;
- the installation of Banner 2000 software in 1999 integrated systems-management across campus;
- that an entire range of University publications, professional services, research projects and opportunities, course syllabi, and other “in

house” technological support systems are available on University and faculty web sites;

- that the University is increasingly involved in distance education via electronic technology, including the Internet;
- installation of satellite technology;
- that the Library is a participatory member of the New Mexico Library Consortium

Assessment

Beginning with a concern expressed by the evaluation team in its 1991 report, the campus has developed a climate of assessment. The North Central Association endorsed program plans for assessment in 1995. Since then, assessment of all aspects of academic and non-academic life on campus has been addressed. Developments in specific areas, such as student satisfaction surveys and academic major/minor assessment plans, are covered in the appropriate sections of this report.

Structural Reorganization

The University moved from an academic structure encompassing three schools (Science and Technology, Professional Studies, Liberal and Fine Arts) to one of three schools and one college (Schools of Business, Education, and Social Work, College of Arts and Sciences). Within this structure, one academic department, Military Science, was eliminated. In the administrative structure, the Office of the Vice President for Academic Affairs became the Office of the Provost and Vice President for Academic Affairs; the Office of the Vice President

for Administrative Services was redefined, with many duties assigned to a new vice president for Research, Planning, and Institutional Development, and the responsibilities of the dean of students were expanded and the position designated as that of the Vice President and Dean of Students. Since 1990, the University has had one new president and two new vice presidents for Academic Affairs (with the latter of the two also designated as provost).

Physical Plant

The University has experienced major new construction, renovation of buildings, and expansion of the campus boundaries in the past ten years. These changes are listed below.

- A campus Master Plan was developed.
- Extensive renovation of Ilfeld Auditorium. It is the center for the performing arts on campus and on the National Historic Register.
Cost: \$1.5 million
- Extensive renovation of Douglas Hall and the construction of an adjacent new wing to house the Departments of Languages and Literature, History and Political Science, and English and Philosophy.
A former city school, this building also is on the National Historic Register. Cost: \$3.79 million
- Extensive renovation and new construction on Donnelly Library, which more than doubled the size of the facility and permitted the installation of technology supporting new information retrieval systems. Cost: \$6.93 million

- Extensive renovation of the Victoria de Sanchez Teacher Education Center, permitting reconfiguration of classrooms, installation of new technologies (the center houses distance learning classrooms), and more faculty offices. Cost: \$ 2.97 million
- Renovation of the Student Center to include a computer laboratory and student access to new technological services. Cost: \$150,000
- Renovation of Perkins Stadium, permitting safer and more comfortable athletic activities. Cost: \$717,000
- Ground will be broken in the near future for the construction of a new science center. Cost: \$23 million
- Reconstruction throughout campus continues to bring facilities into compliance with the regulations of the Americans with Disabilities Act.
- Ground will be broken in the near future for new housing for students.

Policies and Procedures

All policy and procedures manuals and handbooks such as the *Regents' Policy Guide*, *Faculty Handbook*, *Student Handbook*, *Handbook on Research Policy*, and others have been reviewed and updated.

Service Programs

The University has, in the past decade, become “home to,” sponsor of, or provider of a number of private, state, regional, and federal services targeted at the area’s population. They include the American Indian Science and Technology Consortium; the Center for Education and Study of Diverse Populations;

Advanced Placement New Mexico; New Mexico Mathematics, Engineering, and Science Association, Inc.; the New Mexico Highlands University Work Program; and the Utah, Colorado, Arizona, and New Mexico Rural Systemic Initiative. The University is proud to be associated with these services and regards their roles as fully commensurate with the mission of the University. They are fully considered in Chapter Five.

Purposes of the Self-Study

The primary purpose of this self-study is to provide evidence that New Mexico Highlands University has fulfilled all criteria required for continuing NCA accreditation. In the process of achieving this objective, the University Self-study Committee identified five goals that are inherent in the self-study. The goals include

- utilizing the University's revised mission statement to assess all aspects of academic and non-academic life on campus;
- broadening and deepening the impact of outcomes assessment from the classroom to the boardroom;
- redefining the role of the graduate programs as they relate to changes with regard to state, regional, and national demands;
- evaluating student life and services as reflected in the University's 1999 five-year strategic plan for new approaches to student affairs;
- assessing further development and coordination of curricular design and credit transfer with the University's affiliated two-year colleges.

Since the University's mission is fundamentally reflective of the heritage of New Mexico, that portion of the *Self-study* dealing with its mission, as identified by goal one, above, is especially related to the regional community and can be tied to the Commission's emphasis on "third party comment." The next three goals involve aspects of the inter-relationship of the University and its students and are approached with that audience in mind. The final goal is indicative of on-going changes in the structure of higher education in New Mexico and includes constituencies ranging from the NCA Commission itself to the state legislature.

Organization of the Report

While the organization of this report is relatively straightforward, three related developments are woven through its chapters. These are **change**, **assessment**, and **quality**. As with many institutions of its type and character, New Mexico Highlands University is experiencing change in every aspect of its role, from its mission to the way students learn in its classrooms. Assessment at every level is necessary to assure the quality of this change, even as the assessment process itself evolves.

The NCA *Handbook* has guided the Self-study Committee and has shaped the organization of this report. A concise summary of New Mexico Highlands University's compliance with the NCA General Institutional Requirements follows this chapter. Chapters Three through Seven consider each of the NCA criteria in order. The conclusion of each of these chapters sets forward a list of strengths, concerns, and recommendations in the area of University life addressed in the chapter. The final chapter of the report summarizes general institutional

strengths, concerns, and recommendations; looks forward to the next ten years;
and requests continued accreditation.

Chapter Two: General Institutional Requirements

Chapter Two: General Institutional Requirements

New Mexico Highlands University meets each of the twenty-four General Institutional Requirements of the North Central Association, as this chapter demonstrates. All supporting documentary material can be found in the file “Documentation for General Institutional Requirements,” available in the Resource Room.

1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

The Mission Statement of New Mexico Highlands University identifies it as a “teaching and research state institution offering programs in liberal arts, sciences, and professional disciplines” to undergraduate and graduate students. This statement is published in the *New Mexico Highlands University Undergraduate Catalog, 2000-2002* and the *New Mexico Highlands University Graduate Catalog, 2000-2002*.

2. It is a degree-granting institution.

Section 21-2-7, N.M.S.A., provides that the Board of Regents “shall determine and provide as to what branches of learning shall be taught at the University and the classification and order of the same.” The *New Mexico Highlands Undergraduate Catalog 2000-2002* lists all undergraduate degrees conferred by the University; the *New Mexico Highlands University Graduate Catalog 2000-2002* lists all graduate degrees.

3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

Article XII, Section 11 of the New Mexico State Constitution confirms New Mexico Highlands University, at Las Vegas, as a “state educational institution.” Programs and courses offered at distance education and off-campus centers throughout New Mexico comply with all regulations set by the New Mexico Post Secondary Law of 1978 and its amendments, the New Mexico Commission on Higher Education, the North Central Association of Colleges and Schools, and other accreditation bodies, e.g., the National Council for Accreditation of Teacher Education.

4. It has legal documents to confirm its status: not-for-profit, for-profit, or public.

New Mexico Highlands University is a state institution, so defined in Article XII, Section 11 of the New Mexico State Constitution. Public colleges and universities are tax exempt as defined in the Standard Federal Tax Reports, Section 342.1 of Regulation 1.501(c)(3)-1(f).

5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

Article XII, Section 13 of the New Mexico State Constitution enjoins the state legislature to “provide for the control and management” of New Mexico Highlands University “by a Board of Regents.”

6. Its governing board includes public members and is sufficiently

autonomous from the administration and ownership to assure the integrity of the institution.

Article XII, Section 13 of the New Mexico State Constitution establishes for New Mexico Highlands University a Board of Regents “consisting of five members, four of whom shall be qualified electors of the state of New Mexico, one of whom shall be a member of the student body of the institution and no more than three of whom at the time of their appointment shall be members of the same political party”

Further, the *Regents’ Policy Guide* notes that “The Board’s responsibility is to establish policy for the University and then hold the President responsible for ensuring that approved policy is implemented throughout the institution.”

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The *Regents’ Policy Guide* states, “The President of the University is the chief executive officer of the institution and is recognized by the Board of Regents as the ranking officer of the University. As chief executive officer, the President administers the University in accordance with the Constitution and laws of New Mexico and the policies and directives of the Regents.”

8. Its governing board authorizes the institution’s affiliation with the Commission.

The North Central Association first admitted New Mexico Highlands University to full membership at its meeting of March 17, 1926. The University’s Board of Regents subsequently affirmed its relationship with the NCA at its

meeting of April 23, 1937, and has maintained unbroken affiliation with the Commission ever since.

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

As of the fall semester of 1999, New Mexico Highlands University employed 145 full-time tenured, tenure-track, and temporary faculty, of whom 86% had earned the doctorate or equivalent degree. The University also employed 106 part-time faculty in the fall of 1999. *Curriculum vitae* for all faculty are on file in the Resource Room; the University catalogs also list permanent and probationary faculty members, their degrees, and their degree granting institutions.

In some cases, the University hires faculty members with B.A. or B.S. degrees or faculty members who have not completed terminal degrees appropriate to their discipline. These exceptions include

- graduate student teaching assistants in freshman level courses or laboratory sections in English, the behavioral sciences, the sciences, and physical education;
- individuals whose credentials uniquely qualify them for the position. Such individuals receive contracts with specified terms, such as requiring the completion of the terminal degree if they are in a tenure-track position or limiting the time of their employment. Faculty members hired to teach courses via distance education or at off-campus centers are governed by these same requirements and must,

additionally, be approved by the school, college, or department whose courses they are teaching.

10. A sufficient number of the faculty members are full-time employees of the institution.

Faculty Status, Fall 1999

Total number of faculty employed			251
Total number of full-time faculty	145		
Total number of part-time faculty		106	
<i>Total part-time FTE</i>	37		
Total FTE faculty for the University	182		
Total % of full-time faculty	80%		
Total % of part-time faculty	20%		

The University also employed eighty-nine graduate assistants during the fall semester of 1999. Of these, a total of thirteen taught classes in two departments, Human Performance, Leisure, and Sport and English. All taught only basic freshman courses.

11. Its faculty has a significant role in developing and evaluating all the institution's educational programs.

Faculty members at the department, school, or college level initiate course and program changes. Proposals for new courses, deletion of courses, or changes in courses or existing programs are then referred to the Academic Affairs Committee, a standing faculty committee. New programs or the deletion of programs (majors/minors/graduate degree programs) are referred by the Academic Affairs Committee via the Faculty Senate and the Board of Regents to the New Mexico Commission on Higher Education.

Assessment at New Mexico Highlands University is in the hands of the Faculty Academic Outcomes Assessment Committee, a standing committee of the

faculty. This committee initiates and monitors academic assessment, makes policy recommendations, reviews outcomes, and delivers to the Faculty Senate an annual report on academic assessment.

12. It confers degrees.

For the period 1990/1991 to 1998/1999, New Mexico Highlands University conferred the following: twelve Associate of Arts, 2068 Bachelors, and 998 Masters degrees, for a total of 3078 degrees.

13. It has degree programs in operation, with students enrolled in them.

The Registrar's Office annually reports enrollment and degree data to the New Mexico Commission on Higher Education, as well as publishing an in-house report on enrollment. See: *Annual Commission on Higher Education Degree File; Commission on Higher Education Data and Editing Reporting System Data File; New Mexico Highlands University Enrollment Report.*

14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

The range of New Mexico Highlands University's degree programs is revealed in its catalogs: the *New Mexico Highlands University Undergraduate Catalog 2000-2022* and the *New Mexico Highlands University Graduate Catalog 2000-2002*. These programs are reflective of recognized fields of study at the higher education level. The spectrum of programs ranges from traditional offerings in history and English to more innovative and recent opportunities such as an M.A. in Media Arts and Computer Science. All programs support and

promote the mission of New Mexico Highlands University as, in the words of its Mission Statement, “a teaching and research state institution offering programs in liberal arts, sciences, and professional disciplines.”

15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

Responsibility for degree programs at New Mexico Highlands University ultimately rests with the Board of Regents and the New Mexico Commission on Higher Education. Consequently, in terms of names, practices, length, and content, these degree programs are appropriate and commensurate with those of other institutions of higher education.

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution’s mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

The University has a general education requirement that asserts

The philosophy of the general education component at New Mexico Highlands University is consistent with the academic purpose of the institution; that is, to empower students for a productive life. Students accumulate knowledge and training through various disciplines and at the same time learn how to make individual judgments about the use of that knowledge and training. . . . Through the core curriculum requirement of all academic undergraduate majors, students are prepared not only to adapt to changing demands, changing technology, and changing demographics in today’s world, but also to create and to take positions of leadership for tomorrow.

The components of the general education requirement include communication, critical thinking, values, sciences and technology, information management,

intercultural experience, historical perspective, arts and aesthetics, and health and wellness. General education courses constitute forty hours out of the 128 hours necessary for graduation.

Responsibility for the general education requirements is vested in the Academic Affairs Committee, a standing faculty committee. It evaluates the requirements as appropriate. Changes in the general education requirement have occurred on an annual basis for the past decade. Two concerns that further generate the evolution of the general education requirements include

- a legislative mandate of 1995 calling for articulation among all the two and four year institutions in the state to allow for ease of transfer by students from one school to another. The New Mexico Commission on Higher Education, in its Rule 251, identified a thirty-five-semester hour curriculum in line with this mandate. New Mexico Highlands University determined that there was little conflict between this mandated curriculum and the University's general education requirement. Students matriculating at New Mexico Highlands University will be expected to fulfill the general education requirement as set forth in the University catalog. Also, individual programs, majors, and minors may have requirements in addition to those in the general education program;
- annual assessment of the general education curriculum. For the goals, objectives, and instruments used, see Chapter Five.

17. It has admission policies and practices that are consistent with the

institution's mission and appropriate to its educational programs.

Undergraduate admission policies are addressed in the *New Mexico Highlands University Undergraduate Catalog, 2000-2002*. Although New Mexico Highlands University is generally considered to have an open admissions policy, regularly admitted students must have a high school diploma and a G.P.A. of 2.0 or a G.E.D. with an average score of 50 or above. Admission to graduate studies is covered in the *New Mexico Highlands University Graduate Catalog, 2000-2002*. Graduate admission standards vary from program to program, though a 3.0 undergraduate G.P.A. is required for regular standing.

18. It provides its students access to those learning resources and support services requisite for its degree programs.

New Mexico Highlands University has numerous learning resources and student services that aid students in achieving academic success. These services are considered throughout this report. They include

- computer access to student records, financial aid statements, course syllabi, e-mail, and the Internet;
- Donnelly Library;
- the Academic Center for Excellence, the Language Learning Center, and the Writing Center -- all with computer laboratories and appropriate software;
- student professional, social, and service organizations;
- an Office of Disability Services;
- tutoring services from various campus agencies;

- *La Mecha* -- the student newspaper -- and *Perspectiva* -- a humanities magazine;
- art galleries and a performing arts series.

At its off-campus centers, learning resources and student services include

- cross-trained student services officers;
- on-site library access;
- admission to all on-site community college services;
- access via web site to a range of main campus services at the library, Registrar's Office, and Office of Student Services.

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

State law requires annual financial audits of every state agency. Copies of New Mexico Highlands University financial statements as audited for the period 1990-1999 are available in the Resource Room.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

New Mexico Highlands University is funded primarily through state appropriations, student tuition and fees, and federal monies. For the fiscal year 1998-1999, the actual budget breakdown included 92.2% for instruction and general expenditures and 7.8% for all other programs. Within the instructional and general category, the University allocated 54% for instruction, 9.7% for academic support, 11.7% for student services, 12.9% for institutional support, and 11.7% for plant operation and maintenance.

21. Its financial practices, records, and reports demonstrate fiscal viability.

“The Regents are the final institutional authority for New Mexico Highlands University and reserve to themselves the right to consider and determine, if in the exercise of sound discretion it is deemed necessary, any matter relating to the University” (*Regents’ Policy Guide*). State law (see above, No. 19) mandates external audits. These audits are available in the Resource Room.

22. Its catalog or other official documents include its mission statement along with accurate descriptions of 1) its educational programs and degree requirements; 2) its learning resources; 3) its admissions policies and practices; 4) its academic and non-academic policies and procedures directly affecting students; 5) its charges and refund policies; 6) the academic credentials of its faculty and administrators.

Three publications cover the items specified in this general institutional requirement. They are the *New Mexico Highlands University Undergraduate Catalog, 2000-2002*; the *New Mexico Highlands University Graduate Catalog, 2000-2002*; and the *New Mexico Highlands University Student Handbook, 2000 Edition*. Most items also are available on the New Mexico Highlands University Internet web site (www.nmhu.edu). The *Student Handbook* also includes the University’s code of student conduct, academic integrity policy, policy on emergency contact, procedures related to inclement weather, posting policy, policy on self-destructive behavior, sexual assault policy, sexual harassment

policy, and smoking policy.

More specifically, the following are found as indicated:

- Mission Statement -- *Undergraduate Catalog, Graduate Catalog;*
- Educational Programs and Degree Requirements -- *Undergraduate Catalog, Graduate Catalog, web site;*
- Learning Resources -- *Undergraduate Catalog, Graduate Catalog, Student Handbook, web site;*
- Admissions Policies -- *Undergraduate Catalog, Graduate Catalog, web site;*
- Academic and Non-Academic Procedures -- *Undergraduate Catalog, Graduate Catalog, Student Handbook, web site;*
- Charges and Refund Policies -- *Undergraduate Catalog, Graduate Catalog, web site;*
- Academic Credentials of Faculty and Administration -- *Undergraduate Catalog, Graduate Catalog.*

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

New Mexico Highlands University publishes its standing with accrediting bodies on page one of both its *Undergraduate Catalog* and its *Graduate Catalog*.

24. It makes available upon request information that accurately describes its financial condition.

All public records are open in New Mexico. Copies of the University budget are available at the reference desk of Donnelly Library. Annual audit

reports are available upon request from the Finance Office.

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Chapter Three

Criterion One: An Appropriate Mission

Since its last accreditation by the North Central Association, New Mexico Highlands University has adopted a new mission statement. This chapter provides an overview of the process leading to this adoption and an analysis of the actual statement. Specifically, it

- reviews previous mission statements of the University
- describes the new Mission Statement and how it was derived
- presents some of the long-term commonalities among the University's mission statements throughout its existence
- discusses specific changes in the Mission Statement since the last NCA visit
- describes how the University is accomplishing its mission

Institutional Mission Statement History

The New Mexico Normal University Annual Catalogue, 1902, noted that,

By an Act of the Territorial Legislature of 1893, the New Mexico Normal School at Las Vegas was created. . . . The 33rd Legislative Assembly, in February, 1899, extended the scope of the institution by creating it "The New Mexico Normal University. . . ." . . . In organizing the work of the New Mexico Normal University, the Board of Regents and President were guided by the various legislative acts pertaining to the institution and by the manifest needs of the people of New Mexico. The departments which make up the Normal University are: (1) the Normal School. (2) the Graduate School. (3) the Academic School. (4) the Manual Training School.

A Report of the Board of Regents, 1913 further defined the early mission of the University, stating, "The New Mexico Normal University was created to prepare

teachers,” and, in its early stages, every change and every addition were made with “the sole view of preparing teachers better to serve the state.”

The New Mexico State Legislature changed the name of the Normal University to New Mexico Highlands University in 1941. While teacher training continued to be one of the primary purposes of the institution during the next decade, the 1947 *General Catalog* confirmed that the University also recognized the value of the disciplines of a School of Liberal Arts and Sciences in professional training. It also affirmed that the University’s purpose was extended to provide services to those seeking a liberal education for its own sake, as well as to those who desired to prepare themselves for professional work and for vocations. The University offered training at both the undergraduate and graduate levels to prepare students for certain professions. Furthermore, the University, recognizing its unique responsibility to provide the people of New Mexico with the kind of training of value to themselves and to their communities, offered a number of non-credit vocational programs. These included electricity, radio, refrigeration, carpentry, advanced mill work, printing, leather craft, silver-smithing, machine shop, auto mechanics, aircraft, and engines.

By the early 1970s the *General Catalog* could assert that

New Mexico Highlands University is more than a teaching institution; in addition, it has become a research and service organization, aiding the immediate community, the region, the state, and the nation. While maintaining its strong core of educational programs, the University particularly directs its related research, service and cultural functions to northern New Mexico. Not the least of the services is the provision of trained leaders and teachers. Research by the University staff in the resources and the problems of New Mexico - especially in the fields of education, languages, history, and physical, biological, behavioral, and social sciences - is strongly encouraged. Efforts to broaden the intellectual

horizons of students and the community are made in such cultural areas as music, literature, drama, arts and crafts, and in other aspects of the fine arts and humanities. *New Mexico Highlands University - General Catalog, 1969-1971*

And finally, by the late 1980s and early 1990s the mission statements reflected a new emphasis:

The University senses a deep commitment to meeting the unique needs of its diverse and multiethnic student body and providing leadership and assistance for the economic, social, and cultural development of the region and the state. The University offers programs in the liberal arts, sciences, and professional studies. *New Mexico Highlands University - General Catalog, 1987-1989*

The Mission Statement as printed in the *General Catalog, 1991-1993* added that “Furthermore, the University accepts a special obligation to students from nontraditional backgrounds and asserts a sensitive admissions policy.”

Current Institutional Mission Statement

In 1995, at its annual retreat, the Board of Regents directed the University’s administration to begin a major strategic planning initiative. The University president felt that it was “critically important that those efforts be grounded in and focused by the University’s Mission.” The president authorized a Mission Statement Committee to lead a comprehensive review of the institutional Mission Statement. The committee’s charge included relating “the components of the Mission to the University’s geographical location, history of service to Northern New Mexico, socioeconomic and cultural make-up of [its] service region, and the University’s historical commitment to provide educational services in a number of important academic disciplines.” The committee was to formulate recommendations and present them to the president for his consideration prior to the end of the Spring 1996 term.

The committee was carefully selected to represent elements of the greater University community: students, faculty, staff, administrators, alumni, and community members. It began a yearlong process of reviewing, rewriting, and seeking approval of a new mission statement. The process reflected the sobriety with which the committee approached its charge to create an institutional mission statement that would lead the University in its development and accurately describe its uniqueness and its goals. Briefly, that process included

- defining the task and charge given by the president of the University;
- reviewing the components and purposes of mission statements;
- reviewing of mission statements from other institutions;
- reviewing the existing Mission Statement, line by line;
- summarizing the major ideas in the mission;
- requesting comments on the existing Mission Statement from all constituencies by letters, postings, committee presentations, and newspapers;
- reviewing third party comments and the decision made to retain the essential content of the previous mission while deleting redundancies and clarifying ambiguities;
- writing of a draft by a subcommittee;
- reviewing of the draft by the full committee;
- sending the final draft to constituents for review;
- revising the draft;
- recommending a final draft to the president;

- revising a final draft to present to the Board of Regents.

The entire process took approximately nine months. On May 13, 1996, the committee recommended to the president a statement that it had unanimously endorsed, the “Mission Statement for New Mexico Highlands University.” The accompanying cover letter included the additional counsel that

- “. . . the institutional mission be a dynamic document, i.e., that it be examined with regularity and (be) revised as needed”;
- “. . . the institutional mission serve its intended purpose, that it,
 - provide guidance for administrative decisions regarding the overall direction of the institution through a Statement of Institutional Goals in the Mission Statement
 - provide directions to each of the schools, college, divisions, and departments of the institution, under which those units may plan, operate, and evaluate their programs
 - establish a general blueprint for the development of a process for assessing and improving institutional effectiveness.”

On June 21, 1996, the president presented the revised Mission Statement to the Board of Regents. The board unanimously adopted it. It reads

New Mexico Highlands University is a teaching and research state institution offering programs in liberal arts, sciences, and professional disciplines. The University is committed to excellence in teaching, discovering, preserving, and applying knowledge and is

responsive to new opportunities for teaching, learning, research, and public service created by a changing environment.

Acknowledging its commitment to the individual student, New Mexico Highlands University provides personal attention to students. Dedicated faculty and staff readily interact with students, supporting both academic and extracurricular activities. The University brings together students from distinctive cultural, socioeconomic, linguistic, geographic, religious, and educational backgrounds. A sensitive admissions policy offers every student educational opportunities, and challenging academic programs create and promote an environment in which all students are encouraged to reach their full potential. The University prepares students for advanced degrees and challenging professional careers.

New Mexico Highlands University is committed to programs that focus on its multiethnic student body, especially the rich heritage of Hispanic and Native American cultures that is distinctive of the State of New Mexico. The University clearly perceives that its success depends upon an appreciation of the region's cultural and linguistic identities. By reinforcing cultural identity and encouraging the use of these assets, the University seeks to empower students and the region's ethnic populations to achieve full involvement in the activities of society. The University recognizes the increasing importance of the Spanish language in the global community and takes advantage of its

environment, location, and student population to promote the development of interdisciplinary programs involving the Hispanic world. The University encourages international education, the international exchange of students and scholars, and access to global communities.

New Mexico Highlands University's larger obligation is to a society in which all groups participate on an equitable and mutually rewarding basis. The University celebrates diversity in its student and faculty community and promotes an environment in which personal respect, tolerance, and understanding are valued by all. The University aspires to develop broadly literate students and leaders, educated in analytical and critical thought and in the appreciation of the arts and sciences. In essence, through educational excellence and a dedication to society's needs, the University is committed to the cultivation and enrichment of the human mind and spirit.

Long-term Commonalties in the University Mission

This new Mission Statement was the product of a broad-based list of contributors and reviewers. Because of solid consensus, the mission retained the content and spirit of the previous Mission Statement. As an institutional document, its new structure added clarity and provided flexibility for future program growth.

Phrased in the language of the new Mission Statement, the commonalties of the institution's past and present missions were

- a “commitment to excellence in teaching, research, and public service”;
- a “commitment to the individual student”;
- a “commitment to empower students and the region’s ethnic populations to achieve full involvement in the activities of society”;
- a “commitment to develop broadly literate students and leaders, educated in analytical and critical thought and in the appreciation of the arts and sciences.”

Changes in the Mission since the Last NCA Accreditation Visit in 1990

The University, responding to changes in the academic community and to the demands of higher education, continues to offer evolving academic and professional programs at the undergraduate and graduate levels, focusing on teaching, research, and service. It also continues to maintain its diversity and to serve students from low-income and rural backgrounds, many minority students, and many first generation college students. In this service, faculty and staff give individual attention to students to help prepare them to become productive, well-educated, and socially responsible citizens.

The following summary of the 1990 Mission Statement was prepared by the Mission Statement Committee in 1996 and was used as an aid in preparing the new mission statement:

“1. The mission of New Mexico Highlands University as a public institution is to serve the people of New Mexico with a wide range

of academic and professional programs and through teaching, research, and service.

2. The University provides an education that addresses the needs of its students within a region characterized by diverse cultures - socioeconomic, linguistic, ethnic, and geographic.
3. The University affirms its responsibility to admit and support students with varied educational backgrounds and limited financial resources so they are able to complete their educational goals.
4. The University pledges to ensure educational opportunities for individuals from culturally diverse backgrounds and to encourage cultural identity, pride, and understanding.
5. The University actively promotes interdisciplinary and international programs with the Hispanic world through the use of the Spanish language.
6. The University produces educated citizens prepared to succeed in their chosen careers and professions.”

The 1996 Mission Statement reflected these continued emphases while it updated and shortened the previous statement and described the purposes and activities of the institution.

One significant change the committee made from the original content of the mission of 1990 was to expand the stated interests and activities of the University. The following statement was added: “The University encourages

international education, the international exchange of students and scholars, and access to global communities.”

The Mission in Action

The test of any mission statement is whether it is being accomplished. The following examination of the Mission Statement stresses how it reveals the University’s **vision**, how it displays the University’s **purposes**, and what **activities** at the institution address those purposes for each item in the statement.

New Mexico Highlands University is a teaching and research state institution offering programs in liberal arts, sciences, and professional disciplines.

This statement defines the University in line with the 1994 Carnegie Classifications, which include all colleges and universities in the United States that are degree granting and accredited by an agency recognized by the U. S. Secretary of Education.

1. The University is committed to excellence in teaching, discovering, preserving, and applying knowledge and is responsive to new opportunities for teaching, learning, research, and public service created by a changing environment.

Vision

The University is a full-service institution responsive to today’s needs and tomorrow’s challenges.

Purpose

The University provides excellence in the traditional university triad of teaching (learning), research, and service.

Activities

A. Excellence in teaching. New Mexico Highlands University is committed to incorporating the Project Kaleidoscope (PKAL) philosophy in its undergraduate science, mathematics, engineering, and technology courses. This approach encourages the establishment of optimum learning environments -- spaces that enhance learning -- and the use of pedagogical techniques so that students are active learners. Ten faculty members have received PKAL training, and two science faculty members have been honored by being named to the very exclusive Faculty Twenty-First Century Group. The provost is a member of the PKAL Senior Administration Group which reviews, among other activities, National Science Foundation goals for the learning of science, mathematics, and technology.

B. Opportunities for Learning. Three examples can be cited here. First, the Academic Center for Excellence (ACE) is working particularly to increase student retention and to ensure that the freshman year is a positive one. Tutors, social activities, monitoring of student progress, class attendance, and other developmental and support techniques are among the ways it provides students with opportunities to succeed. Second, the Office of Student Support Services works with first generation students. Its counselors and dedicated staff mentor students, provide tutors, give financial support, and seek to provide academic and personal support. Third, distance learning courses and offerings at the off-campus

centers at Rio Rancho, Española, Santa Fe, and Farmington expand opportunities for students who cannot come to the main campus.

C. Preserving Knowledge. The History and Political Science Department offers a course on the history of the Santa Fe Trail. The faculty and students preserve knowledge about the Santa Fe Trail and investigate the Trail's value to New Mexico and to the development of the American West. The library has a special collection related to the Santa Fe Trail, housed in the Santa Fe Trail Room.

D. Creating Knowledge. The University has received over eighty research grants and awards for 1999-2000. One grant of \$174,694 in Behavioral Sciences, from the National Institute on Alcohol Abuse and Alcoholism, is for an investigation of the antioxidant effects of various flavonoids in connection with organ deterioration and fetal alcohol syndrome.

E. Public Service. Two examples stand out here. First, research projects in breast feeding and refugee adjustments in the Department of Behavioral Sciences cross over into public service and have been used in federal and international agencies as well as in other countries. Second, in terms of the local community, the state-funded "Works Program," housed by the University, prepares welfare recipients for the world of work.

2. Acknowledging its commitment to the individual student, New Mexico Highlands University provides personal attention to students. Dedicated faculty and staff readily interact with students, supporting both academic and extracurricular activities.

Vision

New Mexico Highlands University is an institution that encourages supportive, academic camaraderie among students, staff, and faculty.

Purpose

The University allows for pedagogical creativity to enhance academic success and to convey clearly to faculty and staff members that they are expected to work diligently in teaching and supporting students.

Activities

A. The Registrar's Office, the Office of Financial Aid, the Student Affairs Office, and other offices that serve students extend their business hours during prime times to ensure that students' questions will be answered and their needs met.

B. Dedicated professors sponsor exemplary student chapters of national professional organizations, such as the Institute of Management Accountants. Student members have distinguished themselves in academic presentations and competitions.

C. Faculty members serve as volunteer coaches, as organizers of cultural festivals, and as volunteers for fund-raising activities, such as the student-alumni phonathon. These and other extracurricular activities enrich the educational experience and bring groups together for a common interest.

3. The University brings together students from distinctive cultural, socioeconomic, linguistic, geographic, religious, and educational backgrounds.

Vision

The University provides access to a quality education for all students and an educational environment that reflects the diversity of the global community.

Purpose

The University creates a learning environment that is strengthened by the diversity of its student body.

Activity

Diverse groups of students often come together in classrooms, residence halls, and clubs as well as for community service. For instance, for the 1999 Las Vegas Spring Cleanup, a volunteer University group banded together with the community to pick up litter. The group was headed by a Black student from New York City and included a newly arrived graduate student from India, a Native American, and several Hispanic and Anglo students. This group is representative of many academic programs and student clubs in which there is a rich mix of ages and ethnicity.

4. A sensitive admissions policy offers every student educational opportunities, and challenging academic programs create and promote an environment in which all students are encouraged to reach their full potential. The University prepares students for advanced degrees and challenging professional careers.

Vision

The University provides universal educational access and an educational environment that will encourage success.

Purpose

The University provides success paths for those who have been traditionally under-represented in higher education and the professions.

Activities

A. The New Mexico Highlands University Engineering program is typical of a number of academic programs that have been created to provide students with unique opportunities. In contrast to comparable engineering programs, there is no admissions requirement, and it has been designed as a five-year program. It affords students the opportunity to do compensatory work during their first year at the University, thus providing them with the skills needed to complete successfully the professional engineering degree. The graduates are a testament to this approach. All have either gone on to success in graduate school and/or to careers in industry.

B. At the University's 1999 graduation reception, a new alumnus spoke concerning his college career. He recollected that his high school counselor had told him that he was not college material. New Mexico Highlands University accepted him, and at the University he became a student government leader and mentor to other students. He credited his success to New Mexico Highlands, the University that was willing to take a chance on him. He is pursuing an advanced degree in religion.

5. New Mexico Highlands University is committed to programs that focus on its multiethnic student body, especially the rich heritage of Hispanic and Native American cultures that is distinctive of the State of New Mexico.

The University clearly perceives that its success depends upon an appreciation of the region's cultural and linguistic identities. By reinforcing cultural identity and encouraging the use of these assets, the University seeks to empower students and the region's ethnic populations to achieve full involvement in the activities of society. The University recognizes the increasing importance of the Spanish language in the global community and takes advantage of its environment, location, and student population to promote the development of interdisciplinary programs involving the Hispanic world.

Vision

The University creates, through its academic efforts, a regional culture where all members participate and benefit from a socioeconomic and political system based on egalitarian principles.

Purpose

The University provides unique academic programs that focus on the multiethnic and, in particular, the indigenous cultures of New Mexico, believing that by doing so all peoples of the region will become full and equal partners in the future of the region, the nation, and the world. The University promotes academic interdisciplinary programs rooted in the Spanish language and the Hispanic culture, which provide strong multifaceted ties to the Hispanic world.

Activities

A. The University, in a joint venture with the U.S. Department of Interior's Bureau of Reclamation, is developing a program in natural resource

management and is strengthening its engineering program. The project's two basic goals are to increase the number of minority students entering the resource management and engineering professions and to provide outreach to the rural communities of northern New Mexico and assist them with effective management of their resources. Demographic data reveals that over 90% of the population in this area is Hispanic or Native American, two ethnic groups that have relatively large land-bases requiring science-based management approaches.

B. As the project manager for the American Indian Science and Technology Consortium (AISTEC), New Mexico Highlands University strives to

- assist AISTEC tribal colleges to develop curricular and technological infrastructure;
- develop and implement transition science, engineering, and mathematics skills development programs at pre-college, two-year, and university levels;
- develop science, engineering, and mathematics articulation agreements between and among AISTEC tribal colleges and four-year AISTEC universities and their affiliated tribal colleges;
- strengthen the role of and emphasis on tribal colleges;
- increase program efficiency and the impact of AISTEC program elements, which have demonstrably strengthened tribal institutions.

C. In 1995, the University established a proficiency language requirement (equivalent to one year of a language). Most students satisfy the proficiency by studying Spanish.

D. Students studying bilingual education have the opportunity to fulfill their capstone (student teaching) experience at the *Escuela El Farallon* in Vera Cruz, Mexico. Students teach English as a Foreign Language (EFL), while being exposed firsthand to the culture and language of the area.

6. The University encourages international education, the international exchange of students and scholars, and access to global communities.

Vision

The University provides the educational curriculum and experiences required to succeed in what has now become a global community.

Purpose

The University creates opportunities for students and faculty to enter into active participation in the international community.

Activities

A. The Office of International Education was established in 1997. Its goals include increasing the number of international students on campus, offering advice and counseling to these students, and encouraging faculty participation in international programs.

B. The University has recruited international scientists to support full-time, tenured faculty members in their externally funded research activities. The residual effects of these arrangements have invaluable academic implications both for faculty and students.

7. New Mexico Highlands University's larger obligation is to a society in which all groups participate on an equitable and mutually rewarding basis.

Vision

The University encourages equity, diversity, tolerance, and understanding to produce well-educated citizens and leaders.

Purpose

The University provides an education necessary for living in today's pluralistic society and which demonstrates the value of diversity and the benefits of education for productive and rewarding lives.

Activities

A. The Southwest Comprehensive Center (SWCC), managed under the auspices of the University's Center for the Education and Study of Diverse Populations, is part of a national network of five centers created by the U.S. Department of Education to support federal educational programs. SWCC provides training and technical assistance to programs funded under the Improving America's Schools Act in Region IX, which includes Arizona, Colorado, Nevada, New Mexico, and Utah. Strategic training and technical assistance provided by SWCC is designed to play a significant role in assisting educational systems to improve service to all children.

B. Given the acute shortage of teachers, administrators, school counselors, and other professionals in the educational arena in New Mexico, the Department of Education has developed accelerated licensure procedures. One

option is a three-semester program designed to accommodate individuals who have a B.A./M.A./Ph.D. degree in an approved teaching field and are employed by a New Mexico School district on an approved State Department of Education waiver. This option is available on campus, through night classes, and at off-campus sites. Besides course work, the accelerated licensure procedures also focus on "Cohort Grouping," "Mentorship Concepts," and "Test-Out Option." (A copy of the plan is available in the Resource Room.)

8. The University celebrates diversity in its student and faculty community and promotes an environment in which personal respect, tolerance, and understanding are valued by all.

Vision

The University is an educational institution that values the pluralistic society of the United States.

Purpose

The University views the diversity reflected in the University community as a factor of strength which should influence the design of educational programs and the institutional climate.

Activity

The Center for the Education and Study of Diverse Populations (CESDP) was created by the New Mexico State Legislature in order to address the unique and diverse educational needs of the state. Housed at New Mexico Highlands

University, CESDP addresses the unique needs of the state and assists rural communities in a variety of ways in improving the quality of education for all citizens regardless of age, ethnicity, gender, income, or disability.

9. The University aspires to develop broadly literate students and leaders, educated in analytical and critical thought and in the appreciation of the arts and sciences. In essence, through educational excellence and a dedication to society's needs, the University is committed to the cultivation and enrichment of the human mind and spirit.

Vision

The University empowers students for a productive life.

Purpose

The University provides a liberal education foundation for all programs leading to the baccalaureate.

Activities

A. The New Mexico Highlands University Writing Center, as its Mission Statement asserts, was “founded upon the belief that successful university students must attain independence, competency, confidence, and mastery of their writing skills.” Working toward meeting these goals, the Writing Center is open to all University students. It is ultimately dedicated to the development of the broadly literate student.

B. The general education component at the University, according to its statement of philosophy, “is designed to empower students for a productive life.

Students are prepared not only to adapt to changing demands, changing technology, and changing demographics in today's world, but also to create and to take positions of leadership for tomorrow."

C. The University Lecture Series brings distinguished members of diverse professions to campus. Speakers for 1999-2000 included media personality Ruben Navarette, Jr., and Chickasaw author Ellen Gootblatt, among others.

The On-going Mission Process

Strengths, Challenges, and Recommendations

Cognizant of the changing higher education landscape, New Mexico Highlands University's Mission Statement is viewed as, in the words of the committee which drafted it, "a dynamic document." Within the context of recent revisits and revisions of the Mission Statement, there is also an enduring continuity. All elements of the University's constituency have a deep interest in the spirit and letter of the statement. It enjoys vigorous support, defining and stressing, as it does, a unique role for the University.

This Mission Statement Committee, at the time of the adoption of the mission, recommended that it "be examined with regularity and revised as needed." This action is supported by the president's commitment, made at its adoption, to "incorporate into the institutional regular planning a biennial review of the University's Mission." Unlike most other university mission statements, that of New Mexico Highlands University is diverse and detailed. Given its complexity, a short executive summary should be developed. An extended

statement of goals and objectives embodied in the statement also should be delineated and formally adopted.

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Chapter Four

Criterion Two: Organizing Resources

Guided by its mission, New Mexico Highlands University has effectively organized the human, fiscal, and physical resources necessary to accomplish its goals. Its students, faculty, staff, and administration are thus enabled to deliver the academic programs; campus services; and broader community, regional, national, and international efforts that the University supports. The success of the University depends on the acquisition and retention of adequate resources and a consensus on the management of these resources. All members of the campus community at New Mexico Highlands University recognize this need and encourage the University's efforts to fulfill it.

Organizing Human, Fiscal, and Physical Resources

Human Resources

Student Profile

The University's students are its most important resource. Their learning, development, contributions, service, graduation, and life-long well being are the University's chief concern. The University has adequate numbers of students to support the majority of its programs at both the undergraduate and graduate levels. The composition, gender, diversity, and capabilities of the students are compatible with the University's mission.

Most students at New Mexico Highlands University are residents of New Mexico, with a majority of those living in the University's home county and the surrounding five counties. The overall number of students (Table One) has grown a significant 31% since 1990, and 2% since 1995, though main campus

enrollment is down by 12% since 1995. Full time equivalency on the main campus is down 25% since 1995. As Table Two demonstrates, the gender and ethnicity of the student body in general has remained somewhat constant over the past decade, although the number of Hispanic students has declined while the number of Anglo students has increased.

Undergraduate enrollment (Table Three) has remained relatively constant, up 2.8% since 1990 but down 2.1% since 1995. The greater part of the undergraduate decline has been in the freshman class, which was down 19% from 1990 to 1999, and the sophomore class, which was down 15% for the same period. Numbers in the junior class, however, rose by 27% and in the senior class by 23%. Various initiatives, including the creation of a required “Freshman Leadership” class, which is discussed in the next chapter of this report, have been developed to address this decline. The retention rate for freshmen in 1998 was 57% of those who had matriculated the previous year. That rate compares with 62% in 1990 and 54% in 1995.

Graduate enrollment (Table Four) is up 127% since 1990 and 47% since 1995. Of this total number, regular graduate enrollment is up 130% since 1990 and non-degree enrollment is up 125%.

Table One: Total Enrollment Profile, End of Term — 1990-1995-1999

	1990	1995	1999	% Change 1990-1999
Total	2445	3139	3205	+31%

Enrollment				
Full-Time Equivalency	1990	2339	2101	+5.5%

Table Two: Total Enrollment/Gender and Ethnicity — 1990-1995-1999

	1990	1995	1999
Gender			
Male	1024/41.9%	1222/38.9%	1230/38%
Female	1421/58.1%	1917/61.1%	1975/62%
Ethnicity			
Hispanic	1690/69.1%	1911/60.9%	1705/53%
Anglo	574/23.5%	973/31.0%	1067/33%
American Indian	87/3.6%	120/3.8%	204/7.0%
African American	65/2.7%	72/2.3%	83/2.5%
Asian	10/0.4%	19/0.6%	31/1.0%
Non-rsd. Alien	16/0.6%	33/1.1%	34/1.1%
Other/Not report	29/1.1%	11/0.4%	81/2.5%

Table Three: Undergraduate Enrollment — 1990-1995-1999

	1990	1995	1999	%Change since 1990
Total	1889	2001	1942	+2.8%
Freshman	739/39.1%	642/32.1%	601/31%	-18.7%
Sophomores	372/19.7%	392/19.6%	316/16%	-15.1%
Juniors	278/14.7%	340/17%	354/18%	+27%
Seniors	350/18.5%	433/21.6%	434/22%	+23%
Non-degree	150/7.9%	194/9.6%	201/10%	+34%
HS-Concrt.	****	****	36/2%	****

Table Four: Graduate Enrollment — 1990-1995-1999

	1990	1995	1999	% change since 1990
Total	556	1138	1263	+127%

Regular	245	553	563	+130%
Non-degree	311	585	700	+125%

In the fall semester of 1998, the average age of University students was twenty-five. For undergraduates it was twenty-two, and for graduate students it was thirty-eight.

As noted above, the student body is predominately rural in character. In the fall semester of 1998, the three most urban counties of the state (Bernalillo, Santa Fe, and Doña Ana) accounted for 325 of the University's total enrollment of 2516. The rest of the state provided 1654 students, with an additional 537 coming from out of state or foreign countries. The breakdown for undergraduates was 195 from the urban counties, 1236 from the rest of the state, and 277 from out of state or foreign countries. For graduate students the numbers included 130 from the three urban counties, 418 from the rest of the state, and 260 from out of state or foreign countries.

When compared with other four-year institutions nationwide, the University receives a higher than average approval rating from its students. According to the results of the *Noel-Levitz Student Satisfaction Inventory* administered to 460 students in the fall of 1999, the University achieved "greater-than-average" student satisfaction on seven of the indicators in the inventory. These included academic advising, campus climate, concern for the individual, instructional effectiveness, registration effectiveness, safety and security, and student centeredness.

The survey was made up of seventy-three questions that were divided into eleven categories. Students rated each item on a scale of zero to seven, according to the importance of their individual expectations and their satisfaction with how

that expectation was met -- the higher the rating, the more satisfied the student.

The University ratings in each category are listed below in parentheses:

- Academic advising (5.10)
- Campus climate (4.68)
- Campus life (4.45)
- Campus support services (4.82)
- Concern for the individual (4.88)
- Instruction effectiveness (5.19)
- Recruitment and financial aid (4.40)
- Registration effectiveness (4.77)
- Safety and security (4.35)
- Service excellence (4.62)
- Student centeredness (4.96)

Faculty Profile

The faculty at New Mexico Highlands University is, as the University Mission Statement asserts, “committed to excellence in teaching, discovering, preserving, and applying knowledge and is responsive to new opportunities for teaching, learning, research, and public service created by a changing environment.” It is also diverse, with credentials from institutions throughout the nation and professional experience spanning a broad range of cultural, social, and economic circumstances.

The faculty-student ratio is one to 14.45. As of October 1, 1999, 251 faculty members served the University. Of this number, 145 were employed full-time. Of these 145, 109 had regular appointments and thirty-six had temporary

appointments, for a ratio of 75% regular full-time to 25% temporary full-time. Tenured faculty members numbered seventy-six, tenure track faculty members thirty-three, for a ratio of 70% tenured to 30% tenure track. Full-time faculty members by rank included thirty-five full professors, fifty-one associate professors, and twenty-four assistant professors. The full-time faculty members included 125 with the Ph.D. or equivalent and twenty with the M.A./M.S. or equivalent. Tables Five and Six provides data on the gender and ethnicity of the faculty.

**Table Five
Full-Time Faculty by Gender and Ethnicity - Fall 1999**

Total Full-Time Faculty	145	
Gender		
Male	95	65%
Female	51	35%
Ethnicity		
White	98	68%
Hispanic	39	27%
African American	2	1%
Native American	2	1%
Other	4	2%
Male by Ethnicity		
White	60	63%
Hispanic	28	30%
African American	2	2%
Native American	1	1%
Other	3	3%
Female by Ethnicity		
White	38	75%
Hispanic	11	22%
Native American	1	2%
Other	1	2%

**Table Six
Tenure and Tenure-Track Faculty
Gender and Ethnicity, Fall 1999**

Tenured Faculty	76	70% of total
Ethnicity		
White	52	69%
Hispanic	21	28%
African American	1	1%
Other	2	2%
Gender and Ethnicity		

Male	45	60%
White	28	63%
Hispanic	14	31%
African American	1	2%
Other	2	4%
Female	31	40%
White	24	77%
Hispanic	7	22%
Tenure-Track Faculty	33	30% of total
Ethnicity		
White	21	64%
Hispanic	10	30%
Other	2	6%
Gender and Ethnicity		
Male	21	64%
White	14	67%
Hispanic	7	33%
Female	12	36%
White	7	58%
Hispanic	3	25%
Other	2	17%

Part-time and adjunct faculty members play an increasingly important role in the services provided by the University, especially at its off-campus centers. Such faculty numbered 106 as of October 1, 1999. The recruitment, selection, appointment, orientation, professional development, supervision, and evaluation of these faculty members are closely monitored. The specific relationship between part-time and adjunct faculty and the University is set forth in the *Adjunct Faculty Handbook*. It is there that the requirements concerning course syllabi, assessment, and other terms of employment are addressed.

Of the University's 145 full-time faculty members, six served exclusively off-campus. Of the 251 full-time and part-time faculty members, 151 served both on and off-campus in varying degrees.

Standards for faculty workloads are described in the *Faculty Handbook*. The normal full-time load is twelve hours per semester at the undergraduate level, nine hours per semester at the graduate level. In laboratory or other non-lecture classes, two-thirds of the student contact hours are counted as teaching hours. A reduction in load is provided for departmental administrators, for the chair and secretary of the Faculty Senate, through grants and contracts, and for faculty pursuing special assignments. There is no provision made in the workload for research projects or the direction of student practicums, theses, or independent study. Faculty members also are expected to be engaged in professional research and professional associations, participate in University governance, attend official University functions, and represent the University in the wider community. The University offers a limited summer program in which faculty can teach, depending on departmental and University needs. Selection of summer faculty is determined within respective departments.

Faculty salaries at New Mexico Highlands University are uniformly below regional and national standards, although the University ranks marginally higher in faculty compensation than a few other institutions in the state. Full professors rank fourth out of the five state schools, associate professors third, and assistant professors third also. Overall, salaries at the University place it in the twentieth percentile nationally. On average, assistant professors at the University earned \$39,299, associate professors \$45,481, and full professors \$54,045 for the academic year 1999-2000.

Part-time, adjunct, and summer pay are determined exclusive of academic year salaries. As of the fall of 1999, the University paid \$2,400 per three credit course for part-time and adjunct faculty and for summer term. The typical faculty load in the summer term is six credit hours, so faculty members can expect a contract of \$4,800 for their summer teaching.

Professional and Support Staff Profile

Without its professional and support staff, a university cannot function or serve its mission. New Mexico Highlands University employed 123 such staff full-time as of December 1999 in technical, paraprofessional, clerical, and secretarial positions. The University recruits most of its professional and support staff from surrounding communities. Of this staff, twenty-three were male and 100 female; eighty-four were Hispanic, fifteen Anglo, two African American, two Asian, and twenty non-classified. Salaries for these employees are low when compared to similar positions at other state institutions, regionally and nationally. Job benefits are highly attractive, however, especially when coverage and cost are compared statewide. Employment is relatively stable, indicative of some job satisfaction, a desire to live and work in the northern part of the state, and of high unemployment in the region. The employee-related complaint heard most often by the Office of Human Resources concerns low pay.

Administrative Personnel Profile

A constitutionally established Board of Regents administers New Mexico Highlands University. The board delegates authority to the University's president, who is the chief executive officer. Since 1990 there has been one new president who assumed office in 1995. Senior administration also includes a

provost/vice president for Academic Affairs, a vice president for Research, Planning, and Institutional Development, a vice president and dean of students, and a vice president of Finance. The present provost joined the University in 1997. The vice president for Research, Planning, and Institutional Development has been employed at the University in his present post since 1996 (and in total for more than fourteen years). The vice president and dean of students was hired in 1997.

The next level of administration includes four deans, seven associate deans, and twenty-seven directors and coordinators. This latter group encompasses posts such as the director of Human Resources, library director, the registrar, director of Educational Outreach Services, director of Housing, and so forth. A few of these positions are part-time and filled by faculty members, as with the director of the Academic Center for Excellence and the associate dean for Graduate Studies. (See appendix for the University Organizational Chart.)

There is great gender and ethnic diversity at the administrative level. As of 1998-1999, men filled 53% of thirty-six administrative posts, women 47%. Ethnically, the breakdown was 53% Hispanic, 42% Anglo, and 5% African American. The president is recognized as one of the outstanding Hispanic leaders in higher education in the nation. The provost is an Anglo male, and the vice president for Research, Planning, and Institutional Development is an Hispanic male. The vice president and dean of students is an Anglo female. The two associate deans of the School of Social Work, the associate dean of the School of Education, and one of the associate deans of the School of Business are Hispanic

males. The other two of the associate deans of the School of Business are Anglo males. The associate dean of Graduate Studies is an Anglo female. The director of Human Resources and the director of Athletics are African American males.

Four deans and twelve department heads execute academic administration. The Schools of Social Work, Business, and Education are discrete academic units. The School of Education includes the Department of Human Performance, Leisure, and Sport. The dean of the College of Arts and Sciences, as of the fall semester of 1999, directs eleven subsidiary departments. The school and college deans, while they may teach a course if they choose, are full-time administrators and serve with twelve-month administrative contracts. Department chairs have special contracts covering their service part-time during the summer. As noted above, they receive one-quarter release time during the academic year. There is great ethnic and gender equity at this level also. For the academic year 1999-2000, six of the thirteen deans/chairs were female, seven male; four were Hispanic, nine Anglo. Most notably, of the four deans, three were Hispanic males and one, the acting dean of the School of Business, was an Anglo female.

All administrators serve at the will of their supervisors and, ultimately, the president. The president serves at the pleasure of the Board of Regents. The duties and functions of all administrative posts are described in the *Faculty Handbook*; those of the deans, senior administrators, and president also are set forth in the *Regents' Policy Guide*. Of the "duties and functions of the president," the *Regents' Policy Guide* notes, "As chief executive officer of the institution, the President is responsible to the Regents for the management, operations, and

administrative direction of the University. The President has the authority necessary to implement Board policies and directives by administrative regulations and requirements in all areas affecting the orderly and efficient operation of the University, including general supervision of academic and support programs and employees, allocation of resources, and to re-delegate such authority as necessary to achieve these and other purposes. . . .”

Financial Resources

New Mexico Highlands University is required to submit an institutional operating budget to the Commission on Higher Education (CHE) in May of each year. The University's internal budget process begins in January with the participation of vice presidents, deans, department chairs, and administrative directors. The CHE prescribes budgetary rules that the institution must follow in formulating its budgets and in implementing budgetary control. The Board of Regents must approve the overall budget before it is submitted to the CHE. As the budgets are approved by the CHE, they are then transmitted to the Budget Division of the Department of Finance Administration for official State of New Mexico approval prior to July 1 of each year. University expenditures or transfers may not exceed the amount reflected on its approved budget or subsequent properly authorized budget modifications.

In order to ensure observance of limitations and restrictions placed on the use of the resources available to the University, the accounts of the University are maintained in accordance with the principles of “fund accounting.” This procedure provides for the classification, accounting, and reporting of funds in

accordance with activities or objectives specified. All financial transactions are recorded by fund group. Fund balances restricted by outside sources are distinguished from unrestricted funds that are allocated for specific purposes by the governing board.

Restricted funds may only be utilized in accordance with the purposes established by the external funding source and are in contrast with unrestricted funds over which the governing board retains full authority in order to achieve institutional purposes. Once the annual budget is approved and distributed to all units, it is the responsibility of the vice presidents, deans, department chairs, and administrative directors to allocate and monitor resources within departmental budget provisions.

Funds may be transferred from one budget line to another only with the approval of the area vice president. Oversight of all expenditures rests with the vice president of Finance. The vice president of Finance is responsible for the centralized fiscal and related functions with ultimate responsibility for the functional areas of accounting, payroll, accounts payable, budget monitoring, grants and contracts. The University's management of its financial resources has resulted in excellent financial performance and good fiscal support of its educational objectives by the state. University expenditures have been consistently managed within available revenue levels, and fund balance reserves are within state desired levels. The University manages its endowment, reserves, and bonded debt in a professional yet conservative fashion to assure that it meets its fiduciary responsibilities to donors and external creditors. An effective budget

process and responsible financial management have allowed the University to respond appropriately to fluctuations in higher education funding levels from the state of New Mexico in general and to continue to offer quality education at a very reasonable cost.

The University depends on three primary sources of revenue:

- state authorized funds that include legislative appropriations, tuition and fees, capital funds, bonds, and income from the Land and Permanent Fund;
- revenue generated by the University through its own operations such as auxiliary services;
- grants and contracts for services.

Allocations and expenditures are designed to support the University's educational, research, and public service programs. University "current fund" appropriations for 1998-99 were distributed in the following proportions: 92.2% to I & G and 7.8% to all other programs.

Revenues and Expenditures

Since 1985-86, when allocations to higher education in New Mexico were 17.6% of the state's general fund budget, state appropriations to higher education have dropped to 16.8% of the general fund budget. New Mexico supports three research institutions, three comprehensive universities, and eighteen community colleges. New Mexico Highlands University competes for state appropriations along with all other twenty-three institutions of higher learning. These appropriations now account for 44% of the University's total revenue budget. 56% of the University's total revenue comes from other diversified sources. The

University has received annual increases in its state appropriations consistent with enrollment growth and state financial capabilities. In 1988-89, state appropriations for the University were \$9,801,338 and in 1998-99, \$19,242,600. According to the Commission on Higher Education 1999 report on the *Condition of Higher Education in New Mexico*, New Mexico Highlands University, which is one of the three comprehensive state universities, expended \$11,914 per FTE. This was over \$3,000 more per FTE than at the other two comprehensive universities. In total, capital outlay appropriations to New Mexico Highlands University during the 1998-99 fiscal year were \$4.97 million. The following table (Table Seven) provides an overview of revenues comparing the most recent fiscal years.

**Table Seven: Comparative Statement of Current Funds
Restricted and Unrestricted Revenues**

	1996-1997	1997-1998	1998-1999
Instruction & General:			
Tuition and Misc Fees	\$3,511,746	3,425,452	3,498,094
State Govt Appropriations	16,229,100	16,389,000	17,743,100
Fed Govt Grants & Contr.	727,719	763,724	1,090,057
State Govt Grants & Contr	1,694,829	1,742,482	1,559,690
Private Gifts	372,048	176,390	153,167
Endow., Land, Perm. Fund	127,610	151,289	113,161
Sales & Services	138,885	153,985	132,830
Other Sources	1,174,161	1,352,652	1,655,782
Total Instruct. & General	23,976,098	24,154,974	25,945,881
All Other Current Fund	16,158,238	18,761,968	18,747,982
Total Current Fund	40,134,336	42,916,942	44,693,863

Tuition increases for all of New Mexico's universities, including New Mexico Highlands, have been an annual occurrence, reflecting the legislature's allocation of increases in education costs to the recipients. The Board of Regents approves these increases upon recommendation of the president in consultation with the Associated Student Body. Although tuition (fees not included) has risen in the last five years by 22.2% (30.4% for graduate students), costs of attending the University rank it as one of the most affordable four-year institutions in the region. Tuition and fees for resident undergraduates per semester in 1998-99 were \$850.80. Resident graduate tuition for the same year was \$907.80, while non-residents paid \$3,520.80 and \$3,733.80 respectively for undergraduate and graduate tuition.

The University's public service revenues have risen by 1,201% in the past decade, indicative of the growing importance of its service role in the region. These include special legislative appropriations and contracts with state agencies. Private gifts and grants have increased by 233% over the past ten years providing an important and ever increasing source of revenue for the institution. During 1998-99, the University raised \$588,558 in privately donated funds. The most dramatic growth in University revenues falls in the category of sponsored grants and contracts. An indicator of the University's resilience, this growth demonstrates the willingness of faculty and staff to pursue outside funding in order to expand or enhance programs and services. Most grants and contracts are public service in nature (for example, Upward Bound, which aids high school age students), while research continues to demonstrate remarkable growth. Scientific

research is highly encouraged because it provides valuable laboratory experience for both undergraduate and graduate students. Instructional grants and contracts are the second largest group (these have included major grants for bilingual education, learning support services, and communicative disorders).

The following table (Table Eight) provides a comparative history of expenditures for the same years as Table Seven.

Table Eight
Comparative Statement of Current Funds
Restricted and Unrestricted Expenditures

	1996-1997	1997-1998	1998-1999
Instruction & General			
Instruction	\$11,523,659	12,030,195	13,156,764
Academic Support	2,330,084	2,208,778	2,417,567
Student Services	2,503,637	2,421,275	2,910,961
Institutional Support	3,029,847	3,262,620	3,277,705
Operation & Plant Maint.	3,066,110	3,129,320	2,960,056
Total Instruction & General	22,453,337	23,052,188	24,723,053
All Other Current Fund	16,445,742	19,170,875	19,382,389
Total Current Fund	38,899,079	42,223,063	44,105,442

The combined expenditures for instruction and academic support during the ten-year period changed from \$6.85 million in 1988-1989 to \$15.57 million in 1998-1999, an increase of 127%. Expenditures for institutional support (e.g., accounting, computer services, security, alumni affairs, and salaries for professional and support employees) and plant operation changed from \$3.66 million to \$6.24 million during the same period, an increase of 70%. Student services (e.g., counseling, testing, career services) increased by 87%, from \$1.45 million to \$2.71 million during the period.

The University, the Commission on Higher Education, and the legislature have all recently focused attention on the importance of providing building and

equipment renewal and replacement funding for New Mexico's universities. This element of the state higher education funding formula has for several years provided limited resources for repairing and replacing instructional facilities. This formula has recently been enhanced to provide additional funding for this purpose. During 1998-99, the formula generated a total of \$396,120 for building renewal and replacement for the University. This represents a significantly important fund source in the University's efforts to maintain facilities for its student body.

Enactment and funding of a formula component for equipment renewal and replacement is the newest aspect of the funding formula, and it represents a significant development at the state level. This formula provision generated \$231,055 for equipment acquisition and replacement at the University during 1998-99. These funds are extremely important to the University as it endeavors to maintain state-of-the-art technology in its instructional programs and administrative support units. The advent of this funding mechanism has significantly improved the University's ability to maintain modern and well-repaired instructional equipment.

Physical Resources

The University's physical plant must be effectively and efficiently managed for the University to function. At New Mexico Highlands University, the director of Facilities Management reports to the president. This office has over eighty employees serving in three divisions each headed by its own manager: Plant Operations, Business, and Architectural Technician and Facilities Planning.

Functions of these divisions include infrastructure and building maintenance, custodial services, grounds keeping, the supervision and maintenance of the University's transportation fleet, budget administration, and oversight of renovation of existing buildings and construction of new facilities. The office maintains a "helpline" to aid it in addressing immediate problems. It also publishes a newsletter concerning the office, its personnel, and campus facilities.

New Mexico Highlands University's main campus is comprised of forty-two buildings with a total of 270,122 assignable square feet of space that is used for instruction, research, offices, or study activities. Fifteen buildings are used primarily for instruction; ten provide housing; five are used primarily for athletics; three house administrative offices and student services; seven are occupied by physical plant services for the University, and one is a theater. In addition, the University owns a house that is made available to the University's president for his use.

**Table Nine
Physical Plant
(Figures as of June 30, 1998)**

Land area (campus): 130 acres
Additional land area: 178 acres (including golf course)
Total plant investment:
Land: \$1,599,391
Buildings: \$50, 813, 220
Equipment: \$12, 325, 891

In the fall of 1998, the New Mexico Commission on Higher Education Facilities Inventory and Space Utilization Project reported on the use of instructional and related functional spaces on each of the higher education campuses in the state. New Mexico Highlands University's 270,122 square feet

of assignable square feet included a surplus of 80,092 square feet, or 30% more than guideline projections (190,030 square feet) based on national standards.

The University's main campus is basically an old one. The first buildings were erected in the early 1900s, with some now listed on the National Register of Historic Places. The average age of its buildings is thirty-nine years.

Approximately 15% of current facilities were constructed in the late 1920s and early 1930s. Another 75% were built between from the early 1950s to the 1970s.

The late 1980s brought a new direction and new programs to the University, and, as a result, buildings were reactivated without deferred maintenance investments.

New programs and curriculum changes now require further changes in the physical layout of the campus. Presently, most of the buildings on campus need work due to deferred maintenance. Ninety percent of the buildings have water damage due to roof leaks. Building code compliance is an area of major concern, since most of the campus buildings were constructed prior to recent code requirements.

Upgrading of electrical and sewer systems is needed as part of the intentional growth of the campus. Streets have to be repaired as the University extends its boundaries. The computer network has to expand to accommodate new facilities in the system. Such upgrades are basic to the infrastructure and critical in providing an efficient working community. In its legislative appropriations in coming years, the University will request four types of improvements: electrical upgrades to four buildings, sewer upgrades to two

buildings, street repairs on four streets, and a more comprehensive computer network throughout the campus.

Since the Americans with Disabilities regulations came into effect in 1994, the University has complied with the new regulations in every newly renovated building. There is much to be done to make the entire campus accessible, and ADA compliance must be undertaken in several phases. The University has identified numerous critical areas that have become barriers to some handicapped students and need to be addressed.

The purchase of properties adjacent to the existing campus is part of the campus Master Plan. For example, the purchase of a surplus former Las Vegas City School District elementary school would allow the consolidation of the two child care facilities the University presently maintains. The University is committed to continuing to purchase residential properties adjacent to the main campus for future growth.

During the past ten years, five buildings have been renovated (see "Capital Projects," below). These projects were funded through a combination of general obligation bonds, state appropriations, and other sources, such as private funding through the New Mexico Highlands University Foundation. Phase II renovation of the Douglas School building, another surplus local school district facility that became home to various humanities departments, was completed in January 2000.

**Table Ten
Capital Projects**

Project	Total Cost	Start Date	End Date
Teacher Education	\$2,970,000	7/1/94	8/1/96

Center			
Donnelly Library	\$2,970,000	2/1/95	1/1/97
Natatorium	\$250,000	12/1/95	3/1/96
Ifeld Auditorium	\$1,150,000	1/1/96	12/1/95
Douglas School	\$3,790,000	6/1/96	1/15/00

As part of its 2000-2001 budget, the University is requesting from the state legislature a total of \$22,887,400 in funding for construction, renovation, and/or planning and design of a new science and technology building, an engineering building, a social work facility, the Natatorium, and the fine arts building. ADA compliance, deferred maintenance, utilities infrastructure, and property acquisition are also part of the request. The engineering building renovation will improve 50,592 square feet of existing space. The replacement science and technology building will provide additional research, training, and teaching space for disciplines in the life and physical sciences. The Social Work building will furnish office, classroom, seminar, and clinical spaces in one facility for a growing program; the department is currently housed in two buildings. The Natatorium was partially renovated in 1995-96; the new request would address needs in the mechanical and electrical systems and for general construction. The fine arts building, Burris Hall, has a long list of deferred maintenance problems, mainly environmental, and problems with code compliance and roof drainage.

Organizing Academic and Administrative Resources

Academic Organization

Academically, New Mexico Highlands University is divided into the Schools of Business, Education, and Social Work, and the College of Arts and Sciences. The University also maintains four off-campus centers and various

distance learning sites, as well as offering on-site courses at a number of venues around the state. The provost and vice president for Academic Affairs, the associate dean of Graduate Studies, and four school and college deans administer all academic matters. Chapter 5 of this report, “Accomplishing Institutional Purposes,” discusses the programs in these academic units and assesses their quality. Chapter One, “Introduction,” covers changes in academic organization since 1990 under “Significant Changes.”

Schools, College, and Departments

The following charts summarize the academic divisions at New Mexico Highlands University and indicate the major programs in each. The quality of these programs is considered in the next chapter of this report. The deans of the Schools of Business, Education, and Social Work, and of the College of Arts and Sciences, have a variety of responsibilities. They administer their respective units with regard to daily operations such as the implementation of policy, the employment and evaluation of faculty and staff, the allotment of resources, and the management of certain buildings or special facilities. They are key in the obtaining of external grants and awards.

There are twelve academic departments on campus, eleven in the College of Arts and Sciences and one in the School of Education. Each is managed by a department chair, chosen by the faculty in the department for a term of three years. On a daily basis, department chairs administer their units with regard to program development and assessment, resource use, budgets, secretarial and work-study support, scheduling, and other matters. They serve as a liaison between their faculty and the deans and provost within the structure of academic

organization. Several departments have, in addition to their chairs, discipline coordinators.

Academic Units/Major Undergraduate Programs/1998-1999

College of Arts and Sciences

Behavioral Sciences

Biology

Chemistry

Communication and Fine Arts

Engineering

English and Philosophy

History and Political Science

Languages and Literature

Mathematics and Computer Science

Natural Resource Management

Physics

(Interdepartmental)

School of Business

Anthropology/Sociology

Psychology

Biology

Chemistry

Art

Art, Pre-professional

Communication Arts

Visual Communication Design

Music

Engineering

English

History

Political Science

Spanish

Computer Science

Mathematics

Environmental Science/Management

Natural Resource Management

Physics

General Science Education

Accounting

Management

Finance

Information Systems

Marketing

School of Education

Early Childhood Education

Elementary Education

Special Education

Technology Education

Human Performance, Leisure,

And Sport

Health

Human Performance & Sport

Leisure Services

School of Social Work

Social Work

Graduate Programs

The University's twelve graduate programs are housed either in their own department or school, or in the case of Public Affairs and Southwest Studies, which are interdisciplinary, administration is shared among units offering concentrations and courses. Each department and school with a graduate program has a coordinator for that program. This coordinator serves as a contact point for interested students; reviews applications; is a liaison with other faculty members in the department regarding theses, course and program changes, and graduate program policy; and represents the program with the Office of Graduate Affairs. The provost, as dean of Graduate Studies, is ultimately responsible for the graduate program. Daily operations of the graduate office regarding policy, programs, recruitment, admissions, and theses and graduation requirements are the responsibility of the associate dean of Graduate Affairs, who serves half-time in that position. The associate dean also chairs a Council of Graduate Coordinators, which makes recommendations on policy, programs, and procedures, and maintains the *Graduate Handbook* and the *New Mexico Highlands University Graduate Catalog*. A full time administrative secretary is assigned to the Graduate Affairs Office.

Following is a chart of the University's graduate programs and the units responsible for their administration.

Graduate Programs by Academic Discipline/Fall 1999

Applied Chemistry	Department of Physical Sciences
Business Administration	School of Business
Education	School of Education
English	Department of English and Philosophy

Human Performance and Sport	Department of Human Performance, Leisure and Sport (School of Education)
Human Performance and Sport (with concentrations)	Department of Human Performance, Leisure and Sport (School of Education)
Life Science	Department of Life Sciences
Media Arts and Computer Science	Departments of Communication Arts/ Computer Science and Mathematics
Psychology	Department of Behavioral Sciences
Public Affairs	Departments of Behavioral Sciences, and History and Political Science (College of Arts and Sciences)
Social Work	School of Social Work
Southwest Studies	Departments of Behavioral Sciences, Languages and Literature, History and Political Science (College of Arts and Sciences) and School of Business

Centers, Distance Education, Extended Academic Programs, Special Programs

The provost is directly responsible for administering course offerings leading to degrees at the University's off-campus centers, distance learning sites, and at other settings. The University has off-campus centers at Rio Rancho, Santa Fe Community College, Northern New Mexico Community College, and San Juan College. Rio Rancho and San Juan each has its own director; a third director is responsible for activities at the other two campuses. The provost meets with these directors on a regular basis. The Office of Educational Outreach Services, whose director reports to the provost, coordinates distance education, external academic programs, and special programs.

The University was invited to offer courses at each of its off-campus centers following the 1978 Education Act of the State of New Mexico. Operation of the centers, academic standards, faculty performance, and course offerings are

managed as they would be on the main campus. For instance, every course offered at a center must be approved as appropriate by the requisite department, college, or school and faculty committee on the main campus. Student course evaluations are administered as on the main campus. Courses at the centers are taught either by faculty assigned from the main campus or hired specifically as adjunct faculty. The circumstances governing the hiring, retention, and evaluation of the latter are described above under “Human Resources: Faculty” and in the *Adjunct Faculty Handbook*.

The University also delivers a wide range of courses through its Office of Educational Outreach Services. There are three divisions within the office. The Selected Topics Division offers classes at sites convenient to students, employers, agencies, and other parties on a highly flexible basis. The External Academic Programs Division presents regular campus courses, most typically at the request of school districts around the state and at schools within those districts. The Distance Education Division transmits classes originating on campus using a variety of audio and video connections. Increasingly, select courses that originate at one of the centers are transmitted to the main campus. Main campus faculty members, as part of a regular load, most often teach these courses. The Office of Educational Outreach Services delivered classes at fourteen distance education sites and twenty-one on-site locations across New Mexico in the fall semester of 1999. The appropriate department, college, or school, and/or faculty committee must approve all courses offered. Student course evaluations are administered as on the main campus. The hiring, retention, and evaluation process for all faculty

members teaching these courses is described above under “Human Resources: Faculty,” and is regulated by the *Faculty Handbook* and/or the *Adjunct Faculty Handbook*. The Office of Educational Outreach Services has an assessment plan on file, as with any other academic program at the University. This plan is available in the Resource Room.

Student services and library resources are available at off-campus, distance education, extended program, and special program sites in accordance with accreditation guidelines. Donnelly Library, on the main campus, can be accessed via its web site, on which electronic catalogs and on-line data bases managed by the library are available. Articulation agreements with two-year institutions at which the University has off-campus centers permit University students to use their libraries also. All two-year and four-year state institution libraries participate in a joint-partners agreement that facilitates the use of interlibrary loans. Faculty teaching distance education classes often provide extensive reading packets shared with main campus students and/or articles and readings not readily accessible to students in remote communities. Through its toll-free telephone number and on its web site, the University offers a wide range of information concerning admissions, programs, financial aid, course schedules, fees, and registration. At off-campus centers, questions on academic advisement are referred to the center's director or the center's student services officer. Student complaints are reported to center directors for resolution or reference.

The quality of the off-campus centers and the operations of the Office of Educational Outreach Services are considered in Chapter Five of this report.

Administrative Organization

The University has four vice presidents, all of whom report directly to the president. The four vice presidents constitute the President's Cabinet, which meets with the president as needed. The president also meets biweekly with the President's Council, comprised of the four vice presidents, the director of the Physical Plant, the director of the Office of University Relations, the director of the University Office of Development and Foundation, and the director of Athletics.

Administration of academic affairs by the provost and vice president for Academic Affairs is accomplished through a Provost's Council, meeting weekly and consisting of the provost, the deans of the schools and college, the associate dean of Graduate Studies, the director of the library, the director of the Office of International Studies, the director of the Academic Center for Excellence, the director of Educational Outreach Services, the directors of the off-campus centers, and the registrar. Additionally, there is an Administrative Coordinating Committee which meets biweekly and consists of directors and/or representatives from the bookstore, University Relations, the library, Student Affairs, the Registrar's Office, the Office of Educational Outreach Services, and the Office of Development and Foundation.

As the designation suggests, the vice president for Research, Planning, and Institutional Development coordinates a number of activities, including the administration of all grants and contracts on campus and the Computer Network Services Group. He also directs the various service agencies affiliated with the

University, such as the American Indian Science and Technology Education Consortium; the Center for Education and Study of Diverse Populations; the New Mexico Mathematics, Engineering, and Science Achievement, Inc. (MESA); the Northeastern New Mexico Science and Engineering Fair; Advanced Placement New Mexico; and the Utah, Colorado, Arizona, New Mexico Rural Systemic Initiative. The directors of these agencies meet with the vice president as needed. The Office of Research, Planning, and Institutional Development employs a staff of three, including an administrative secretary, a grant coordinator, and an associate director of institutional research.

The vice president and dean of students administers the division of Student Affairs, which is comprised of thirteen operations. Units within the division include Academic Support, the bookstore, Campus Life, conferences, Dining Services, Disability Services, Financial Aid and Scholarships, student health center, Housing and Student Conduct, Student Support Services, Upward Bound, and the University post office. The division of Student Affairs also includes the Student Senate (Associated Students of New Mexico Highlands University), the campus newspaper *La Mecha*, and services at the off-campus centers. The vice president meets bi-weekly with each unit director. All Student Affairs directors meet as a group once every month.

The vice president of Finance is responsible for and administers four offices: business, purchasing, human resources, and campus security. The director of the Business Office and the director of Purchasing meet weekly with the vice president of Finance along with division heads from general accounting

and budgets; student accounts receivable, grants and contracts, and travel; payroll; and accounts payable. The director of Human Resources and the chief of Campus Security report directly to the vice president of Finance, meeting with him as needed. The disposition of professional and support staff is discussed above; Campus Security is considered at the end of this chapter.

Governance at New Mexico Highlands University

A policy of shared governance is observed at New Mexico Highlands University. As the *Faculty Handbook* notes: “In order for the University to function smoothly and effectively, the decision-making process should be a collaborative effort involving all components of the institution: Board of Regents, president and administrative officers, faculty, students, and support staff.” It is especially understood and honored by all members of the University community. Within this framework, the president of the University is recognized as the chief executive officer by virtue of delegation of powers from the Board of Regents.

Board of Regents

The Board of Regents of New Mexico Highlands University is established by the New Mexico State Constitution, Article XII, Section 13. The board has five members, four of whom serve for six-year terms; the fifth member, a student regent, serves a two-year term. As specified in the *Regents' Policy Guide*, the functions of the board include but are not limited to

- preserving the integrity and autonomy of the institution by careful monitoring of its purpose, procedures, and performance;
- evaluating annually the mission, goals, objectives, and policies of the University;

- determining the governance of the institution by the adoption of policies for the general operation of the University and the establishment of the general pattern of administrative organization;
- approving long-range plans for the direction and development of the University;
- selecting and appointing a president of the University to serve as the institution's chief executive officer and assessing the performance of the president on an annual basis;
- approving the educational program of the University;
- ensuring financial solvency and fiscal responsibility of the institution by the adoption of the University budget and the revision of same at appropriate intervals;
- overseeing the planning, development, and maintenance of the University's physical plant and facilities;
- approving constitutions, by-laws, rules, and other governing documents of all groups within the University operating under such authority.

The board must hold at least four meetings a year at the University. It complies with all requirements of the Open Meetings Act of the State of New Mexico, in that all meetings are announced, and written minutes are kept. The board holds closed meetings, or "executive sessions," again in compliance with the law, on matters of personnel, real estate, and litigation. Minutes taken at these sessions are not available to the public.

The University Faculty

The faculty holds a variety of rights and responsibilities, which are set forth in its *Faculty Handbook*. They include

- reevaluation and formulation of institutional aims;
- creation of new colleges, schools, and departments or divisions;
- major curricular changes;
- maintenance of a climate of academic freedom;
- promotion of equity, objectivity, and academic due process in the selection, review, and evaluation of factors relating to the granting or termination of faculty tenure;
- promotion of equity, objectivity, and academic due process in the selection, review, and evaluation of factors relating to promotion in rank, sabbatical leave, and merit raises;
- maintenance of standards and procedures of accountability concerning professional faculty ethics and responsibilities;
- identification, recognition, and honoring of qualified recipients of honorary degrees, subject to the approval of the provost and president;
- maximization of benefits from insurance and other programs that affect the welfare of the faculty;
- maintenance of requirements for admission and graduation, and the promotion of an optimal learning environment throughout the University by the establishment of standards concerning grading, appeals of grades, class attendance, examinations, academic honesty,

student honors and awards, and for the approval of candidates for degrees;

- influence into regulations affecting student life and activities;
- actions on plans for the study of educational concerns.

The *Faculty Handbook* also notes that “[a]cademic tradition identifies an important consulting role for the faculty in the following activities:

- development of long-range institutional planning
- decisions regarding existing and prospective physical resources
- development of the University’s prospective physical resources and establishment of academic budget priorities
- evaluation of academic administrators
- selection of the University president”

The faculty exercises its rights and responsibilities through the Faculty Senate, standing committees of the Senate, and general faculty meetings, subject to the authority of the Board of Regents. Each school or college has at least one representative in the Senate, as does each department. Any of these academic units which has more than ten voting faculty members is allotted an additional senate seat per ten voting members. The Faculty Senate meets every other week during the semester. It has ten standing committees including an executive committee, academic affairs, faculty affairs, faculty grievance and conciliation, academic outcomes assessment, student affairs, financial planning, library, distance education, and research. Senate actions are subject to a review process

as described in the *Faculty Handbook*. The University faculty as a whole must meet at least once each semester during the academic year. Special meetings can be called whenever a request in writing is made by fifteen members of the faculty or at the discretion of the University president.

Associated Students of New Mexico Highlands University

Student government is an important aspect of student life on campus. Through the ASNMHU (Student Senate), students have a voice in campus affairs. The Senate is comprised of an executive council and one member for each one hundred enrolled students, elected at large each spring. It meets every other week during the fall and spring semesters. The Senate has a representative who reports on student affairs at the regular meetings of the Faculty Senate. Student senators also participate in a statewide student government organization, the Associated Students of New Mexico, which represents student interests in higher education in the state and which monitors and lobbies the state legislature. Student government is not as representative on campus as it might be, as only about ten percent of the student body participates in Student Senate elections. Graduate students have no separate voice in student concerns. It is often difficult to find students to serve on campus committees. A copy of the “Constitution of the Associated Students of New Mexico Highlands University” is on file in the Resource Room.

Organizing Academic and Other Support Services

The ultimate purpose of organizing the University’s human, fiscal, and physical resources is to accomplish its mission through service to its students, faculty, and staff. These resources and their delivery support both academic and

non-academic life on campus. It is through its various offices, units, and divisions that the University functions. The organization, use of resources, and relationships to one another of these offices, units, and divisions is considered here. The quality of their services is assessed in Chapter Five.

Library

Donnelly Library is housed in a newly remodeled building that more than doubled its size -- from 26,000 to 59,000 square feet. Capital expenditures for this expansion totaled \$6.93 million. The library director reports to the provost. A staff of twenty assists him, including librarians in acquisitions, circulation, reference, interlibrary loan, preparations, and automation. For the fiscal year 1999-2000, the library had a general appropriation budget of \$1,199,814, plus an additional \$873,843 in special funds and grants. This figure was below the American Library Association's recommendation that budgets be at least six percent of institutional expenditures for educational and general purposes. Its budget was, however, well within the ALA standards of using 50-60% for personnel (54%), 35-45% for acquisition of library resources (35%), with 11% for other expenditures.

Computer stations at the library provide students with connection to the Internet, the On-line Public Access Catalog (OPAC), e-mail, the Internet, and other services. There also is a computer laboratory. The library presently houses more than 586,000 hardcopy volumes, microforms, federal and state documents, audio-visual materials, and CD-ROM subscriptions. It annually serves 140,000 patrons; checks out 9,000 items; answers 18,500 questions; adds 4,000 new books; subscribes to 5,300 paper, microform, and electronic full-text journals; and acquires more than 10,000 federal and state documents. It fields 3,600 requests made via interlibrary loan, one of its most valuable services for students and the faculty. The response time for interlibrary loan is approximately two weeks.

During August 1999, the library was accepted as an associate member of the Library Services Alliance of New Mexico. As a member, the library is given the opportunity to provide its clientele with access to a wealth of full-text research information, including over 7,000 journals in the areas of science and social science, through the Los Alamos National Laboratory (LANL). The library also has access to the Academic Press Electronic Resources Service known as IDEAL, which contains 174 full-text journals and a select number of titles from W. B. Saunders, Ltd. and Churchill Livingston publishers. In addition, electronic access to materials entered into bibliographic and/or full-text by LANL and other U.S. government agencies, such as the Department of Energy, is available.

The library faces critical challenges in the near future and beyond. The next five years will see extraordinary, perhaps even revolutionary changes in the way information is stored, packaged, transmitted, and used. Costs continually increase, not only for electronic access to information but for traditional books and journals. To meet these challenges, the "Five Year Plan" for the library (further discussed in Chapter Five) particularly emphasizes participation in the development of statewide information policies as well as inter-institutional collaborative activities regarding information management.

Computer Network Services Group

All computing and telephone services on campus are planned, provided, and maintained by the Computer Network Services Group (CNS Group), whose director reports to the vice president for Research, Planning, and Development. The staff includes an applications systems manager, who coordinates the work of

four programmers and an operations technician, a network manager, who directs ten CNS Group technicians, one trainer, a fiscal/administrative secretary, and the campus telephone operator. The office is housed on the lower level of the new wing of the library.

The CNS Group has substantially carried forward its three-year plan filed in 1996. Its upgrade of the campus computer network is essentially complete, with twenty-four to forty-eight fiber optic cables between the center and major campus buildings, except those designated for demolition, which have six pairs. All faculty members have computers and computer service access in their offices. Periodic training in new systems and software is provided as needed. Students have access to over a dozen computer laboratories on campus, each supporting a variety of software applications and connections for the Internet and e-mail. In addition to these on-campus activities, the CNS Group has provided Internet access to two high schools, two middle schools, two preparatory schools, eight elementary schools, and dial-up PPP access to three additional rural K-12 schools in recent years. The CNS Group has also been central in the University's conversion to the Banner System, especially as it pertains to budgeting and accounting.

Registrar

All matters pertaining to recruitment, admission, registration, and enrollment are administered by the Registrar's Office. The registrar is assisted by an associate registrar and director of Admissions, a coordinator of Registration and Scheduling, a coordinator of Student Data and Special Projects, and a director

of Recruitment. The office was reorganized in the spring of 1999 with the elimination of the post of associate registrar for Registration and Scheduling; at that time the two coordinator posts were created. In part, this change was made to handle more effectively increased responsibilities for the office generated by the growth of the off-campus centers and the programs of the Office of Educational Outreach Services. Policies and procedures are regulated by a *Registrar's Manual* covering the wide variety of responsibilities carried out by office personnel.

The Registrar's Office has initiated some major changes in recruitment and retention in recent years. The emphasis in recruitment has shifted from an exclusive focus on incoming freshmen to one that also encompasses non-traditional, graduate, and international students. The recruitment office also now documents all contacts and follows up on those contacts, whatever their nature. In retention, a comprehensive registration by telephone and via the Internet has been developed. A "gradvise" system, by which students can request a complete analysis of what courses and requirements they have completed and what they need for the general education core and for their major and minor, has been very successful. These changes and initiatives have contributed to the University's efforts to reverse the decline in the number of students matriculating and to retain those students who do enroll. For a summary of the University's comprehensive Enrollment Management Plan, see Chapter Six.

Academic Center for Excellence

The mission of ACE is to assist students to be successful in their academic careers. It strives to serve students in their studies through several avenues, including the Freshman Leadership program, supplemental instruction, and an honors program. The library computer laboratory, with specialized software to support ACE programs, is reserved for students in Freshman Leadership during class hours. The ACE director reports to the provost and vice president for Academic Affairs. The director is half time. A full-time administrative secretary manages the ACE office. Regular faculty and staff teach courses in the Freshman Leadership program, some as part of their regular loads and others as an overload. Three graduate assistants conduct the supplemental instruction of the center, with an additional fifteen graduate and undergraduate students providing additional tutoring, supplemental instruction, computer laboratory and office support. The center also coordinates various faculty development initiatives, especially as they relate to teaching.

Office of International Education

This office was established in January 1998, in response to a 1996 amendment to the University Mission Statement encouraging international education. To achieve its objectives, it works with students, faculty, community members, and alumni in seeking opportunities for an international presence on campus. It recruits international students and assists them in making adjustments to the campus and the community. It encourages students and faculty to pursue international opportunities. The director of International Education, who reports

to the provost, oversees the office and works with an advisory committee of six faculty members and one student. This committee provides guidance for the successful operation and development of the office. Through this office, an international perspective has begun to emerge on campus.

Division of Student Affairs

The Office of Student Affairs houses the vice president and dean of students, an executive assistant, and an administrative secretary. The vice president supervises the aforementioned units, serves as a student advocate, and heads up ongoing and special projects. The assistant to the vice president and dean of students is responsible for budgetary matters within the division, conference operation, and other auxiliary services.

Members of the Division of Student Affairs have outlined the following as their mission: “The Division of Student Affairs at New Mexico Highlands University strives to foster academic success, personal growth, independence, and appreciation of others. Each unit within the division works to this end by offering students advocacy, support, appropriate programming, respectful interactions, and quality service. To fulfill this mission, directors work to be effective in managing human, physical, and financial resources.” The division includes thirteen units housed in eight buildings -- the Felix Martinez Student Services Building, the New Mexico Highlands University Student Center, four residence halls, and two apartment complexes. Some units within the division are financed through the University's general fund; others are auxiliary services funded through revenues.

The 1999-2000 budget for the division was \$5,533,422. Reports for each unit are available in the Resource Room. A brief description of each unit follows.

Academic Support

This unit was initiated in 1998 to consolidate services and to develop a greater number of student affairs generalists (rather than specialists). The Office of Academic Support houses academic advising, career services, cooperative education, new student and parent orientation programs, personal counseling, services to Native American students, and testing and tutorial services. The assistant dean and director of Academic Support supervises the office staff. The staff also includes an assistant director, a coordinator of Career Services and Cooperative Education, a personal counselor, two administrative secretaries, and student employees. Seasonal staff members include testing proctors and orientation leaders.

Each of the University's off-campus centers also provides its students with academic support services. The centers at Rio Rancho, San Juan College, and Northern New Mexico Community College each has one academic advisor on staff; the center at Santa Fe Community College has two.

Bookstore

The bookstore serves all students in obtaining educational materials, imprinted products, graduation regalia, and University memorabilia. It sells approximately 14,000 books annually; textbooks make up 70% of its yearly sales. Located in the Student Center, it employs a staff of five. Its operation has been

changed significantly in recent years by technology and will continue to evolve as new delivery and ordering systems are developed.

Campus Life

The Office of Campus Life provides the administration, direction, and support for forty University student organizations, an Activities Board, student leadership development activities, and many annual events. The latter, sponsored by the office in conjunction with the Activities Board, includes a University Lecture Series, a Performing Arts Series, Welcome Week festivities, Campus Life Nights, Family Fun and Football Day, Homecoming activities, a Family Holiday Party, the *Cinco de Mayo* Extravaganza, dances, and a Student Leadership Recognition Dinner. The Office of Campus Life also houses the facilities scheduling operation and is responsible for the neighboring Purple Pub Computing Center. Located in the Student Center, the office is staffed by the coordinator of Campus Life and an administrative secretary.

Dining Services

The University's Dining Services is currently operated by Sodexo-Marriot, Inc.; the service employs a staff of twenty-eight. Resident students are required to select one of several meal plan options.

Disability Services

This unit was created in the spring of 1998 to provide one rather than several points of contact for students with disabilities. The Coordinator of Disability Services administers the unit. The primary objectives of the office are

to encourage self-identification of students with disabilities for the purpose of improving their educational experience and to provide academic support and reasonable accommodation as determined necessary for those students in need. The office is secondarily responsible for the education and advocacy for the rights of individuals with disabilities.

Office of Financial Aid and Scholarships

The mission of this office is to obtain federal, state, and private funds for student financial assistance and to award those funds to students based on demonstrated financial need. It has a staff of ten, including the director, associate director, and two financial aid counselors. The office monitors the satisfactory academic progress of students to ensure their continued eligibility for financial aid funds, conducts student loan entrance and exit counseling, and coordinates financial aid workshops at student recruitment functions at high schools, on campus, and at community colleges.

For 1998-1999, the Office of Financial Aid and Scholarships dispersed nearly \$6,000,000 in various grants, loans, and scholarships. Federal and state aid amounted to \$4,339,115, and included Pell Grants, State Student Incentive Grants, Supplemental Educational Opportunity Grants, federal work-study, and state work-study. New Mexico Highlands University and New Mexico State scholarships totaled \$509,394, including \$137,000 from the state lottery scholarship, which pays the tuition of any New Mexico high school graduate at any state institution of higher education so long as that student enters the fall following graduation, stays in schools full-time, and maintains a G.P.A. of 2.5. Native American awards in 1998-1999 amounted to \$375,520, dispersed to 107

students. Athletic scholarships totaled \$573, 861, with 232 awards in nine sports, plus athletic room waivers.

Student Health Center

New Mexico Highlands University contracts with Health Centers of Northern New Mexico to provide health services to students enrolled in courses on the University's Las Vegas campus. The Student Health Center is open four days a week when fall and spring classes are in session. When the center is closed, students may access the Las Vegas Clinic of the Health Centers of Northern New Mexico. The staff of the campus clinic is comprised of a family practice physician, a physician assistant, a nurse, a health educator, and a clinic manager. All health facilities in New Mexico are inspected by the state-licensing agency that assures compliance with health, safety, confidentiality, privacy, and accessibility codes.

Housing and Student Conduct

The University provides housing for over 500 undergraduate and graduate students in single student housing and approximately fifty families in family housing. This office also is responsible for social and educational activities, resolving personal or academic concerns through referrals to appropriate campus offices, and enforcing University regulations and managing crisis situations. The office has undergone substantial change since February 1998, when a new director was appointed and charged with revising the entire housing and conduct program and policies to bring them up to current professional standards. In 1998-1999, the office employed a staff of thirty-one, including the director, office secretary, five half-time student resident directors, twenty-one half-time student

resident assistants, two half-time student apartment managers, and a half-time work-study student. The University's *Five-Year Strategic Plan, 1999-2003*, calls for a major reconfiguration of housing services to include the building of state-of-the-art apartment-style units for families, undergraduates, and graduate students.

Student Support Services

Student Support Services assists low income/first generation freshman, sophomore, adaptive needs, and transfer students with academic support and career guidance. It is one of the federal TRIO Programs administered by the U.S. Department of Education under the Higher Education Act of 1965. It employs a staff of seven; its budget for 1997-1998 was \$358,430. The staff works closely with staff members in the Office of Academic Support and keeps abreast of new technology and service delivery methods through membership and participation in national, regional, and state advising organizations. These include the Council for Opportunity in Education, the Southwest Association for Student Assistance Programs, and the New Mexico/West Texas Association of Student Assistance Programs.

Upward Bound

This is a college preparation program for high school students. The program at New Mexico Highlands University is one of the original eighteen demonstration projects established in 1965 by former Economic Opportunities Programs Director Sargent Shriver. Since 1965, when the program served fifty students from five target high schools, it has grown to 150 students from fifteen target high schools. The office has a staff of twenty-three during the academic year. During the summer residential program, other employees include ten

instructors, six tutors, and eight dormitory staff. Federal funds budgeted for the program in 1998-1999 amounted to approximately \$442,000.

University Post Office

The post office employs four individuals who process approximately 2,500 pieces of incoming and intra-campus mail daily. Out-going mail totals about 26,000 pieces a month, or over 300,000 pieces annually. The post office personally serves about sixty students, faculty, and/or staff members each day.

Campus Security

The Office of Campus Security meets daily challenges in providing for the well being and safety of students. The chief of Campus Security, who reports to the University's vice president of Finance, has a staff of eight officers; he and three of the officers are certified by the State of New Mexico and empowered to make arrests. The office also employs a dispatcher, a manager, and several temporary, part-time security officers and part-time dispatchers. A *Campus Police Department Policies and Procedures Manual* governs the affairs of the office. The office is completely computerized in all of its operations, has Internet connections to other law enforcement agencies, and recently tripled its radio capacity with new equipment. The chief of Security is recognized as a leader in his field, having served as president of the New Mexico Association of University Police Chiefs. The University also maintains membership in the Texas-New Mexico Association of College and University Police Departments, the International Association of Police Chiefs, the International Association of College Law Enforcement Agencies, and the New Mexico Municipal League of Police Chiefs. Under the leadership of Campus Security, a regional consortium of

law enforcement agencies was formed, the Las Vegas/San Miguel Law Enforcement Steering Committee, to coordinate study of and response to issues of mutual concern.

The two most reported crimes on campus are alcohol violations and drug abuse, as the following report demonstrates:

**Table Eleven
Campus Crime Statistics**

	1997	1998	1999
Criminal Homicide	0	0	0
Rape	1	0	1
Robbery	0	0	0
Assault	3	16	6
Burglary	9	24	7
Motor Vehicle Theft	3	5	3
Alcohol Violation	1	2	11
Drug Abuse	1	11	14
Weapon Possession	1	0	0

Athletics

New Mexico Highlands University is a member of the National Collegiate Athletic Association and the Rocky Mountain Athletic Conference. It complies with all the rules and regulations of these organizations. The University supports a well-regulated and balanced program of intercollegiate athletics for men and women as well as an intramural athletic program for men and women. At the University, athletics are considered to be an integral part of the educational system. The athletic program is administered by a director of Athletics, who reports to and serves at the pleasure of the president. Other staff positions include a senior women's athletic administrator, a head athletic trainer, and the head and assistant coaches of various sports. A faculty athletic representative, appointed by the president, monitors compliance with the policies of the athletic program and serves as a liaison between the University faculty and athletic personnel. A

fourteen member President's Athletic Committee oversees the athletics program and advises the president concerning its scope and direction. The president appoints this committee, which includes faculty, staff, student, and alumni members. The policies and procedures of the athletics program are covered in its *Department of Athletics Handbook*, which is available in the Resource Room.

University Relations

The Office of University Relations gathers and distributes information about New Mexico Highlands University. The office also oversees Highlands Reprographic Services, which is the University's printing and copying operation. The two areas work as a team to provide services through both print and electronic media. Areas of responsibility include support of academic and non-academic departments regarding information to distribute to prospective students and other external publics; public and media relations; campus publications and internal communications; strategic marketing and advertising; University graphic style standards; University web site standards; crisis communications; distribution of public documents; maintenance of photo and clipping files; and campus copy machines and printing services.

The office is managed by a full-time director who answers to the president of the University and oversees a full-time publications specialist, web technologist, and an administrative assistant. The administrative assistant oversees the office's work-study students. The director also oversees the director of Highlands Reprographic Services. The director of Highlands Reprographic Services oversees a full-time assistant director, a full-time lithographer, and work-

study students. The staff is highly qualified, all with years of experience in their areas of expertise. There is a mix of male and female, Hispanic and non-Hispanic white. Each staff member understands how he or she fits into the daily functioning of the area, his/her area of responsibility, and the levels of authority. Creative problem solving on the part of all University Relations staff members is highly encouraged.

University Relations keeps in regular contact with other University entities and works most closely with the Office of Recruitment, Student Affairs, Academic Affairs, Office of the Registrar, the deans of the various schools, Educational Outreach Services, learning center directors statewide, and the Office of Development. University Relations also acts as an ally to the Athletic Department's Sports Information director.

The office is financed through the general operating budget of the University. The total budget for 1999-2000 was \$553,895.

New Mexico Highlands University Office of Development and the New Mexico Highlands University Foundation, Inc.

The New Mexico Highlands University Foundation has been designated by New Mexico Highlands University as the official entity for receiving and administering private gifts and donations. Gifts are given to the Foundation for use by the University. The Office of Development houses the Foundation and works for the University to bring recognition and funds to its students and programs. The Foundation has assets of approximately \$3 million. Contributions

that are not immediately used to support students and programs are invested by the Foundation to ensure the University's long term financial future.

The Office of Alumni Affairs conducts the business of the University's Alumni Association, a group formally organized in 1977. Through this office, alumni contact their University and participate in alumni reunions and gatherings in New Mexico and across the country. The Office of Alumni Affairs maintains the alumni database and serves the membership of the association.

The Foundation is governed by a national board of directors composed of alumni, business leaders, and friends of the University. The Alumni Association has a separate, elected board. The Office of Development is composed of four staff members and the executive director of Development and director of the New Mexico Highlands University Foundation. The director reports to the president of the University and to the Board of Regents. He attends executive administration meetings held by the University president for vice-presidents and other University officers. He also has frequent meetings with the president and other University administrators about University issues and fund-raising concerns. An assistant director of Alumni Affairs, who is an employee of the Office of Development, leads Alumni Affairs.

Effective Organization as an On-going Process

Strengths, Challenges, and Recommendations

This chapter has demonstrated that New Mexico Highlands University effectively organizes the human, fiscal, and physical resources necessary to accomplish its goals. The University responds to opportunities and changes in higher education in the state, region, and nation.

Strengths

The demography of the student body is an asset for the University, making it unique in the state and region. The students' rural background and ethnic and age diversity contribute to the University's interesting and diverse nature. The University's undergraduate students are, on average, well prepared as they enter their freshman studies. For example, their ACT scores are precisely on target for their cohort. Given the lack of resources in many of the rural school districts from which they come, the level of their ability is notable. The Office of Student Services at the University is well-organized and responsive to the needs of students. Because of good planning, enhanced technology in the hands of a trained and attentive staff will offer students more and better services.

Graduate student enrollment and enrollment at the University's off-campus centers have increased significantly. The University's outreach and distance education programs each year reach larger numbers of students and new student populations. Established as a Normal School, the University continues to educate significant numbers of teachers and administrators for the elementary and secondary schools of the state and to provide leadership at the state level.

The University prides itself on the diversity among its students, faculty, administration, and staff. Its small size is an asset. Classes are small, and faculty and staff offer students invaluable personal attention. At the same time, the University serves as the only university in the northern half of New Mexico.

The faculty, administration, and staff of the University are committed, loyal, and well qualified. They remain so even as work loads increase and the University undergoes change. There is a campus-wide commitment to open exchange and an effort to create and maintain an atmosphere where students, faculty, staff, administrators, and the Board of Regents can come together for the common good. Examples of this commitment include newsletters and "help lines" that inform and help the campus community, a determination to improve processes such as advising and obtaining financial aid, and an openness on the part of administrators and the Board of Regents to listen to and respond to campus concerns.

The University has a long heritage of service to the people of northern New Mexico. The physical beauty of the campus, including its red-tile roofed buildings, parks, and tree-lined streets, creates a distinctive identity that has attracted students, the community, and visitors for over 100 years. Today's students may literally be following in the footsteps of their parents and grandparents. Alumni of the University are proud of the institution. They carry its reputation forward and are an important element in the recruitment of students.

Challenges

1. There is no overall means for assessing the effectiveness of the University's human, fiscal, and physical resource use. No one inclusive and representative body assesses educational effectiveness. Manifestations of this lack of assessment are evident among faculty and staff. General faculty dissatisfaction extends into all areas of faculty

concern, although recent initiatives in faculty development, a newly energized Faculty Senate, and leadership training for department and committee chairs have led to improvements. Low salaries, the perceived absence of genuine co-governance, and the involvement of the Board of Regents in issues of tenure, promotion, and curriculum are the areas of most concern for the faculty. Staff participation in governance, staff recognition, and staff salaries have been neglected. Staff members, in particular, need representation within the University community and a more comprehensive and updated manual.

2. Enrollment remains a perennial concern. The decline in undergraduate enrollment on the main campus decreases available resources and the quality of overall services at the University. There is a perception that not enough attention has been focused on the main campus, given the fact that community colleges are drawing targeted students and that there is a trend for students to stay close to their homes.
3. Policies, procedures, and protocols in every office are not clearly documented, easily understood, or regularly reviewed.

Recommendations

1. The University should establish a University Effectiveness Committee with representation from all constituencies. The committee would review how resources are being used on an annual basis and make recommendations for improvements and changes. These recommendations would be used in forming the University's requests for state legislative support and in the acquisition of grant monies. The Effectiveness Committee would have access to the president and the

Board of Regents and would communicate with the campus community about its findings and the response to these findings.

Immediate concerns of this committee should include

- plans for change and adaptation at the University which stress regional and national benchmarks and models;
- a review of enrollment management strategies;
- development of plans for salary parity for staff and faculty on a regional and national basis. In lieu of large salary increases, faculty and staff must be recognized within the institution for their outstanding achievements, longevity, and service;
- a comprehensive review of staffing and position needs, given changes in enrollment on the main campus and outreach and distance education programs.

2. The policies and procedures manuals of the campus must be reviewed, and clearer and more complete protocols must be established. Distribution of these manuals and training in protocols should follow-up such reviews. Standing committees that accept suggestions and regularly review and revise these manuals should be established. Training for new employees should include training in these protocols.

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Chapter Five

Criterion Three: Accomplishing Institutional Purposes

From its classrooms and laboratories to its student service centers and administrative offices, New Mexico Highlands University is dedicated to fulfilling its obligations as outlined by Criterion Three: “The university is accomplishing its educational and other purposes.” As the relevant portions of its Mission Statement assert

- “The University is committed to excellence in teaching, discovering, preserving and applying knowledge and is responsive to new opportunities for teaching, learning, research, and public service created by a changing environment”;
- “The University aspires to develop broadly literate citizens and leaders, educated in analytical and critical thought and in the appreciation of the arts and sciences.”

To achieve these goals, the University has undertaken major changes in a number of academic and non-academic offerings and services since it was reaccredited in 1990-1991. Some of these changes include

- a restructuring of its proficiency and general education requirements;
- implementation of outcomes assessment instruments throughout the campus;
- redefining the role of the graduate program as it has changed with regard to state, regional, and national demands;

- developing extensive off-campus and educational outreach programs as indicated by regional service needs and the mandates of state higher education agencies;
- enhancing its already outstanding status as a research institution in the region and nation;
- implementing new approaches to student affairs and campus life as reflected in the University's five-year plan.

This chapter will address these developments and demonstrate the quality of the programs and services by which the University carries out its “educational and other purposes” through a consideration of

- assessment processes
- academic programs
- academic support services
- student and other administrative services
- faculty and other employee activities, including research activities
- community services

Assessment at New Mexico Highlands University

History

In its 1990-1991 report on the reaccreditation of New Mexico Highlands University, the NCA expressed the concern that “the University has not established a systematic assessment program.” Pursuant to that concern, the University followed a five-year time frame for developing an assessment plan. It filed an interim report with the NCA in 1993 and received approval of its assessment procedures as submitted to the NCA in 1995. This report

concentrated primarily on assessing academic outcomes. Since 1995, the assessment plans for the various academic schools and departments have been implemented and/or have evolved in varying degrees. Changes both in the University's Mission Statement and the general education requirements brought changes in specific plans. Then, during the academic year 1997-1998, the provost called for uniform, campus-wide compliance with school and departmental assessment plans and the assessment of the general education requirements. Additionally, non-academic and administrative campus units were to develop and implement appropriate assessment instruments. Assessment plans for each school, college, and department are on file in the Resource Room.

Academic Outcomes Assessment Committee

Throughout this process, the faculty has been in charge of developing, administering, and evaluating assessment on campus. During the fall semester of 1998, the Faculty Senate created a standing Academic Outcomes Assessment Committee. The charge of this committee is to

- initiate and monitor implementation of assessment processes in academic programs throughout the University
- initiate policy recommendations and review proposed policy changes that arise as a result of assessment
- review outcomes information in light of the institutional mission and goals and encourage the use of assessment results in program planning and review

- deliver to the Faculty Senate an annual report on academic assessment for any given academic year by the beginning of the next academic year

Assessment of the General Education Requirements

With respect to assessing the general education requirements, the following intended outcomes and procedures have been implemented.

A. Intended outcomes include

(Students will be able to demonstrate the following . . .)

- communications skills
- critical thinking skills
- mastery of basic information and intellectual procedures necessary to function effectively in our society
- an ability to access and manipulate data and other forms of information

B. Assessment procedures may include

- writing a paper that presents a thesis, critically reviews and analyzes a body of information relevant to the thesis, and comes to logical conclusions regarding the thesis;
- writing summary papers exhibiting cultural knowledge in terms of important historical events and aesthetic achievements;
- producing products that demonstrate knowledge of the background of modern science and its social importance and a mastery of the use of the scientific method in the analysis and solution of problems;

- producing products that demonstrate the ability to use quantitative and analytical operations to solve problems.

C. Measurement

An “Institutional Portfolio” provides products to be judged to determine whether outcomes are accomplished. Specifically, this portfolio involves the collection and review of a selection of student work (that is, not all students submit samples; a representative sampling is taken) produced throughout the Core Curriculum and related to the four intended outcomes. For example, the writing samples or other products could be collected in English 112, History 100, Art 100, Music 100, a behavioral science or laboratory science course, Mathematics 108 “Introduction to Algebra,” or a computer science course. A holistic scoring criterion is used for reviewing and analyzing these samples. Recommendations for change are based on this review and analysis. The assessment plan for the general education requirement is available in the Resource Room.

Assessing Undergraduate Academic Programs

Faculty members in the individual disciplines carry forward their own discrete assessment programs. The results of these programs form the basis of the Academic Outcomes Assessment Committee’s annual report. These reports are available in the Resource Room. For assessment of graduate programs, see below. Over the years these reports reveal important changes in the assessment process on campus and in academic programs, changes reflective of lessons learned from assessment. For example, there has been a drastic simplification in how different academic disciplines plan for and administer assessment. Tables

One and Two compare the types of assessment instruments in discipline plans in 1995 and in 1998.

**Table One
Assessment Plans: 1995**

Assessment Method	Yes	No
Standardized Examinations	12 (48%)	13 (52%)
Faculty-designed comp. exams.	3 (12%)	22 (88%)
Required capstone courses	11 (44%)	14 (56%)
Portfolios or other student work	11 (44%)	14 (56%)
Program alumni surveys	10 (40%)	15 (60%)
Student surveys (e.g., exit surveys)	12 (48%)	13 (52%)
Academic program review	12 (48%)	13 (52%)
Writing skills assessment	6 (24%)	19 (76%)

**Table Two
Assessment Plans: 1998**

Assessment Method	Yes	No
Standardized Examinations	4 (20%)	16 (80%)
Capstone course	12 (60%)	8 (40%)
Portfolios or other student work	10 (50%)	10 (50%)
Program alumni surveys	12 (60%)	8 (40%)
Student surveys (e.g., exit surveys)	14 (70%)	6 (30%)

Some program and curricular changes within schools and departments as a result of outcomes assessment, as indicated in the words of the discipline reports in the *Annual Assessment Report, 1997-1998*, include the following.

- From the Department of English and Philosophy, “Currently, and as a result of several years’ experience with this plan, the description of the English Major in the *Undergraduate Catalog* specifically describes the portfolio requirement. Also, the English faculty has introduced a series of informal faculty seminars at which all aspects of outcomes assessment and its relation to pedagogy are discussed.”
- From the School of Business, “For Spring 1997 and Fall 1997 scores on the Management and Finance Achievement Test were slightly below the national average, although in the sections on management,

marketing, and law, scores were higher than the national mean. As a result of these scores, curricular changes, including ‘Global Business’ and ‘Environment and Strategic Management’ courses have been added.”

Besides the academic realm, assessment is carried forward in other areas of campus life, such as student services, the library, or housing. Assessment in these areas is addressed in those sections of this report devoted to a consideration of their affairs. For assessment of graduate education, see page 159.

Academic Programs at New Mexico Highlands University

Undergraduate Education

Proficiency Course Requirements

New Mexico Highlands University has a set of basic proficiency courses which students must meet before they can take certain of the general education classes and/or before they graduate. An explanation and analysis of each of these follows.

1. English proficiency is demonstrated by a minimum English ACT of 21 or successful completion of English 100, “Basic Writing.” This class does not count toward graduation. In the fall of 1999, of 363 new freshmen, sixty-five scored 21 or better on the ACT, 149 tested out of English 100, and 149 needed English 100.

2. An examination or successful completion of two semesters of a language other than English demonstrates language proficiency. There is a direct connection between this proficiency and the recasting of the University’s Mission Statement. Although Spanish is not the only

language in which students can demonstrate proficiency, the Mission Statement asserts the University's commitment "to programs that focus on its multiethnic student body, especially the rich heritage of Hispanic and Native American cultures that is distinctive of the State of New Mexico." The Mission Statement also notes that the University "recognizes the increasing importance of the Spanish language in the global community and takes advantage of its environment, location and student population to promote the development of interdisciplinary programs involving the Hispanic world."

In the fall of 1999, two students tested out of the two-semester language proficiency requirement. First semester language classes had an enrollment of 139 students; second semester classes enrolled fifty-two students.

3. Computer proficiency is demonstrated by an examination or successful completion of one of three designated courses, "Living With Computers," "Computer Science," or "Essentials of Computers." For the fall of 1999, thirty-four students tested out of the computer proficiency requirement.

4. Proficiency in mathematics is demonstrated by a minimum ACT of 18 or successful completion of Mathematics 100, "Introduction to Algebra." This class does not count toward graduation. For the fall semester of 1999, of 363 new freshmen, 143 tested below 18 on the ACT and needed Mathematics 100; ninety-eight students tested out of

Mathematics 100. An additional ninety-eight students tested between 18-23, and were required to take Mathematics 120, “Intermediate Algebra,” which does count toward graduation. A total of twenty-four students scored above 23 on the ACT.

5. “Freshman Leadership” Course. After a year of experimentation, this class became required as of the spring semester of 1999. The course was designed to aid in the retention of new students, to acquaint students with the campus and its services, to build cohesion among entering freshman, and to promote the use of the library. It is administered within the Academic Center for Excellence. An assessment of its impact is contained below under “Academic Services.”

General Education Requirements

The forty-hour general education requirement, known as the Core Curriculum, is the foundation of educational development and success at New Mexico Highlands University. The Academic Affairs Committee, a standing committee of the Faculty Senate, controls all policy and curricular changes in the Core Curriculum. Beginning in 1999, this committee undertook a thorough study and revision of the general education requirements. The study was put on hold in the summer of 1999 in agreement with the other New Mexico universities until the Commission on Higher Education could complete a review of general education requirements. The most important outcome of the University's review thus far is a reaffirmation of the philosophy and objectives of the Core Curriculum at the University. At the time of the issuance of this report, the following mission and goals guided the general education requirement.

The Core Curriculum

The philosophy of the General Education component at New Mexico Highlands University is consistent with the academic purpose of the institution; that is, to empower students for a productive life. Students accumulate knowledge and training through various disciplines and at the same time learn how to make individual judgments about the use of that knowledge and training.

Core Curriculum Requirement Components

1. Communication

Reading, writing, listening, and speaking skills are required of broadly educated persons. A command of languages allows us to influence the thinking of others and to change our own thinking.

2. Critical Thinking: Problem Solving

At the core of the critical thinking process is the ability to evaluate data, whether in the form of philosophical arguments, numerical or scientific evidence, political or social principles, or artistic and literary expression.

3. Values

The curriculum fosters the ideal of free intellectual inquiry, respect for truth, and a readiness to learn from and understand others, as well as a deep appreciation for the values of a democratic society.

4. Sciences and Technology

The curriculum provides a conceptual and practical understanding of scientific method and its application in the analysis of phenomena and in the development of technology for the benefit of society.

5. Information Management

Students must effectively interpret and manage information and data. Accordingly, students need the confidence and ability to use information and image processing tools. Furthermore, students need sufficient mathematical acuity to think logically, rationally, and critically and to select between competing options.

6. Intercultural Experience

Students must recognize and appreciate the commonalities and variations of the human experiences that are inherent in the development of global cultures and their component parts.

7. Historical Perspective

A refined historical perspective prepares the individual to recognize the continuity of human experience as well as the complexity, ambiguity, and uncertainty that are conditions of human society.

8. Arts and Aesthetics

Appreciation of the visual, performing, and literary arts enables students to deepen their perceptions of the world.

9. Health and Wellness

To achieve and sustain wellness students must learn to take preventive measures and to practice activities that promote good health.

Through the Core Curriculum requirement of all academic undergraduate majors, students are prepared not only to adapt to changing demands, changing technology, and changing demographics in today's world, but also to create and to take positions of leadership for tomorrow.

Another consideration influencing general education requirements came in January 1996, when a state-mandated general education curriculum went into effect. This curriculum reflected the desire of state legislators to make core curriculum hours equably transferable among all state-supported institutions. New Mexico Highlands University's core matched the state-mandated core in most respects; the state "General Education Common Core," as it is known, has thirty-five semester hours as compared to the University's forty semester hours. The University made an accommodation in the number of hours necessary in the "Social/Behavioral Sciences" and/or the "Humanities and Fine Arts" areas of its core (allowing a minimum of fifteen credit hours in the two, with no less than six in one) in response to the state-mandated changes. It should be noted that outside of the general education requirements, individual discipline programs in greater or lesser degrees have been altered by state-mandated articulation for students entering four-year schools from two-year schools. Major and/or minor programs at the four-year schools are required to accept a set number of hours toward their majors/minors from the two-year schools. For example, in the life sciences the

four-year schools accept twenty-five to twenty-nine hours beyond the thirty-five hour “General Education Common Core,” the physical sciences accept at least twenty-seven credit hours beyond the core, the social/behavioral sciences twenty-four to thirty-seven hours, and the humanities and fine arts twenty-seven to twenty-nine hours. Articulation agreements and transfer guides are available in the Resource Room.

Undergraduate Programs

Undergraduate education has been the foundation of New Mexico Highlands University’s mission for over a century. Even today, though nearly one-third of its students are in graduate programs, undergraduate offerings, both on campus and at off-campus centers, remain central to its mission. Given its open admissions policy, the University, in the words of its Mission Statement, is proud that its “challenging academic programs create and promote an environment in which all students are encouraged to reach their full potential.”

The University uses a variety of internal benchmarks to indicate accomplishment of educational and institutional purposes. These include a sixty-four hour minimum for an associate’s degree and a 128 hour minimum for graduation with a bachelor’s degree, with 40% of those hours (or fifty-one credits) at the upper division. Students must also fulfill a residency requirement of thirty-two semester credits including at least sixteen credits during the final semester, declare a major, and, with the exception of some professional schools, file a minor program of study. Progress towards these goals is monitored through the University’s “gradvise” system in the Registrar’s Office, whereby a student can get a computer printout of exactly which requirements he/she has met and/or

may need. Students are further informed through advisement center services in the Student Affairs Office and through academic advising in the schools and departments.

Since its last NCA accreditation, New Mexico Highlands University has reorganized its academic structure to enhance the delivery of its undergraduate and graduate offerings. It dissolved its schools of Science and Technology, Professional Studies, and Liberal and Fine Arts, creating in their stead the College of Arts and Sciences and the Schools of Education, Business, and Social Work. Since that restructuring, the programs in the three professional schools have all been specially accredited. Also, the number and scope of major and minor programs have been altered considerably; a summary is provided in Chapter One under “Significant Changes.”

Enrollment in degree programs and graduation rates has shifted at various times and for a variety of reasons in the past ten years. The following tables chart patterns in undergraduate education over that decade for each academic unit in declared majors, including first and second majors (Table Three), student credit hour production (Table Four), and degrees awarded (Table Five). As these tables demonstrate, the number of undergraduate majors has declined in History and Political Science, Mathematics and Computer Science, Business, and Social Work; it has risen significantly in Human Performance, Leisure, and Sport. As might be predicted, student credit hour production has fallen off most importantly in those disciplines that have a considerable stake in the general education requirements, reflecting the decline in freshman enrollment. The number of

undergraduate degrees awarded has diminished in the departments of History and Political Science; Languages and Literature; and Human Performance, Leisure, and Sport, but increased in the Schools of Education and Business. These changing patterns are monitored by the provost, deans, and department chairs, who influence decisions on faculty reduction, the redefinition of positions, and course offerings. The University's *Five-Year Strategic Plan* and departmental three and five year plans also must account for changing student interests and enrollments.

Table Three
Undergraduate Majors: Fall 1991, 1994, 1999

	Fall 1991	Fall 1994	Fall 1999
College of Arts and Sciences			
Behavioral Sciences	147	150	123
Communication and Fine Arts	184	228	187
Engineering	121	104	96
English and Philosophy	33	39	25
History and Political Science	130	129	57
Languages and Literature	25	29	18
Life Science	140	196	118
Mathematics and Comp. Sci.	122	103	94
Physical Science	17	22	20
School of Business	336	346	207
School of Education	298	368	253
Human Perf., Leisure, & Sport	117	140	170
School of Social Work	126	160	163

Table Four
Undergraduate Student Credit Hour Production

	Fall 1991	Fall 1994	Fall 1999
College of Arts and Sciences			
Behavioral Sciences	2435	2506	1682
Communication and Fine Arts	3363	3586	2340
Engineering	305	283	202
English and Philosophy	3839	3048	2713
History and Political Science	3064	2856	1588
Languages and Literature	735	831	961
Life Science	2279	2927	1142
Mathematics and Comp. Sci.	3025	2630	2873
Physical Science	772	1242	877
School of Business	2611	2828	1917

School of Education	2435	2692	1924
Human Perf., Leisure, & Sport	1761	1904	1974
School of Social Work	437	1094	629

Table Five
Undergraduate Degrees Awarded

	1991-1992	1994-1995	1998-1999
College of Arts and Sciences			
Behavioral Sciences	15	14	24
Communication and Fine Arts	12	35	12
Engineering	11	8	15
English and Philosophy	6	12	8
History and Political Science	32	40	25
Languages and Literature	9	5	0
Life Science	8	16	6
Mathematics and Comp. Sci.	4	4	6
Physical Science	1	1	3
School of Business	40	58	50
School of Education	42	73	81
Human Perf., Leisure, & Sport	23	16	16
School of Social Work	14	33	29
Total of All Undergraduates	217	315	275

College and School Undergraduate Offerings

Following is a summary of the undergraduate programs in the College of Arts and Sciences, which has eleven departments, the School of Education, which has one department in addition to its programs in education, the School of Business, and the School of Social Work. These summaries are extracted from unit self-studies completed during the fall semester of 1998 and updated as necessary through Spring 2000. Each summary includes an overview of the department or school stressing its mission highlights and the qualities of its program(s). All background material is on file in the Resource Room, including the unit self-studies, accreditation reports, assessment plans, and course syllabi.

College of Arts and Sciences

The eleven departments in the College of Arts and Sciences offer twenty majors, with a variety of concentrations available in some majors. This college

produces 63% of the student credit hours in undergraduate programs. It provides nearly all the classes in the general education requirement. Faculty members in the college fulfill a major portion of the research component of the University, especially those in the hard sciences. The burgeoning role of research at New Mexico Highlands University is addressed below.

Department of Behavioral Sciences

Disciplines: Anthropology; Psychology; Sociology

Mission Highlights: The department's mission is to provide teaching and instructional support; systematic inquiry resulting in the acquisition of new knowledge; and service to individuals and groups within and external to the institution in the academic fields of anthropology, psychology, and sociology. This mission is guided by both individual and program commitment to develop literate citizens and leaders capable of analytical and critical thought in these academic fields.

Program Quality: The Sociology and Anthropology Program offers a holistic and cross-cultural approach to the study of humankind through instruction and hands-on training in laboratory and field research in preparation for graduate studies, teaching, cultural resource management, and practice in global, federal, state, and local agencies, as well as private enterprise. The Psychology Program is firmly based on the science-practitioner model, providing students with training in the science of psychology and a wide variety of research opportunities as well as skills and experience in assessment and intervention in clinical practice. The department sponsors two student organizations, Psi Chi, a chapter of the National

Honor Society in Psychology, and AntS, an anthropology/sociology club for any student interested in those disciplines

Department of Communication and Fine Arts

Disciplines: Art, Design Studies, Mass Communications, Music, Theatre

Mission Highlights: The various programs in this department have an integrated mission which

- educates students in the technical skills, theoretical underpinnings, and socio-cultural context of the department's disciplines;
- inspires students to make creative and expressive ideas the foundation of their lives;
- provides opportunities for students, faculty, and talented community members to interact readily;
- incorporates elements from the artistic, theatrical, and musical culture of northern New Mexico.

Program Quality: The work of the department's faculty, students, and staff is among the most highly visible and audible on campus and in surrounding communities. In music, the *Mariachi Vaqueros de la Sierra* and *Mariachi Charros de Oro* are the only ensembles devoted to this tradition in the region that are fully integrated into an academic program. The Design Studies Program is the only professional degree-granting program in graphic design in the state.

Students in this program have used their design skills to assist the Las Vegas chapter of Big Brothers/Big Sisters on the issue of child abuse. In art, the foundry studio provides training in advanced technology, such as ceramic shell casting

procedures. Art students lead workshops and give lectures at national conferences, most recently at the University of Notre Dame, Webster University, and Adams State University. In the performing arts, the newly renovated Adele Ilfeld Auditorium is the site of an emerging Performing Arts Series.

Department of Engineering

Disciplines: Engineering

Mission Highlights: The department aims to graduate students who have a broad-based knowledge of engineering analysis, who are skilled in the art of engineering synthesis and design process, and who possess the skills to communicate effectively in written technical reports and oral presentations. The Engineering Program is unique in New Mexico in that it offers a five-year option with a special pre-engineering year of study. Significantly, the department maps its ongoing mission in consort with an Engineering Advisory Board comprised of professionals from major engineering firms and national laboratories in the state.

Program Quality: Since Engineering is strictly an undergraduate program, the faculty's energy is focused on the professional development of the students. Further, and in this context, the Engineering faculty has been extraordinarily successful in attracting extramural funds for student development and research from agencies such as NASA, the Department of Energy, the National Science Foundation, and the United States Air Force. Many student papers have been generated for publication and presentation in the national and international arena.

Department of English and Philosophy

Disciplines: English, Philosophy

Mission Highlights: This department carries a larger component of the general education courses than any other on campus. Given that responsibility, and its commitment to its own majors and minors, the faculty recognizes a necessity “to conduct research or engage in creative projects, teach a diverse student population, and exemplify community leadership through scholarship, teaching, and interaction with students and the community.” Given these goals, and with the 1990s witnessing a nearly complete turnover in departmental faculty, a new curriculum was designed which better served the University’s diverse student population and which restructured and enhanced service-oriented programs, such as the department’s Writing Center.

Program Quality: The department’s efforts are particularly labor intensive in teaching, mentoring students, and critiquing papers. Almost all courses include assigned essays and term papers. The Writing Center, maintained and staffed by the department, has been an outstanding success in raising issues of “writing across the curriculum” and in improving student writing across campus. The department publishes *Perspectivas*, a bilingual (Spanish/English) humanities journal and sponsors the Alpha Zeta Psi chapter of the Sigma Tau Delta, the International English Honor Society.

Department of History and Political Science

Disciplines: History, Political Science

Mission Highlights: The department identifies as its unique mission the providing of services that will enhance students’ historical and political understanding, this being one of the chief attributes of a functional and involved United States citizen.

In this context, the department is committed to preserving, interpreting, and promoting the multicultural heritage of the region. To these ends, the department particularly stresses careers for students in law, government service, and teaching. *Program Quality:* The department has a long history of dedication to teaching and consistently carries more full-time teaching equivalencies than it has staff. An impressive proportion of departmental graduates, many from a relatively disadvantaged population, go to law school; its teaching majors are in demand around the West and never have difficulty finding positions. The department maintains a web site devoted to the study of the Santa Fe Trail (SFTNet), which is aimed particularly at public school teachers and students in the five state trail region. It has the highest ratio of active faculty receiving University faculty research grants on campus. It also sponsors a chapter of Phi Alpha Theta, the International History Honorary Society, which sends students annually to the society's Southwest regional conference.

Department of Languages and Literature

Disciplines: Spanish

Mission Highlights: This department's mission is uniquely related to the mission of the University. Through its major and minor in Spanish, plus other language offerings, it serves the University's multiethnic student body, emphasizing the region's cultural and linguistic identities. It also reinforces students' cultural identities and pride, prepares them for participation in a global community increasingly using the Spanish language, and trains them in reading, writing, speaking, and listening comprehension skills.

Program Quality: One of the outstanding strengths of the department is its commitment to the preservation of the Spanish language and Hispanic culture. Faculty members work diligently on and off campus, through and with the community, presenting lectures and doing presentations in a spirit of joint venture. The University's two-semester language proficiency requirement has enhanced the department's impact, though it places a strain on resources. The department collaborates closely with the Bilingual Education Minor in the School of Education, providing Spanish instruction in that program, including night classes for area teachers. In 1993, the curriculum was greatly restructured, requiring many more class prerequisites. American Sign Language courses offered by the department have consistently been in demand and serve a particular need in the community.

Department of Life Sciences

(Note: This department became two separate departments in the spring of 2000: Biology and Natural Resource Management.)

Disciplines: Biology, Environmental Science and Management, Geology, Natural Resource Management

Mission Highlights: All of the Life Sciences disciplines are in the unique position of having the geographical and environmental diversity of the southern Rocky Mountains, Inter-montane, and High Plains regions at their doorstep. For Biology, this means the incorporation of the multicultural aspects of the life sciences, such as ethnobotany, in the curriculum. For Environmental Science and Management, it permits a concentration on regional rather than national research

initiatives that have little impact on the quality of life for residents of New Mexico. In Geology, it permits the integration of field-based classes.

Program Quality: Three of the programs in Life Sciences have undergone or are in the process of major restructuring; the fourth, Natural Resource Management, was new as of the spring of 1999. Biology has set up a tracking system within the program and added new courses. The number of declared majors in Biology ranges from fifty to 100; by the time these students graduate, 40-50% will have given papers or made presentations at regional and national meetings. The Environmental Science curriculum was drastically revised in 1993, shifting from what was essentially a public health program to one in Environmental Science and Management, following national trends. In 1997 and 1998, the Life Science faculty developed and taught a summer program funded by the Lockheed-Martin Corporation, designed to enhance the mathematics and science teaching of elementary and middle school teachers from northern New Mexico.

Department of Mathematics and Computer Science

Disciplines: Mathematics, Computer Science

Mission Highlights: The mission of the department has changed and been refined in the past ten years. Most dramatically, given the explosion of computer-related technology, proficiency in computer skills is now required of all graduates.

Mathematics continues to be a requirement in the general education core. Both programs aim at training students for success in various careers, especially in professional, scientific, engineering, and technical settings for Computer Science and teaching for Mathematics. Providing technical computer skills for the

interested public through its regular University courses has also been a goal of computer science.

Program Quality: Computer Science faculty and students become involved in a number of activities that enhance the course work and requirements of the department's majors in software/hardware systems and information systems. For example, students taking computer networking classes have been required to participate in "netdays," whereby the local schools are wired for Internet service. Each year faculty and students offer sessions for high school students during Discovery Day and through MESA (Mathematical, Engineering, Science Achievement, Inc.) programs on campus. There is a student chapter of the Association for Computer Machinery. The Computer Science faculty members regularly offer special classes for the training of area teachers in computer skills, have developed web-based courses and on-line texts, and have explored the use of news servers, e-mail, chat lines, and other networking tools. The Mathematics faculty supervises the mathematics section of the regional science fair and has pioneered courses via distance education, offering concurrent enrollment classes in mathematics classes at rural high schools.

Department of Physical Sciences

(Note: This department became two separate departments in the spring of 2000: Chemistry and Physics.)

Disciplines: Chemistry, Physics

Mission Highlights: The department has a diverse and challenging mission. It takes seriously an obligation to prepare B.S. graduates for M.A. and Ph.D. study, to provide research opportunities to students, and to introduce students to

professional organizations and services. Additionally, the department stresses the training of science teachers, serves other technical disciplines, and offers general education courses. Research and learning opportunities for faculty members are emphasized, so that they may remain active and productive scientists.

Program Quality: The Chemistry Program is accredited by the American Chemical Society. It has an outstanding instrumentation inventory valued at over \$2,500,000, mostly obtained through research and curricular grants. The faculty has been extraordinarily successful in obtaining research grants, exceeding \$1,000,000 a year since 1994/95. After many years as a minor program, a Physics B.S. was reintroduced in 1997. Three full-time tenure-track Physics faculty members were recruited by the academic year 1999-2000. A fourth tenure-track faculty member in Physics-Education is jointly appointed between the Physics Department (55%) and the School of Education (45%). This increase is attributable to larger enrollment in physics classes and a need to release Physics faculty for research grants. The department is enthusiastic about the recent development of a General Science Major for secondary teachers and a General Science Minor for elementary teachers, both designed in collaboration with the School of Education. The department sponsors a student affiliate of the American Chemical Society.

School of Business

Disciplines: Accounting, Finance, Management, Management Information Systems, Marketing

Mission Highlights: As of the fall semester of 1998, the School of Business was one of the largest units on campus, with fourteen faculty serving more than 300

majors, minors, and graduate students. It identifies as part of its mission the recognition of the distinctive cultural, socioeconomic, linguistic, geographic, religious, and educational backgrounds of its student population. To accomplish this mission, the school emphasizes excellence in teaching, the use of experiential teaching methods, and intense assessment -- all in an effort to accommodate a variety of student needs. Because of the vocational nature of its programs, the school seeks to be aggressive in the delivery of technology information and application in business fields.

Program Quality: The Association of Collegiate Business Schools and Programs (ACBSP) in 1998 accredited the school. An emphasis on student-teacher interaction fosters student achievement and recognition at the national level. Its student chapter of the Institute of Management Accountants, chartered in 1986, has placed in the top ten chapters nationwide every year since. It was top chapter in 1989, 1993, 1998, 1999, and 2000. Students consistently win scholarships from this and other student business organizations. The school maintains a Business Advisory Council, staffed by faculty and community leaders, to discuss student placement upon graduation, internships, and the general needs of the business community. The school supports two computer laboratories for its students.

School of Education

Disciplines: Elementary Education, General Science Education, Special Education, Technology Education, Early Childhood Education, Bilingual Education (minor), Secondary Education (minor)

Mission Highlights: The School of Education carries forward a long-standing tradition of teacher education dating back to 1893. While its primary mission is to provide experiences and knowledge to students seeking a degree or licensure in education, it also promotes continuous personal and professional scholarly development activities and graduate work to achieve lifelong learning. This mission is intertwined with the school's **STURDY** model, initially developed in 1994. The **STURDY** concept, Student-centered Teaching for Understanding with Reflection and Diversity for Youth, delineates and defines the interaction of students, faculty, and staff, especially in relation to the development and delivery of programs and curriculum. While all functions of the school are important within this framework, all courses within the school now incorporate an emphasis on cultural diversity in their syllabi.

Program Quality: In the spring of 1999, the National Council for Accreditation of Teacher Education (NCATE) accredited the school. It met every one of NCATE's twenty accreditation standards. The school also received accreditation from the New Mexico Department of Education in 1999. The reach of the School of Education is broad and deep. In a 1999 survey, 30% of the teachers in twenty-three northern New Mexico school districts had their highest degree from New Mexico Highlands University (Utah, Colorado, Arizona, New Mexico-Rural Systemic Initiative *Network Report*). The school consistently offers courses late in the afternoon or in the evening to accommodate working students. Course content is modified based on feedback from current students and from former students and school administrators in the field. The school has a significant

investment in distance education. There are two fully equipped distance education classrooms in the Teacher Education Center and enrollment in the school's classes offered via satellite increases semester after semester. The school participates in a number of programs committed to serving students' diverse needs, such as the Center for Education and Study of Diverse Populations (CESDP), the Teacher Excellence Appropriate for Multiethnic/Multicultural Society -- TEAMS, and an internship program at the *Escuela El Farallon*, in Veracruz, Mexico.

Students in the school maintain active chapters of the National Association for the Education of Young People (NAEYC), the Bilingual Education Student Association (BESO), and they are reactivating the Council for Exceptional Children Student Association (CEC). Looking toward the future, the School of Education anticipates a resurgence in the numbers of students seeking education degrees. It plans to meet this demand by offering alternative licensing programs, by increasing its role in distance education, and by extending its programs to the University's off-campus centers in Rio Rancho, Santa Fe, Española, and Farmington.

Department of Human Performance, Leisure, and Sport

Disciplines: Health, Human Performance and Sport, Leisure Services

Mission Highlights: As a department within the School of Education, Human Performance, Leisure, and Sport subscribes to the **STURDY** model of the school: **S**tudent-centered **T**eaching for **U**nderstanding, with **R**eflection and **D**iversity for **Y**outh. The experiential nature of many departmental courses provides natural

opportunities to apply “Teaching for Understanding.” Desired outcomes are identified before a curriculum is developed, with the faculty members asking themselves, “what evidence would demonstrate that the student has achieved the desired outcome?” That information aids in fulfilling the department’s more generally stated mission, which is “to develop and strengthen an educational program for a diverse student population with a distinct identity,” and, “to provide undergraduate students with a broad understanding of liberal arts and science as it pertains to health, physical education, exercise science, sport, and leisure.”

Program Quality: The New Mexico Highlands University Wellness Program is clearly a highlight of the department. This program provides fitness testing, activity classes, nutritional analyses, blood screenings, and wellness workshops to faculty, staff, and students, as well as to members of the surrounding community. The number of majors in the department increased from eighty-six in 1993 to 160 in 1998. Faculty and students in the department regularly participate in professional conferences on a regional and national basis, support a Human Performance, Leisure, and Sport student club, and are involved in educational outreach programs in area public schools. In 1998, the department hosted the state convention of the New Mexico Association for Health, Physical Education, Recreation and Dance. In 1999 and again in 2000, it hosted the New Mexico State Senior Olympics, with the return visit based on the superior treatment the organization received from the University.

School of Social Work

Disciplines: Social Work

Mission Highlights: Beginning in the summer of 1996, upon revision of the University Mission Statement, the School of Social Work reworked its Mission Statement to reflect a regional perspective and the new University mission. The purpose of the Bachelor of Social Work Program is to prepare social work practitioners at the generalist level. The region's need for entry level (generalist) practitioners in child welfare, schools, mental health/substance abuse, aging, and other service areas, especially in rural settings, are met by the undergraduate program. The school makes a unique contribution to the University through its multicultural curriculum and the diversity of its students and faculty. Since the creation of the position of Director of Admission and Recruitment within the school, the minority student population has increased by more than 50% (including the graduate program).

Program Highlights: The Council of Social Work Education fully accredits the School of Social Work. The school has been in the forefront in developing off-campus offerings. By the fall of 1999, it had a full Bachelor of Social Work curriculum at Rio Rancho, at San Juan Community College, and at Santa Fe Community College. Since 1996, all courses in the curriculum have been revised to reflect the school's mission, goals, and objectives. Course syllabi were standardized using measurable objectives that reflect its Mission Statement. The school is receiving national recognition for its multicultural curriculum and focus on Hispanics and American Indian populations of the Southwest. The school maintains a close working relationship with its service community through a Field

Education Advisory Committee comprised of field supervisors. There is an Undergraduate Social Work Association for students.

Graduate Education

Graduate enrollment at New Mexico Highlands University is disproportionate compared to the size of the institution. In recent years, approximately one-third of all students has sought a graduate degree. This ratio can be explained partly by the University's location as the only comprehensive state institution in the northern part of New Mexico. Also reflective of the importance of graduate offerings, the Office of Graduate Affairs has contact with over 3,000 students, both prospective and enrolled, annually. Since 1998, New Mexico Highlands University has been a member of the American Council of Graduate Schools.

The University offers twelve graduate degrees, with various permutations and concentrations in each. They share a common mission to promote the benefits of lifelong learning, to encourage scholarship and a spirit of inquiry, and to develop a sense of professionalism. They provide an environment that fosters independent, original thought and the acquisition of research skills appropriate to diverse disciplines. These disciplines include selected liberal arts, professional, and pre-professional programs that are all based on a solid understanding of Western thought. As with the University as a whole, the graduate programs bring together students from distinctive cultural, socioeconomic, linguistic, geographic, religious, and educational backgrounds.

A subcommittee of the Faculty Academic Affairs Committee oversees the graduate programs and curriculum. Together with the Academic Affairs Committee, it considers proposals for new programs, elimination of old ones, program and course changes, and periodically reviews program missions and productivity. It also oversees assessment of the graduate programs. (Graduate program assessment plans are available in the Resource Room.) In these tasks, the Graduate Advisory Council, consisting of the coordinators for each graduate program, aids it. The associate dean of Graduate Studies assists the provost in administering all graduate affairs, including admission, tracking, and graduation procedures.

Tables Six, Seven, and Eight reveal the nature, scope, and development of the graduate program. While the total number of students in most of the programs has remained stable over the years, student credit hour production has fluctuated depending on whether students are full or part-time. Only the School of Education has seen a significant rise in the number of degrees awarded.

**Table Six
Graduate Program Enrollment**

	Fall 1991	Fall 1994	Fall 1999
Applied Chemistry	11	15	9
Business Administration	30	47	25
Education	107	137	150
English	**	**	12
Health and Sport*	15	15	18
Life Science	17	16	18
Media Arts and Comp. Sci.	**	**	13
Psychology	23	26	15
Public Affairs	21	27	13
Social Work	116	116	229
Southwest Studies	15	28	24

*Two Masters programs

**Not in existence

Table Seven
Graduate Student Credit Hour Production

	Fall 1991	Fall 1994	Fall 1999
Applied Chemistry	73	121	71
Business Administration	339	341	410
Education	1380	1242	2545
English	**	**	116
Health and Sport*	119	190	97
Life Science	136	144	135
Media Arts and Comp. Sci.	**	**	242
Psychology	233	305	213
Public Affairs	176	185	172
Social Work	1610	1487	1679
Southwest Studies	117	247	210

*Two Masters programs

**Not in existence

Table Eight
Graduate Degrees Awarded

	1991-1992	1994-1995	1998-1999
Applied Chemistry	1	4	5
Business Administration	7	9	10
Education	31	43	60
English	**	**	0***
Health and Sport*	2	3	2
Life Science	3	2	3
Media Arts and Comp. Sci.	**	**	0***
Psychology	3	3	5
Public Affairs	3	7	5
Social Work	62	48	61
Southwest Studies	2	3	0
Total Graduate Degrees	114	122	153

*Two Masters programs

**Program not in existence

***New program

Program Descriptions

Applied Chemistry

Degree: Master of Science

Mission Highlights: The faculty in this program is dedicated to providing a graduate experience that will prepare students for advanced studies, including the Ph.D., or employment in the chemical industry or health professions at a higher entry level than would be possible for a B.S. graduate.

Program Quality: A notable feature of the program is a required analytical course in which all entering graduate students must demonstrate proficiency in the use of at least eight modern computer interfaced instruments, including High Field NMR, GC-MS, X-Ray Power Diffraction, Atomic Absorption Spectroscopy, IR, UV-VIS, Fluorescence Spectroscopy, and other choices. In the past ten years, the program has graduated one to four students annually.

Business Administration

Degree: Master of Business Administration

Mission Highlights: The M.B.A., the only graduate degree offered in the School of Business, prepares students for leadership positions in business. It builds on a foundation of management, accounting, finance, and marketing, and emphasizes administrative ability, managerial potential, financial decision making, and long-range planning skills.

Program Quality: The program utilizes an intensive problem-solving approach featuring case studies and simulations across the spectrum of decision areas within business organizations and emphasizes the integrative nature of managerial responsibilities. Use of the computer as a management tool is encouraged.

Research skills are sharpened in business research and quantitative methods

courses. The Association of Collegiate Business Schools and Programs accredits the program.

Education

Degree: Master of Arts, with concentrations in Education Administration, Special Education, Counseling and Guidance, Curriculum and Instruction.

Mission Highlights: While each concentration for the Master of Arts in Education has an identified mission, in general the advanced level programs are sequenced to develop a student's ability to become an instructional leader by developing increased specialization. Students increasingly develop greater knowledge in the content, methods, skills, concepts or ideas, values, and facts in their areas of study. Each concentration also trains students to work with diverse populations in an ethical, competent, and reflective manner.

Program Quality: The School of Education is keenly aware of the acute shortage of teachers in New Mexico and the nation. New Mexico alone will need about 1,850 new teachers a year in the next decade. To meet this challenge, the School has developed an accelerated licensure procedure (described in Chapter Three of this report). In addition to this procedure, the School is

- collaborating with community colleges, encouraging them to prepare more teacher aides and candidates for the University's teacher training program;
- continuing and enhancing the School's induction process for beginning teachers;

- collaborating with K-12 schools to get teachers on waivers certified and to identify the next generation of administrative leaders and school counselors for induction into the University's M.A. programs;
- continuing to offer coursework at night, on weekends, and in a compressed format to attract content area professionals who want teaching licensure;
- continuing and expanding Distance Education and alternative delivery systems, including the Internet.

Two further aspects of the school's program, applicable to each concentration, can be noted. First, the National Council for the Accreditation of Teacher Education and many other professional associations such as the National Association for the Education of Young Children, the International Reading Association, the National Association for Bilingual Education, the American Counseling Association, and the National Association of Secondary School Principals, inform the graduate program and curriculum. These organizations, along with the needs of the public schools and the results of research, indicate a consensus of appropriate educational practices. Second, the School of Education has an excellent relationship with area school districts that offer a variety of high quality practicum sites at which graduate students can gain experience.

English

Degree: Master of Arts

Mission Highlights: The M.A. in English was reinstated in 1997, having been discontinued in 1986. The program is intended to serve the needs of regional secondary school teachers, prospective community college teachers, students

entering Ph.D. programs, and students seeking stronger credentials for related careers. The program's three emphases are literature; language, rhetoric, and composition; and creative writing.

Program Quality: The program provides a sound foundation in English studies through required courses in research methods, history of the English language, and current theories in the three emphasis areas. It addresses the special needs of regional teachers of English by incorporating several courses that involve the study of Hispanic and Native American cultures. Teaching assistants in the program receive rigorous training in tutoring and teaching methods while they gain practical experience tutoring at the Writing Center during their first semester -- this before proceeding to classroom teaching in their second semester. The program also has an interdisciplinary dimension, allowing students to choose electives closely related to English studies from Education, Anthropology, Philosophy, Spanish, and Communication Arts. The first two graduates of the program in 1999 were accepted into Ph.D. programs.

Human Performance and Sport

Human Performance and Sport with Concentrations

Degrees: Master of Arts in Human Performance and Sport including a general track, and Human Performance and Sport with concentrations in Business Sports Administration, School Athletic Administration, and Teacher Education

Mission Highlights: The primary mission of the program is to empower students with research and inquiry skills to solve society's problems relating to health, physical activity, sport, and leisure.

Program Quality: Students in the program benefit from the wide range of community and professional activities carried on within the department, such as the Wellness Center and the Cardiovascular Health Enhancement and Exercise Rehabilitation Program. Also, the program is flexible in offering a number of course options for school applications; social, legal, and ethical dimensions; advanced exercise physiology; health; and such specialized topics as sports psychology and physical education for special populations.

Life Sciences

Degree: Master of Science, with concentrations in Biology or Environmental Science and Management.

Mission Highlights: The two concentrations in Life Sciences have very specific discipline-driven missions. The goal of the Biology Program is to prepare students to be professional biologists, enter biologically related industries, and provide the conceptual background necessary for teaching biology. The mission of the Environmental Science Program is to train students to fill professional environmental positions that involve the assessment, management, or remediation of problems arising from pollutants and resource utilization.

Program Quality: Demand for the Biology Program has remained stable for the past five years, with eight to ten graduate students enrolled per year. The faculty began a review of the graduate program in the spring of 1999. The Environmental Science and Management Program was revised in 1993 to provide greater rigor and depth in environmental topics. Enrollments have increased in the past decade and now average approximately ten active majors per year.

Media Arts and Computer Science

Degree: Master of Arts or Master of Science, with concentrations in Digital Audio and Visual Production; Design Studies, Networking Technology; Computer Graphics; or Cognitive Science

Mission Highlights: This interdisciplinary program offered its first classes in the fall semester of 1998. The increasing convergence of interests in media arts and computer science prompted the development of the program. The field of computer science, with its emphasis on exploring and developing new programming paradigms, user interfaces, computer networking models, and multimedia-based technologies, is constantly offering new forms of human communication. The communication arts professions, including graphics design, broadcasting, and video and audio production, have always sought new and more effective ways to express ideas, concepts, and visions.

Program Quality: It is the interdisciplinary aspect of this program that makes it unique and exciting. Both faculty and students are expected to stretch their minds and skills beyond the disciplines in which they are most comfortable. The program, in its second year, has 50% more students than were projected. Two new professors were hired to strengthen the program and handle the extra students. With this success, the program faces constraints of budget, space, and adequate facilities. In particular, the program requires continuous expenditures on new computer and multimedia related technology, but to date it has no built-in budget for equipment acquisition. Instead, it must rely on monies from the provost's office. In order to develop better planning for Design Studies, Dr. Lisa

Mann of the University of Kansas came to the University in the fall of 1999 as a consultant to the program.

Psychology

Degrees: Master of Science

Mission Highlights: Master level psychologists must be able to utilize critical thinking skills, demonstrate an understanding of the scientific method, and apply their knowledge of major psychology disciplines to their work as teachers, researchers, or practitioners. The New Mexico Highlands University Graduate Psychology Program (with concentrations in General Psychology or Clinical/Counseling Psychology) is designed to prepare students for either work as master level clinicians or continued study at the doctoral level. The program's mission is achieved through a high level of professor-to-student interaction, ample opportunities for research and practical experience, and exposure to a multicultural community setting.

Program Quality: General Psychology: This program can be completed in one calendar year of rigorous study. It is designed for students who plan to apply to doctoral level programs immediately after completing the degree. Students will be expected to graduate with the skills and knowledge to plan, conduct, analyze, and report sound scientific research. Clinical/Counseling Psychology: Completion of this program should enable students to qualify for licensure as a master level counselor in New Mexico as well as in forty other states. The unique cultural setting of the Southwest enriches offerings and experiences in the

program through culture-specific courses and permits the recruitment of students from the Native American and Hispanic communities.

Public Affairs

Degree: Master of Arts, with concentrations in Applied Sociology, Political and Governmental Processes, Historical and Cross-Cultural Perspectives, and Administration.

Mission Highlights: This interdisciplinary program combines offerings in anthropology, sociology, history, and political science. It has unique regional and cultural dimensions, particularly as reflected in its course offerings. The program combines theoretical knowledge and practical methodology in historical and cross-cultural analysis, archival research, personal and participant observation, interview and survey techniques, statistical analysis, model building, simulation as applied to analysis of social and cultural trends, political policy at local, state, regional, national, and international levels, and organizational and institutional processes.

Program Quality: The program assures that students are afforded cross-disciplinary exposure. A core requirement of twelve to fifteen semester hours mandates completion of courses in history, political science, sociology, and anthropology. The nature of the core and elective courses particularly enables students to explore with a diverse faculty their research in ethnic-related issues. With that foundation, students focus on areas of concentration within specific disciplines. Beginning in Spring 2000, the concentration in Administration was available at the University's Rio Rancho Center.

Social Work

Degree: Master of Social Work, with concentrations in Children and Families, Aging, and Mental Health

Mission Highlights: The M.S.W. program is designed to prepare social workers at an advanced level. It especially meets the needs of the multicultural and indigenous populations of northern New Mexico. Its curriculum provides specialized services in five areas of great need (children, youth, and families; aging; health/mental health care and substance abuse; schools; and juvenile correction settings) affecting northern New Mexico and particularly Hispanics and American Indians.

Program Quality: The School of Social Work has taken the lead in expanding its programs to off-campus sites that have traditionally been inadequately served by the three accredited schools of social work in the state. The Council of Social Work Education (CSWE) accredits the program.

Southwest Studies

Degree: Master of Arts with concentrations in Anthropology, History/Political Science, and Hispanic Language and Literature.

Mission Highlights: Because of its multi-ethnic composition, varied traditions, and rich history, the American Southwest lends itself to interesting and important studies. The M.A. in Southwest Studies marshals interdisciplinary resources in the study of anthropology, history, political science, and Hispanic language and literature of the Southwest. It focuses on the history and prehistory; social, political, and cultural dynamics; and contemporary writers of the greater Southwest. Students will particularly demonstrate an understanding and

appreciation of the unique social and cultural makeup of the greater Southwest and of the complex prehistory and history that produced it.

Program Quality: The interdisciplinary nature of the program is its most unique asset. All the disciplines draw on regional resources, such as the Native American communities of the state, regional archeological sites in anthropology, the manuscript holdings of the New Mexico State Archives and Records Center in history, the proximity of state government in the capital, Santa Fe, and linkages with regional organizations such as the Mexican-American Research Consortium in Higher Education, in political science. The program has in recent years enjoyed considerable success in placing students in law schools and doctoral programs.

Educational Outreach Services and Off-Campus Centers

New Mexico Highlands University pursues two distinct off-campus initiatives. It assists its four off-campus centers and offers courses at a variety of other sites through its Office of Educational Outreach Services. The administration and organization of the centers and that office are considered in Chapter Four. Their quality is discussed here.

Distance education, external academic programs, and special topics classes are the responsibility of the Office of Educational Outreach Services. Its mission is to meet a student's educational needs wherever the student may be. In this it echoes those aspects of the University Mission Statement calling for new opportunities for teaching, learning, research, and public service; a sensitive admissions policy; the bringing together of students from distinctive cultural,

socioeconomic, linguistic, geographic, religious, and educational backgrounds; and access to global communications. Through its three components, Educational Outreach Services reaches thirty-five sites around the state and nationally and internationally.

In all of its activities, the office complies with the guidelines set forth for its programs by the North Central Association in its *Handbook of Accreditation* (September 1997), Chapter Twelve, "Institutional Change," 161-172, and is guided by Western Interstate Commission for Higher Education (WICHE) principles. It meets expectations in five categories: curriculum and instruction, evaluation and assessment, library and learning resources, student services, and facilities and finances. A complete consideration of how the Office of Educational Outreach Services at New Mexico Highlands University meets each of these expectations can be found in that office's unit self-study, on file in the Resource Room. Assessment of its services is two-fold. All courses and instructors are assessed as they would be within the department in which they are housed on campus. For example, students use the same faculty evaluation instrument as their campus peers. The office itself uses its own assessment instruments and focus groups to monitor its performance.

The center directors, under the leadership of the provost, monitor the quality of the off-campus centers. Faculty and course evaluation, as well as assessment, is conducted as it would be on the main campus. Additionally, all teaching is under the supervision of the deans with the assistance of main campus full-time faculty. Two further examples of quality can be cited here. At San Juan

College center in Farmington, uniform graduation contracts have been developed that track the quality of advising and student progress and performance. Students are pleased with the use of these contracts since they know at all times exactly where they stand in relation to graduation. The concept is to be extended to the other centers and, ultimately perhaps, to the main campus. At the Rio Rancho center, which has a staff of nine in Social Work, an agreement with the Navajo Nation and fourteen pueblos permits students to obtain prerequisites to be licensed social workers by participating in practicums at a pueblo or through a Navajo agency.

The Quality of Academic and other Campus Services

Beyond the classroom, New Mexico Highlands University provides and promotes many activities designed to carry forward its “educational and other purposes.” At the University, these activities can be broken down into the three categories of academic services (which includes various types of student academic support, the Office of International Education, the library, and computer services), student and other administrative services (ranging from the bookstore to campus life, dining services, disability services, financial aid, health care, housing, student conduct, student government, and the post office), and faculty and employee activities that enhance the mission, academic excellence, and student life of the University. The organization and administration of these services is considered in Chapter Four; their quality will be covered here.

Academic Services

Student Academic Support

For well over two decades, the University has provided academic aid for disadvantaged students through its Division of Student Support Services, funded under federal government grants. Recently two other programs aimed at assisting additional categories of students in need of academic help: the Academic Center for Excellence and the Office of Academic Support have been created within the Office of Student Affairs. A fourth academic support unit, the Writing Center, also offers significant aid to students. Assessment of these services is reviewed below.

1. Student Support Services

Funded with grants from the Federal Department of Education since 1971, Student Support Services has had a clientele of approximately 350 students per semester in recent years. The mission of this division is to increase retention and graduation rates and improve the overall academic performance of its clients. Services offered include academic advisement, counseling, tutoring, peer monitoring, supplemental instruction, adaptive needs services for students with disabilities, financial aid advisement, and educational/cultural activities. The impact of Student Support Services can be measured in its persistence rates. For the academic year 1998-1999, freshmen it served had a retention rate of 61% as compared to 57% for all other freshmen.

2. Academic Center for Excellence

Established in 1996, ACE is best described as the student success/student retention office on campus. It is responsible for several programs that provide academic support to students, including the following.

- Freshman Leadership

The Freshman Leadership program is designed to serve all new freshmen. The goal is to provide incoming students with the skills needed to be successful in college. These include study skills, understanding and use of campus resources, service to the community, academic inquiry skills, and library and electronic information access skills. It is taught primarily by regular University faculty, though some staff members who have master's degrees also teach. Persistence rates indicate that freshmen in the fall of 1998, when the class was inaugurated, were more likely to return than those of the previous year. Specifically, 82.1% of all new freshmen first enrolled in the fall of 1998 returned in the spring of 1999, versus 76.9% from the fall of 1997 to the spring of 1998. The G.P.A. of freshmen in the fall of 1998 was 2.36 compared to 2.29 in the fall of 1997.

- Supplemental Instruction

Partially funded by a Western Alliance for Educational Supplemental Opportunities (WAESO) grant, supplemental instruction provides undergraduate study sessions for History 100, "The Western World," and other courses that change from semester to semester.

Undergraduate peers, trained by faculty members on campus, attend class with the students and provide study sessions and office hours. The study sessions differ from tutoring in that they provide supplemental materials for students and teach study skills in an attempt to address student needs. Results from History 100 indicate strong participation and excellent results; impact in the sciences has not been as remarkable.

To support these efforts, the Academic Center for Excellence supplies software programs to campus computer centers. ACE also produces a campus newsletter designed to keep the campus community aware of academic activities on campus. Plans for the expansion of ACE include the development of an honors program.

As another one of its mandates, ACE assists faculty members to become more effective instructors. Since 1998, a Faculty Development Week has been organized at the beginning of the fall semester. It includes workshops on topics such as multiple learning needs, use of technology in the classroom, and assessment of instruction and learning.

3. Office of Academic Support

This division, newly created in June 1998 by combining the Personal Counseling Office and the Career Services Office, has a wide variety of responsibilities. Specific activities, which reflect the University Mission Statement, include career services, cooperative work experiences,

and internships that are reflective of “new opportunities in learning, research, and public service created by a changing environment.”

Personal and academic counseling offered by this office fulfill the University’s “commitment to the individual student” and “to provide personal attention to undergraduates and graduates.” Native American student support services bolster the University’s efforts to “seek to empower students and [the] region’s ethnic populations to achieve full involvement in the activities of society.” In short, all services within the Office of Academic Support are designed to meet the University’s “larger obligation . . . to society in which all groups participate on an equitable and mutually rewarding basis.”

As evidence of the quality of these services, the office initiated or improved a number of programs within the first six months of its existence. Specifically, it

- developed and presented freshman orientation sessions; 358 freshman participated for the fall of 1998 and the spring of 1999;
- provided intensive academic advising in the fall semester of 1998 to 338 students who had not chosen a major or who were transferring to New Mexico Highlands University;
- sponsored the Eighth Annual Tribal Financial Aid Workshop on campus in February 1998; over sixty students, eight tribes, and three scholarship sources attended;

- coordinated New Mexico Highlands University attendance at the annual Minority and Women's Job Fair in Albuquerque in February 1998; eighty-eight students attended and interviewed with sixty-two employers;
- continued testing services for the region, serving 1,866 people taking the ACT, GRE, LSAT, NTE, Four Skills, Prueba or GED examinations (July 1998- February 1999);
- offered personal counseling services to individuals, couples, and families, with a total of 363 New Mexico Highlands University students served;
- began "withdrawal counseling" for students leaving the University, both to aid these students and to understand better their reasons for leaving;
- provided guidance and counseling on such diverse matters as housing, financial aid, scholarships, and club and organization activities to 979 students from July 1998 to February 1999.

Three further activities of the Office of Academic Support are of particular note and quality. First, Native American student support continues to be important. The office staff recorded over 1,000 student and tribal contacts from July 1998 to February 1999. The most recent figures for Native American enrollment and retention at the University reflect a steady increase. Second, the office continues to offer its long-standing teacher's fair, attended annually by approximately sixty-five

school districts from throughout the Southwest and Midwest. Personnel from these districts consistently praise the fair, noting the excellent student preparation, the involvement of the School of Education faculty, the well-organized set up, and the flawless scheduling before and during the fair.

Third, the office administers the Early Alert Program, which identifies students who are struggling with their course work. Faculty members provide information on students in their courses who are performing below level or have excessive absences. Academic Support contacts these students by mail and telephone, offering resources and suggestions to achieve success. The ultimate goal is to identify struggling students as soon as possible and help those students take responsibility for their own learning. Experience has demonstrated that a greater number of students contacted by Early Alert are likely to earn a “C” or better than those students not contacted or who do not respond.

4. The Writing Center

The Writing Center is administered and staffed through the Department of English and Philosophy. During the academic year 1997-1998, the center had a staff of twelve, including University-related tutors, published writers from the surrounding community, and retired teachers. Student attendance and progress are closely monitored via each student’s assigned instructor. In 1998-1999, the Writing Center staff conducted 1,704 tutoring sessions with students, an all-time record. Twenty-four “writing workshops” reached an additional 300 students. Its newsletter,

Write Now!, is a vehicle for showcasing the writing of students who are receiving regular tutoring, as well as for publishing helpful writing tips.

The center maintains its own computer laboratory for instruction.

The impact of the center is clearly significant. During the fall semester of 1997, instructors in six sections of English 090, “Basic English,” required their students to “sign up” with the Writing Center; three instructors did not. The classes enrolled in tutoring had a passing rate of 49% versus 32% for those that did not. Records kept on each student also showed that the more tutoring sessions he or she attended, the more his or her grade improved. During the fall semester of 1998, students who attended anywhere from twelve to fourteen tutoring sessions for English 090 during the semester had a 77% passing rate as opposed to a 70% failing rate for students who attended tutoring only one or two times. The success of the Writing Center has been acknowledged across campus and is reflected in expanded and upgraded facilities for the center in the newly renovated Douglas Hall.

Office of International Education

This office is devoted to opening the University to the world. It recruits and serves international students, encourages students to study abroad, promotes faculty exchanges overseas, and works to internationalize the campus. It is responsible for facilitating the admission process for international students, including helping them with federal requirements. They also receive aid with access to financial assistance when needed. Through the office, students have access to a library of written and electronic resources enabling them to identify

opportunities for studying and working abroad. These resources also assist faculty members interested in pursuing Fulbright Fellowships or other avenues for teaching or conducting research overseas. This work and these objectives take the director into classrooms, campus meetings, and the community.

Recently the director of International Education led the way in creating two new statewide opportunities for international educational exchanges. The first was the advancement of a proposal to the New Mexico Commission on Higher Education to allow international students to compete for New Mexico State scholarships. The office organized state institutions in collaborating on a demonstration of how they would ensure equivalency between U.S. and international applicants for the scholarship. The second was the establishment of the New Mexico Consortium for Study Abroad. The consortium allows New Mexico public universities to pool resources and act collaboratively in sending students and faculty abroad.

University support for the office is outstanding. The provost, who is the ultimate supervisor of the office, is an experienced champion of international education. The faculty encourages recruitment of international students and supports them in their studies.

At present there are three primary weaknesses in the program. First, since most students are from rural northern New Mexico, they have not been exposed to the opportunities of overseas study and do not place a high value on it. Second, international recruiting is becoming more and more competitive, both among U.S. institutions and at overseas universities, so the University will have to be

aggressive. And third, some international students may find it difficult to integrate into the social world on campus and in Las Vegas, though changes in the focus and activities of the International Club may alleviate this problem.

Library

Donnelly Library sits literally and figuratively at the center of the New Mexico Highlands University campus. It houses 586,322 hardcopy volumes, microforms, federal and state documents, audiovisual materials, and CD-ROM subscriptions. As a member of the Library Services Alliance of New Mexico, the library also provides full-text access to over 7,000 journals in the areas of science and social science through the Los Alamos National Laboratories. In 1998, a new addition to the library increased square footage from 26,000 to 59,000 square feet. The building now provides well-planned, secure, and adequate housing for the library collection, personnel, space for users, and provision of services and programs including significantly upgraded information technology components. The library is well situated to fulfill its dual goals of conserving existing resources and accelerating conscious change in the areas of technology, services, and intellectual access to increase the quality of support for learning. As an example, the renovated library has three climate-controlled rooms, one designated for its rare books and the other two containing its extensive collection of books, documents, maps, and photography relating to the history of the Santa Fe Trail. One objective of the library is to become a major research center for the history of the Trail.

Because of faculty and student comments about library weaknesses, in 1998 the library hired a consultant, Dr. Ed Garten of the University of Dayton, to

survey service and make recommendations. This consultant complimented the library on the management of and holdings in the rare and special collections rooms and on the depth of its collections in Southwest Studies and anthropology. This consultant also praised the new wing of the library as an “architectural gem,” though he found the interior arrangement somewhat confusing.

On the other hand, the consultant, echoing long-standing criticisms of the library by faculty, students, and even the library staff itself, called for

- more depth in almost every collection and in periodical holdings;
- increased budgets in every area, from book buying to technology and staff salaries;
- professional development and training for staff members;
- confronting the problem of offering library services at the University’s off-campus centers and distance education sites;
- developing more adequate assessment measures, to be tied with making the library more client-oriented.

Since this evaluation, the library has received a five-year grant totaling \$800,000 directed specifically for the improvement of technological services. Professional salaries also have increased with a reorganization of responsibilities. In March 1999, the library director and his staff prepared and published a *Five-Year Plan*. This plan calls for

- a disciplined approach to evaluating, culling, expanding, and maintaining all collections, including books, periodicals, government documents, and electronic media;

- identifying the library needs of the off-campus centers and distance education sites and budgeting for them;
- relocating and expanding the reference and special collections areas;
- bringing staff qualifications and salaries into line with American Library Association standards for institutions of the University's size and needs;
- integrating services more closely with the academic and program needs of the campus community;
- maintaining the quality of the new library facilities;
- pursuing specifically identified technology;
- developing new avenues of outcomes assessment;
- targeting a budget of 6% of total University funds (per American Library Association guidelines, which have not been met in the past), plus an additional 1% per year for the next five years to cover budget inadequacies for the past five years.

Computer Network Services Group

With unparalleled rapid changes in technology, the academic quality of any campus is tied to the strength of its computer services. Having completed its 1996-1999 three-year plan, the University's Computer Network Services Group (CNS Group) has developed a 1999-2004 five-year plan. The initial goal of this plan was to prepare the University for the year 2000 by making its computer systems as immune as possible to any Y2K problems. Its second goal is to position the University as a regional leader in information technology and to serve the region as a developer, producer, and provider of this technology. Third, it

aims to develop a reliable and maintainable environment to handle instructional, administrative, and research needs, with all services being easy to access, easy to use, and readily available. The CNS Group has also published a *Computer Network Services Handbook* delineating computer use and maintenance policies and procedures.

Budget considerations constrain the development and delivery of campus computer services. There is not adequate staff to meet the campus-wide demand for installation, upgrading, and repair of personal computers, as many faculty and staff pointed out in unit self-study reports. Computer center staff training and skill development suffer also, as the CNS Group Self-study makes clear. There is a need to assess the importance of computer technology in the delivery of courses and course content in every academic field across campus. It is the recommendation of the CNS Group in its unit self-study that the University increase funding for computers and computer services by working with other state institutions to have computer funding incorporated into the state funding formula, by exploring ways to improve productivity in academic programs using computer technology, and by seeking outside funding for the purchase of computers.

Student and other Administrative Services

Beyond the strictly academic realm, there are many other services provided by the University that add to its educational purposes. To treat each of these individually in this report would lengthen it considerably, but such services are summarized below. *They are ordered as a student entering, studying at, and graduating from New Mexico Highlands University* might encounter them. A full report on each can be found in the Resource Room. Where appropriate, the

relationship of the University's *Five-Year Strategic Plan, 1999-2003* to a particular service is incorporated.

Registrar's Office

Recruitment efforts are coordinated by the Registrar's Office, as are admissions and student records. Concern about enrollment on the main campus and a need to expand at off-campus sites signaled a need to change approaches in these and other areas by the mid-1990s. Consequently, beginning in 1999 with the University's *Five-Year Strategic Plan*, these activities, plus retention efforts, are coordinated between the Registrar's Office and the Office of Student Affairs. A new integrated computer system, Banner 2000, implemented by the University in 1999, also allows students to access all their own records at main and off-campus sites.

Financial Aid

The University extended some form of financial aid to 83% of its students during the academic year 1998-1999, including nearly \$380,000 from Native American tribal governments and \$137,000 in New Mexico State Lottery Scholarships. A weakness of the Financial Aid Office in the past has been limited training in supervision for some mid-level management personnel. A new initiative in staff development training is designed to address this problem. The office also will participate in the new Banner 2000 computer network and in the coordination of student services desks.

Housing, Dining Services, Campus Bookstore, Campus Post Office

The *Five-Year Strategic Plan* also brings with it changes in housing, dining services, the campus bookstore, and the campus post office. Housing is

provided to approximately 500 single students and fifty families. With the appointment of a new housing director in February 1998, occupancy rates, the most visible sign of quality, have improved, while disciplinary incidents have declined, another indicator of success. Construction of new family and residence housing in the next five years is anticipated. The University has a contract with Sodexo-Marriott for dining services through July 2000. Regular surveys of student satisfaction with the service are conducted. No changes in facilities or other dining arrangements are planned in the next five years. The bookstore generated just over \$1,046,403 in sales for 1998-1999, with 70% of that for textbooks. A 1996 student satisfaction survey indicated that freshman students rated the bookstore as one of the most effective services on campus. During the academic year 1998-1999, the campus post office handled approximately 2,000 pieces of incoming mail a day, plus 400-500 pieces of inter-campus mail. It sent out over 287,807 pieces of mail.

Office of Disability Services

The Office of Disability Services was created in July 1998. There was a perceived need for students with disabilities to have one campus contact point. During the academic year 1998-1999, the office had fifty-four clients. An advisory committee of students, faculty, and administrators, working with the director of Disability Services, aids in defining the mission and goals of the office and monitors its activities.

Student Health

Health services are contracted out to Health Centers of Northern New Mexico (HCNNM), which maintains a student health office on campus. Besides

general medical care, HCNM offers health promotion and prevention services such as HIV education, breast and cervical cancer screening, immunizations, smoking cessation, and family planning. It posts a “Patients Bill of Rights.” Periodic student surveys indicate satisfaction with the campus health service.

Office of Campus Life

The Office of Campus Life offers a comprehensive schedule of extracurricular programs, services to clubs and organizations, and leadership development programs. It takes a “grass roots” approach to activity planning. The staff works with an activities board, which includes student members and interacts with student organizations. The office coordinates a Performing Arts Series, a University Lecture Series, a Faculty Lecture Series, and student dances.

Athletics

The University fields teams in football, baseball, women’s and men’s basketball, soccer, women’s softball, women’s volleyball, and women’s and men’s cross-country. The University awards approximately \$650,000 in athletic scholarships a year.

Office of Alumni Affairs

New Mexico Highlands University has maintained an Office of Alumni Affairs since 1977. It has a close working relationship with the University Foundation. (See Chapter Four.) Together with the Foundation, it publishes the *Highlands Alumnus* magazine two to three times a year. The office also maintains a web site and is responsible for events such as a Distinguished Alumni Program and Homecoming. From 1997 to 1999, membership in the Alumni Association rose from 200 members to 800 members, an indication of the improving quality of

the association and its emphasis on special interest alumni groups such as athletics letter winners, University educators, and Social Work graduates.

The Quality of Faculty, Administration, and Staff

Faculty

Faculty Achievements, 1998-1999

In English, one faculty member has published a book on world literature and, together with another department member, has edited a book on popular culture. A third department member published a nationally recognized prize-winning book of poetry.

Project Kaleidoscope elected a member of the Physical Sciences Department and a member of the Natural Resources Management Program faculty to its 21st Century Faculty. They join 930 other faculty members nationwide who have been recognized by the National Science Foundation for the differences they make with students in the sciences.

The Institute of Management Accountants has named a national award after a member of the School of Business faculty and made her the recipient of its first Academic Mentor of the Year award.

A member of the Social Work faculty authored a book on fathering, incorporating theoretical and theological viewpoints. As a result of his research, he was invited to speak about his theories on fathering at the International World of Women's conference in Tromso, Norway.

In Languages and Literature, a department member published the latest in a series of books on the folklore of the Pecos River Valley. In it, he chronicles traditions rapidly passing away among the people of the valley.

The Foundation for North American Wild Sheep funds a professor and graduate students in Environmental Science to monitor the reintroduction of bighorn sheep in the Pecos National Wilderness. This team also works with the New Mexico Department of Game and Fish on the transplantation of sheep to other areas in the state.

The University's head softball coach was named Rocky Mountain Athletic Conference Coach of the Year in 1999.

The *Journal of the New Mexico Academy of Sciences* was brought to New Mexico Highlands University in 1999.

Faculty effectiveness is evaluated in three areas: teaching, research, and service. The following table highlights some faculty activities in these areas, though it is just a short sample of the full range of faculty quality. It specifically does not include the numerous papers and presentations made by the faculty.

The examples are drawn primarily from the departmental, college, and school self-studies produced for this report. One of the most notable aspects in this regard is that, as of the beginning of the academic year 1999-2000, New Mexico Highlands University faculty had generated \$11,674,003 in grants and awards.

Various University policies, procedures, manuals, and handbooks govern selection and evaluation of faculty, though the faculty ultimately retains primary oversight of both. Hiring practices are especially informed by Affirmative Action guidelines, and the campus Affirmative Action officer is involved in the process from the very beginning. Faculty members define job descriptions in their disciplines and serve on search committees. An attempt is usually made to include faculty from allied fields in any search. Policies concerning retention, promotion, tenure, sabbatical, or other leave are set forth in the *Faculty Handbook*. The schedule for these activities is defined and regularly published campus-wide.

Faculty evaluation occurs at the end of each spring semester. All full-time faculty members, both tenured and tenure-track, submit to their peers in their department/discipline a summary of their year's activities, organized in the categories of teaching, research, and service. They must include the results of standardized classroom evaluations, which are administered in every class on campus during fall semester. Their peers rank them at one of four levels for each category according to criteria set forth in the *Faculty Handbook*. Results are tabulated by the respective deans, forwarded to the provost's office, reported to department chairs and school and college deans, and released to the individual

faculty member. Many tenured faculty members do not find the evaluation process productive because it has no discernable impact on them. For example, it does not result in merit raises or other rewards. Tenure-track faculty have more invested in the process since it is one of the key factors in evaluation for tenure.

Administrative, Professional, and Support Staff

Administrative, Professional and Staff Achievements, 1998-1999

The director of the University library became president of the New Mexico Consortium of Academic Libraries in April 2000.

Two members of the Division of Support Services, Office of Student Affairs, will serve respectively as president and secretary of the New Mexico/West Texas Association for Student Assistance Programs for the year 2000.

The director of Educational Outreach Services is president of the New Mexico Electronic Distance Education Network.

The director of the University Purchasing Office serves as treasurer of the New Mexico Public Procurement Association.

The University Registrar is immediate past president of the New Mexico Association of College Registrars and Admissions Officers.

Head of Reference at the University library serves as the New Mexico Academic Research Library's College and University representative to the Academic and Research Libraries Division of the American Library Association.

Administrative responsibility flows from the Board of Regents by constitutional authority. Hence, the board ultimately defines the selection and evaluation of administration and staff, though it delegates its authority via the University president. General policies and procedures in this respect are set forth in the *Regents' Policy Guide*. These include

- that the board shall “from time to time evaluate the performance of the University President on the basis of relevant objective criteria, mutually understood expectations, and other recognized requirements

of executive assessment that focus on University leadership, governance, and management issues”;

- that the president shall “generally supervise all relationships between employees and the University, provide for performance standards and evaluation procedures, implement equal employment opportunity and affirmative action programs, and delegate appropriate authority to subordinate members of the University management staff”;
- that the provost, vice president and dean of students, vice president for Research, Planning, and Institutional Development and other administrative officers serve at the pleasure of the president.

The Board of Regents initiates searches for a new president. The president initiates searches for his chief administrative officers.

There has been some faculty concern about the selection and evaluation of the senior administration. Faculty members have not felt included in the selection of some administrators, especially the president. There was no formal evaluation of senior administration by the faculty, from the level of department chairs, through deans, vice-presidents, and provost, to the president from 1995-1998.

The hiring, retention, evaluation, and termination of professional and support staff at New Mexico Highlands University is governed by two documents, the *Personnel Policies and Procedures Manual* and the *New Mexico Highlands University Affirmative Action Plan*. The director of the Office of Human Resources administers the policies and procedures set forth in both.

While new positions are appropriately advertised, University employees and New Mexico residents are given preference in selection, provided their qualifications are substantially equal as determined by the University. With the exception of executive, administrative, and professional positions, all new employees hired into a regular position are on probation for the first six calendar months of employment. Evaluation for retention, performance increases, and promotions are initiated by an employee's immediate supervisor according to documented standards and schedules. In addition to other benefits, all employees receive tuition waivers of one course per semester for themselves and/or their spouses.

The quality and dedication of the non-faculty professional and support staff of the University is evident in the many achievements of these employees. The table below highlights a short list of their accomplishments in 1998-1999.

The Quality of Community Relations and Public Services

The University has three primary connections with its public constituencies. Its Office of University Relations serves as its main connection with the public. Through its Office of Development and University Foundation, it works to raise resources that will enable it to improve and to serve better the state and region. And reflective of its role as the only comprehensive state institution of higher education in northern New Mexico, the University also supports in various ways a number of social service agencies and programs not normally associated with a campus of its size.

University Relations

The Office of University Relations is a non-instructional unit of New Mexico Highlands University. It acts in a supportive function, to assist as the official voice of the University and to promote the University as

- a leader in educational opportunities for Hispanic students in the state of New Mexico;
- a premium educational alternative for students everywhere to larger, more expensive institutions;
- an outstanding training ground for corporate, civic, and scholarly professionals;
- an exceptional academic institution with a variety of favorable opportunities for teaching, working, learning, and research.

In addition, University Relations has committed to

- supporting and promoting the strategic plans of other University departments and offices;
- partnering with academic and non-academic departments and centers to promote their common interests, goals, and objectives;
- facilitating communication with local, state, national, and international entities to promote the interests of higher education in general and the University in particular;
- being a credible source of public information concerning issues that impact New Mexico Highlands University and higher education;
- continually improving and enhancing public relations and publication service provided by the University;

- maintaining a sound financial base of operations and policies to ensure fiscal responsibility;
- evaluating, revising, and implementing strategic plans to reflect the goals of the administration, Board of Regents, and University departments;
- maintaining a sound organizational structure that continues to provide opportunities for personnel to increase their knowledge and skills;
- conducting responsible liaison activities with marketing consultants and outside vendors;
- being a source and channel for ideas and guidance regarding the University's public image, publications, and communications.

The mission of the Office of University Relations is accomplished through public relations, marketing, advertising, media relations, and communications efforts involving both internal and external publics.

New Mexico Highlands University Office of Development and Foundation

The Office of Development is an intermediary between the University and the community. It works with businesses and individuals and makes the case for University support by all of the University's constituents. Its primary mission is to increase educational access and academic excellence by contributing to the resources of the University. From 1994 to 1999, the office provided an average of \$200,000 annually of unrestricted revenues to the University for scholarships and student assistance. Through the office, the University and community have benefited from private contributions to the renovation of Ilfeld Auditorium, the community's premier performing arts center. It has also supported the installation of a new one-of-its kind running track and other projects that reach beyond the resources of state funding and enhance the quality of the educational environment. The endowment of the Office of Development and Foundation increased from nearly \$1,000,000 to over \$1,800,000 between 1994 and 1999. Revenues in 1998-1999 topped \$800,000. All

revenues are expended for the exclusive benefit of the University.
Service Programs

New Mexico Highlands University has, in the past decade, become “home to,” sponsor of, or provider of a number of private, state, regional, and federal services targeted at the area’s population. A brief description of these agencies and their activities follows.

- The Center for Education and Study of Diverse Populations (CESDP) serves a five-state region (New Mexico, Colorado, Arizona, Utah, and Nevada), supporting rural communities in improving the quality of education for all citizens. CESDP provides assistance with proposal development, training, and technical assistance in implementing new educational legislation, outreach, and awareness.
- The American Indian Science Technology Education Consortium (AISTEC) serves nine states (New Mexico, Colorado, Arizona, Oklahoma, Kansas, South Dakota, Montana, Washington, and California). AISTEC promotes participation by Native American students in science, mathematics, engineering, and technology.
- The Utah, Colorado, Arizona, New Mexico Rural Systemic Initiative (UCAN-RSI) serves the four state region, assisting and empowering communities through education, communication, and access to resources. These communities promote capacity building through education by integrating spirituality, science, mathematics, and technology within the context of the many unique cultural

traditions of American Indian, Hispanic, and other rural communities, thereby empowering students to become makers of their own destinies.

- The Collaborative for Excellence in Teacher Preparation (CETP), in cooperation with the New Mexico Highlands University Council for Science, Mathematics, and Computer Education, has established a strong liaison/collaboration between the faculty members in the sciences and mathematics and science and math educators in the School of Education. These faculty members have developed and implemented a methods course in secondary science and math education and redesigned a physical science course. CETP master teacher fellows from schools in the project service area are providing support for pre-service and novice teachers of science and mathematics.
- Advanced Placement New Mexico (AP-NM) provides leadership for the administration and continued development of the Advanced Placement program in New Mexico. AP-NM provides professional development activities to support the teaching of AP and Pre-AP content so students will learn how to be critical thinkers and problem solvers.
- The New Mexico Highlands Work Program is a contract provider for the New Mexico Human Services Department-Income Support Division. The ultimate goal is to place clients into paid employment that will enable them to become self-sufficient and not have to rely on

government assistance. The Work Program provides services in Colfax, Guadalupe, Harding, Mora, San Miguel, Santa Fe, Taos, and Union counties.

- New Mexico Mathematics, Engineering, Science Achievement (NM MESA), Inc. is a collaborative effort between New Mexico universities and colleges, national laboratories, private business and industry, public schools, and other professional organizations. It fosters and promotes the educational interests of students of all ages, particularly those of the under-represented ethnic minorities who have an interest in mathematics, engineering, and science. The New Mexico Highlands University Northern Regional Office is one of four regional offices in the state and provides services to 1,126 students in nineteen schools in northern New Mexico.
- The Northeastern New Mexico International Science and Engineering Fair office coordinates a competition involving science and engineering projects exhibited at the local school, regional, state, and international levels. The fair stimulates an active interest in science and engineering in young people, provides an educational experience for students through exposure to judges and the public, and provides a forum for students to receive public recognition for their work.

The On-going Accomplishment of Institutional Purposes

Strengths, Challenges, and Recommendations

In this chapter, the University has established that it is accomplishing its educational and other purposes. Through its academic, student, administrative, and public services, it carries forward the intent of its mission. Assessment of its programs and services assures continued quality accompanied by structured growth.

Strengths

The academic programs of the University are appropriate to the University's mission, the needs of the state and region, and in preparing students for career choices or the pursuit of advanced degrees. These programs are oriented to serve the needs of students admitted under an open-admissions policy. Students are offered many opportunities for remedial education, tutoring, and other support that make it possible for them to succeed in college work. The strength of the University's programs resides in its faculty, which is highly productive in the areas of research, publication, and artistic production.

The University's Schools of Business, Education, and Social Work, and the College of Arts and Sciences with its constituent departments, have clearly delineated undergraduate missions that are integrally related to the University's mission. These entities carry their missions forward through programs and activities with a strong student orientation.

The University has a stable and philosophically sound general education requirement that exposes students to a variety of disciplines, methodologies, and skill objectives. The faculty has resolved issues of articulation concerning the

general education requirement and a state-mandated, transferable set of general education courses.

Additionally, Highlands University offers many students an education that they would never have been able to pursue or accomplish at another school. For example, the close association maintained between the University, Los Alamos National Laboratories, and Sandia Laboratories offers students unique training and career opportunities. Also, the development and quality of the University's distance education component has permitted the University to deliver services statewide, especially at the graduate level, and to participate in national and international conferences. Ultimately, graduates of the University fare well in their chosen careers or in advanced degree programs.

The research dollars generated by the University faculty directly and indirectly benefit undergraduates in the classroom and in laboratories. They work with faculty pursuing nationally funded and recognized research and use sophisticated equipment purchased with research monies. These factors translate into opportunities to pursue research and learn methodologies which undergraduates at large institutions, or even at comparably-sized institutions, do not enjoy.

The University has strong and distinctive graduate programs in Education, Business, and Social Work. Each is nationally accredited and attracts students from throughout New Mexico and the Southwest.

The quality of non-academic services also receives concentrated attention. In particular, improvements in Student Affairs have made the University an even

friendlier place, where information and services are more easily obtained. The hard work of University Relations, the Office of Development, and the Office of Alumni Affairs has improved communication with all of the University's constituents. The campus is more technologically sophisticated because of the work of the Computer Services Network Group, and the library has recently made significant strides in its technological services.

Challenges

1. Although assessment of the general education requirements and undergraduate and graduate programs has proceeded well, there is concern about how assessment will continue to impact academic programs. In other words, the implementation of assessment results is not clearly delineated.
2. Graduate programs are of concern. A majority of the programs are under-enrolled.
3. Assessment of faculty and administrative performance is flawed. For instance, the relevance and usefulness of faculty assessment beyond the tenure and promotion processes is not clear. Furthermore, there is minimal administrative performance review or assessment.
4. Library resources at all levels, even given recent enhancements in technology, still do not adequately support the majority of undergraduate and graduate programs.
5. The quality of instruction at the University suffers from the deferred maintenance of campus buildings. There is an especially urgent need to

retrofit buildings with advanced technologies that enhance learning and teaching.

Recommendations

1. There should be a clearer plan for using the results of student assessment.
2. A long-range plan for graduate programs and the allocation of resources to those programs should be developed. Graduate programs should be critically reviewed and revised, and, where it is deemed necessary, there should be increased resources to recruit and retain students. In the more successful programs, resources should be dedicated to hiring more faculty members so that specialized courses can be offered and courses that contain a mix of undergraduate and graduate students can be greatly reduced.
3. The faculty assessment process should be clarified with goals and objectives so that this process becomes both useful and potentially rewarding. Well-planned, high-quality, and regular faculty development initiatives should be developed and linked to changes in faculty assessment. The administration and governing body should be assessed so that the University community feels that the possibility for change and improvement is credible.
4. Given the limited resources available to the University, there is a need to monitor program success and the application of resources so that quality education can be delivered. As noted in **Recommendation One, Chapter Four**, a University Effectiveness Committee should be established. This committee could address resource allotment challenges such as those

presented by the library, with building maintenance and technological retrofitting.

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On-going Educational Effectiveness: Strengths, Challenges, and

Chapter Six

Criterion Four: Continuing and Strengthening Educational Effectiveness

As this self-study report demonstrates, the mission of New Mexico Highlands University is central to its effectiveness. The role of the mission in guiding the University is evident in every aspect of campus life. The future course the University will take is no exception. The Mission Statement will shape the course of the University as it moves into its second century of service to New Mexico and the region. In the words of Dr. Maurilio Vigil, author of the University's centennial history, *Defining Our Destiny: The History of New Mexico Highlands University*, "What is certain is that if the legacy of the past holds true, it foreshadows an exciting and colorful time."

At New Mexico Highlands University, educational effectiveness is seen as the way human and material resources are organized and managed to result in excellence in teaching, research, and outreach services in educating both undergraduate and graduate students for advanced degrees or challenging professional careers. Self-study provides a continuous source of information for the University as it seeks ways to improve its educational programs and channel resources to maintain its strengths, correct any perceived concerns, and respond to the ever-changing needs of the region. Only by assessing itself can the University maintain its viability and effectiveness in the future.

Academic program review is a current example of this process. Based on the recent revision of the University Mission Statement, the requirements of the New Mexico Commission on Higher Education, and North Central Association

guidelines, self-examination of academic programs by discipline faculty has been completed. Now an analysis of the program review will be undertaken, and the University will determine which programs will be retained and what new programs will be developed. This analysis will result in different requirements for University resources and facilities. Nonetheless, the University will have consensus as to the size and direction of academic programs along with resource and facilities requirements.

This chapter will consider the University's plans for continuing its educational service, maintenance of quality, and increasing impact. It is organized into two sections. The first analyzes the current organizational structure for planning and development on campus. The second covers long-range planning, the means by which it will be accomplished, and the resources available to achieve it.

Organizing Planning Efforts

When New Mexico Highlands University was visited by the NCA ten years ago, the *Self-study* written at that time noted, "In order to become a stronger, more responsive, and more effective institution, New Mexico Highlands University will continue to promote the uniqueness that is exemplified by its diversified student body, faculty, and surrounding communities." The report identified this uniqueness as an "inherent strength" (*New Mexico Highlands University Self-Study, 1990, 204-205*). In the decade since, changes affecting planning and development have included the framing of the revised University Mission Statement, the writing of the *New Mexico Highlands University Five-*

Year Strategic Plan, 1999-2003, and significant reorganization in the planning and development process on campus.

As in all matters, the Board of Regents is ultimately responsible for planning and development at the University. However, as stated, in the *Regents' Policy Guide*, the president is “to direct long-range planning for future planning priorities with fiscal patterns, evaluation function, and demographic projections.” Further, the president is to “ensure sound fiscal procedures by the establishment of effective budget controls, formulation of budgets, maintenance of records and accounts, preparation of financial reports, directions of investment activities, attraction of funds for the institution, and provision of resource allocation conducive to the achievement of institutional goals.”

To these ends, the president relies on the President's Cabinet (provost and vice president for Academic Affairs, vice president and dean of students, vice president for Research, Planning, and Institutional Development, vice president for Finance) and the President's Council (the four vice presidents, the director of the Physical Plant, the director of the Office of University Relations, the director of the Office of Development and Foundation, and the director of Athletics). Planning and development decisions also are informed by recommendations from faculty, staff, and administrators made through a variety of channels, such as faculty committees and advisory councils. The most recent major planning effort on campus was the development of the University's *Five-Year Strategic Plan*. It presents the University's major goals and objectives, action items that will be undertaken to reach those goals, and an estimate of associated revenues and costs.

This plan is summarized later in this chapter and is available in the Resource Room.

Beyond the President's Office, planning and development are carried on through the Office of the Provost and Vice President for Academic Affairs, in the Office of the Vice President and Dean of Students, and in the administrative realm through the Office of the Vice President for Research, Planning, and Institutional Development and the Finance Office. Other administrative offices contributing to over-all planning include Facilities Management, University Relations, Athletics, and the Office of Development and Foundation. Planning elements in each of these three areas and in some sub-components is considered here.

Enrollment Management

Faced with a decline in main campus undergraduate enrollment in the past decade and high attrition rates in the freshman class, the University has coordinated a response integrating the efforts of a number of academic units and administrative offices across campus. As a result, a comprehensive Enrollment Management Plan has been implemented.

The University's Enrollment Management Plan encompasses four goals:

1. Goal One: Academic Excellence.

New Mexico Highlands University will restructure itself to exemplify fully the principles of academic learning in a manner that is reflective of the mission of the University and the standards of higher education.

2. Goal Two: Recruitment

New Mexico Highlands University will increase from 2,445 to 2,656 students on the main campus by Fall 2000 and reach a goal of 3,500 students on the main campus by Fall 2004. The University will increase from 1,022 students to 1,500 students through educational outreach at off-site centers in Fall 2000 and reach a goal of 3,040 students through educational outreach at off-site centers by Fall 2004.

3. Goal Three: Quality Student Environment

New Mexico Highlands University will actively engage in improving recruitment and retention of diverse student populations through high quality and responsive support activities and programs.

4. Goal Four: Retention

New Mexico Highlands University will increase its freshman retention and graduation rates with quality and responsive support activities and programs.

Detailed strategies for accomplishing each of these goals have been identified. For example, goal one includes renewing and enhancing all academic programs and related curricula; developing and offering new majors and certificate programs that attract and retain highly qualified and dedicated faculty; fostering an organizational culture that encourages creativity and a commitment to teaching, service, and research for faculty; graduating an increasing number of students who demonstrate professional success; and improving funding for

academic and community service programs. Some of the strategies for goal two are aimed at all students, while others distinguish among first-time freshmen, transfer students, graduate students, non-traditional students, non-degree students, and international students.

To meet the challenge of goal three, the University intends to establish state-of-the-art recruiting programs that target the diversity of students in New Mexico. It also intends to provide students with comprehensive advising programs for academic and social needs and to develop cutting-edge programs that increase interaction between faculty and students, thus offering students a quality sense of community. These programs will help the University create and maintain comprehensive state-of-the-art student learning and living environments. Achievement of goal four will involve academic and administrative units including Academic Affairs, Academic Support, Campus Life, Housing, Career Services, and the Office of Student Affairs.

Actions to achieve these strategies, means of measurement denoting their accomplishment, and responsibility for them is laid out in detail in the University's Enrollment Management Plan. The complete plan is available in the Resource Room.

Academic Planning

The four faculty entities that focus on academic planning and development are the Academic Affairs Committee, the Academic Affairs Graduate Subcommittee, the Graduate Advisory Council, and the Academic Outcomes Assessment Committee. Each is ultimately advisory to the provost. The

University's off-campus centers and educational outreach service component, as elements of the academic life of the University, are also parts of the planning process.

Academic Affairs Committee

The Academic Affairs Committee is the primary vehicle for academic development on campus, though planning and change are usually initiated at the departmental, college, or school level. Academic units use a variety of planning activities. Some are on a cycle of five-year planning; the three professional schools, Business, Education, and Social Work have three-year plans. Other forces driving planning include program review at the time of course scheduling, annual requests for budgets, catalog updating every two years, retirements, ongoing internal review programs, and/or external reviews, such as for example, visits by professional accrediting agencies. For example, the Accreditation Board of Engineering and Technology (ABET), which will be reviewing the Bachelor of Science in Engineering program in the fall of 2000, conducted an initial program review in 1995 followed by a preliminary review later that same year. Recommendations from the visit led to changes in the department's curriculum, including the addition of a course in probability and statistics for engineers and a course in engineering economics.

Academic Affairs Graduate Subcommittee

While the activities noted above apply to planning and development both in the undergraduate and graduate programs, the latter also employ additional

means for determining change. The role of the Academic Affairs Graduate Subcommittee is key here. Responsibilities of this committee include

- reviewing and recommending approval or disapproval in formulation of new or revised majors and other offerings of graduate courses;
- reviewing and recommending approval, disapproval, modification, or elimination in the formulation of new, revised, or existing policies, procedures, and structures for delivery of graduate programs and services;
- reviewing requests for new or revised academic units or schools;
- formulating and developing mechanisms for periodic reviews and for on and off-campus accreditation reports required of all academic graduate programs;
- conducting periodic reviews of graduate program productivity with respect to cost given the number of majors and degrees awarded;
- recommending continuation, enhancement, or discontinuation of “flagged” programs.

Graduate Advisory Council

Departmental, college, and school participation in the future direction of the graduate program is assured through the Graduate Advisory Council. It is comprised of twenty-three graduate program coordinators, one for each of the twelve graduate programs as well as a member from each of the concentrations within those programs. The council makes recommendations to the Academic Affairs Graduate Subcommittee. The planning and development functions of this

council include establishing the format of the academic review of all graduate programs and ensuring that each graduate program has an active outcomes assessment program in place.

Academic Outcomes Assessment Committee

Assessment and planning are interdependent. As a climate of assessment has developed at New Mexico Highlands University, faculty, administrators, and staff have seen the necessity of “closing the loop” for assessment to be effective. One of the four primary charges of the Academic Outcomes Assessment Committee is to review “outcomes information in light of the institutional mission and goals and [encourage] the use of assessment results in program planning and review.” Given the development of assessment at the University, almost every academic unit can point to some curricular, policy, or procedural change rooted in the results of its assessment efforts. For example, the history faculty has introduced uniform standards of research methods and writing across the history curriculum at the upper division level in an effort to improve student performance. The writing portfolio used in the department’s assessment plan revealed weaknesses in students’ abilities to use relevant material to support theses or arguments and to employ appropriate forms of scholarly citation. Assessment also proved useful in many units in budget building for fiscal year 1999-2000, when the provost instituted “zero-based” budgeting. Assessment results, tied as they are to departmental, college, or school missions and the University mission, justified planning for faculty, staff, supplies, and equipment.

Off-campus Centers

As reviewed in Chapter Four, the University maintains four off-campus centers at which it offers courses. Planning at the centers is coordinated with academic development on the main campus. At present, almost all of the courses at the centers are administered through one of the University's three professional schools, Business, Education, and Social Work. Each of these schools is on a cycle of three-year advance planning and includes the school's role at the centers in that planning. Concurrently, the directors of the centers regularly assess the needs at their sites and bring them to the provost and his Academic Advisory Council, which includes the deans of the schools and of the College of Arts and Sciences, as well as the director of Educational Outreach Services. Further, New Mexico Highlands University, having been invited to each of the community colleges where it maintains centers as state law directs, has a "memorandum of understanding" with its host institution and has been presented with evidence of perceived needs so that it can plan what courses it will offer at each campus.

Educational Outreach Services

The Distance Education, Extended Learning, and Special Topics programs of this office are covered in Chapter Four of this report. Planning within the office is multifaceted. As with the off-campus centers, the director of Educational Outreach Services meets regularly with the deans of the Schools of Business, Education, and Social Work, and of the College of Arts and Sciences, under the leadership of the provost. The director informs them of the results of needs assessments and/or educational requests that have come directly from agencies,

school districts, or the state's Department of Education, following time lines set by the Registrar's Office. The deans in turn work with their faculty members to meet these needs and plan for future developments based on past patterns. Unit policy and procedures, incorporating planning and development, are further based on recommendations from a Distance Education Policy Committee, composed of faculty, staff, and administration. The office also closely subscribes to the principles of good practice for distance education set forth by the Western Interstate Commission for Higher Education (WICHE) and the Commission on Higher Education Accreditation (CHEA). With nearly a decade of experience behind it, and given rapid growth in enrollment, the Office of Educational Outreach Services has formulated a five-year plan that includes expansion in the area of web course development. As the office's self-study notes, "The unit strives to keep pace with the changing world of distance education technologies by building upon current capacity and planning for the future."

Student Services: Office of Student Affairs

With the hiring of a new vice president and dean of students in 1997, strategic planning in the student affairs sector has received increased attention. Working with the directors of the various divisions of student services, such as Financial Aid, Housing and Student Conduct, Personal Counseling, Native American counseling, academic advising, Career Services, and Student Support Services, the vice president and dean of students reorganized the Office of Student Affairs and drafted a five-year plan. These changes, and others anticipated in the future, were predicated on the use of survey research data, demographic trends, enrollment projections, benchmarking, environmental scans, key performance indicators, and an analysis of strengths, weaknesses, and opportunities. Administrative reorganization began in June 1998, with the consolidation of various academic functions (academic advising, freshman orientation, and career services) and counseling services (personal, Native American, and guidance

counseling) into one unit, the Office of Academic Support. By the spring of 1999, policies and procedures in the Office of Housing and Student Conduct had received a thorough review, resulting in the revision of housing contracts and more stringent enforcement of residence hall conduct regulations.

Administration

Office of Research, Planning, and Institutional Development

Prior to 1995, administrative planning at the University was diversified and assigned within various divisions and offices on campus. In essence, units carried out their planning and development somewhat autonomously. The consolidation of many of these efforts came with the appointment of Dr. John Juarez as vice president for the newly created Office of Administration and Planning in 1995. He had previously been associate vice president for Research. His office also retained the research component. As part of a slate of organizational changes which took effect July 1, 1998, institutional development was added to research and planning to provide direction to the growing programs of sponsored research and public and special services. Dr. Juarez, who has over fourteen years of service to the University, has now completed the integration of these various endeavors into the Office of Research, Planning, and Institutional Development.

Within the Office of Research, Planning, and Institutional Development, planning is based on analysis and assessment of the environment related to benchmarks set for each function for which the office is responsible. The scope of these responsibilities includes oversight of all research applications and grants, administration of special and public service programs, and institutional research program development. Internal analysis in each of these areas is primarily based

on outcomes, such as what worked or did not work with respective external agencies, such as the state legislature or their funding entities.

Following are some examples of planning in selected units under the oversight of the Office of Research, Planning, and Institutional Development. Self-studies for every unit are available in the Resource Room. Each of those self-studies addresses criterion four.

Center for the Education and Study of Diverse Populations
(CESDP)

This center works to improve the quality of education for all children in New Mexico, with an emphasis on the University's service area. It was created by the state legislature in 1994. It manages private, state, and federal contracts and grants that provide consultation, training, and technical assistance to teachers, administrators, parents, and other stakeholders involved in the education of children. Given that the center relies entirely on external funding, planning is of the utmost importance. The center's ongoing monitoring of the educational consulting market allows for anticipation, preparation, and response to the opportunities and threats created by changes and trends in education spending and policy. The various networking activities of CESDP also inform planning. For example, center staff has participated in a number of policy focus groups for the U.S. Department of Education; discussions in these groups suggest that a potential shift in the department's approach to technical assistance be considered. Planning at CESDP also includes an internal analysis of strengths and weaknesses. Specifically, the center must look at how its expertise and capacity are aligned

with market prospects. This is a crucial step in the planning process as the center attempts to be more proactive in the development of products and programs.

Computer Network Services Group (CNS Group)

Electronic computing began at the University in the 1960s and became commonplace in the 1970s. A campus network was created in 1987. In the first half of the 1990s, the use of computers expanded, and their use in classrooms, laboratories, faculty offices, and for administrative purposes burgeoned. Demand for connectivity to the Internet became widespread. In response to these changes, the Computer Network Services Group was created. Since 1996 it has systematically planned the development of computer services across campus.

The CNS Group currently follows a five-year plan developed in 1999.

The plan was developed and written by the CNS Group director and discussed with CNS Group staff. This plan has been used by at least one other state university as a model for its own plan. On campus, the plan has been an effective document for obtaining the resources needed to improve the telecommunications infrastructure. This plan is discussed in Chapter Five.

Advanced Placement New Mexico

AP-NM was initiated by the New Mexico legislature in 1986 and managed by the New Mexico Educational Assistance Foundation until 1992. In 1993, New Mexico Highlands University assumed management through a federally funded program, the Comprehensive Center for Minorities. Services provided by AP-NM include professional development for teachers and fee reductions for students to encourage them to take examinations. In collaboration with the business community and legislators, AP-NM has set a goal of offering at least one

advanced placement course in mathematics, English, or science in every high school in New Mexico.

Planning in this program is multi-faceted. Through the work of the program coordinator with teachers and visits to school sites, the needs of schools are determined. Networking among teachers has been developed and enhanced via an AP-NM web site and discussion groups, including Internet groups, in all subject areas. A strategic planning group of AP-NM staff, teachers, and school administrators makes recommendations concerning policies and procedures. The statewide coordinator of the program serves on the advisory board of the College Board-Southwest Region and attends all relevant regional meetings.

Office of Development, New Mexico Highlands University Foundation, and New Mexico Highlands University Alumni Association

This office includes the New Mexico Highlands University Foundation and the Office of Alumni Affairs. The Office of Development channels gifts to the University through the Foundation, a qualified non-profit 501(c)(3) organization that exclusively supports the University. The work of the Office of Alumni Affairs is coordinated with that of the Foundation under the direction of the Office of Development. The director of the Office of Development organizes the planning process for all the activities of the Foundation and the Alumni Association and approves the plans for their areas.

Planning procedures include group and individual goal setting, budget preparation, and consultation with members of the boards of the Foundation and the Alumni Association and their subcommittees. All projects proposed by the

director and his staff are formally approved by board action. General plans and goals are presented to the Board of Regents of the University. The staff and the boards of the Foundation and Alumni Association evaluate the success of activities.

Planned activities include continued fund-raising for memorial and named scholarships, endowments, and projects such as Ilfeld Auditorium maintenance. Fund-raising is also on-going for Perkins Field renovations and the installation of a language laboratory in the newly renovated Douglas Hall. For the Alumni Association, plans that have reached fruition are a new directory of alumni and benefit plans such as credit cards and discounted insurance. The Alumni Association also has on-going plans for alumni events around the nation and the annual Homecoming and Awards programs.

Long-Range Strategic Planning

On December 11, 1998, the New Mexico Highlands University Board of Regents approved a *Five-Year Strategic Plan, 1999-2003* for the University. President Selimo Rael and major administrators prepared the plan, with input from faculty, staff, and students. The plan presents the major goals and objectives, action items that will be undertaken to reach those goals, and an estimate of associated revenues and costs.

Ultimately it is the aim of the University to

- become ranked as one of the top 100 regional universities in the nation
- increase enrollment on the main campus to 3,500 and at educational outreach sites to 2,400

- transform itself from a teaching university to a teaching and research university
- develop student support organizations and programs that are second to none
- develop a comprehensive system of educational outreach programs at each community college in northern New Mexico

The plan's projected cost is approximately \$64.5 million. Revenues for the same period are expected to reach \$64.8 million, exceeding costs by about \$312,000.

The plan specifically addresses developments in the areas of academics, research and planning (including capital outlay projects within the Master Plan), student affairs, University relations, development, finances and administration, and athletics.

Academics

Planning for academic excellence will proceed on several levels.

Academic programs will benefit from continued emphasis on the relationship between those programs and the University mission, enhanced application of assessment, and accreditation by professional agencies wherever applicable.

Program development will be assisted by increased investment in non-personnel resources, with top priority given to the library, central technology laboratories, and educational outreach technical capabilities. The University will seek recognition by the state's Commission on Higher Education as one of the state's research universities and endeavor to be included among the top tier of

universities in its category in *U.S. News and World Report*. To achieve these academic goals, a comprehensive Enrollment Management Plan has been adopted. It rests on the development of a new philosophy of enrollment management that will in turn inform changes in recruitment and retention.

Office of Research, Planning, and Institutional Development

The Office of Research, Planning, and Institutional Development is responsible for representing the interests of the Board of Regents and the president of the University in matters related to funds from external sources in support of research, instruction, public service, facilities construction, and capital improvement. In addition, the office is responsible for managing the planning functions of the University. New Mexico Highlands University is enhancing its historic origins as solely a teaching institution to a teaching and research institution. In an effort to improve the educational environment of the University, the Office of Research, Planning, and Institutional Development has initiated a five-year plan to move forward in providing high quality service to the University. The plan is divided into four parts: (1) Research Policy and Program Development; (2) Special and Public Service Program Development; (3) Institutional Research Program Development; and (4) Master Plan.

Research Policy and Program Development

Research is a developing enterprise at New Mexico Highlands University. As a self-supporting entity without direct support from the state of New Mexico, research at the University depends on motivated students, faculty, and staff to seek outside resources to conduct research.

The research component of the University is designed to support academics and provides opportunities for faculty and students from all departments to pursue scholarly inquiry and transmit knowledge. These are key elements of the University's Mission Statement.

Furthermore, research at the University advances the quality of undergraduate and graduate education. It offers students a unique opportunity to explore their studies and extend their knowledge beyond the frontiers of traditional training. Research also develops discipline skills that are applicable to advanced degrees and challenging professional careers. Research supports institutional development at every level and builds the University's prominence among institutions of higher education in the state and nation. The goal of research administration in the next five years is that the University becomes New Mexico's third leading institution in external funding.

The University recognizes that this goal requires special effort and is creating an infrastructure for this motivation to thrive. The following activities were initiated during the 1998-1999 academic year, continued on to the 1999-2000 academic year, and are projected over a five-year period.

- Recruit research faculty

As an on-going initiative, the Office of Research, Planning, and Institutional Development will work with the provost to recruit research faculty. Through continuous engagement, the office will encourage the provost, deans, and department chairs to recruit faculty with research interests. By July 2000, the office will provide start-up funds for a select

number of faculty and researchers who are specifically recruited to the University for their research activities or strong research interests.

- Additional personnel

The office will recruit and enhance its operations by adding one person in the Business Office to assist in grant accounting. Two staff members will be hired in the Office of Research, Planning, and Institutional Development to process more effectively the research work of the University and seek additional opportunities to expand the University's initiatives.

- Research Facilities and Laboratories

The University anticipates a total capital outlay budget of nearly \$40 million over the next five years. The New Mexico Commission on Higher Education has prioritized renovation over new construction for the state's post-secondary institutions. However, New Mexico Highlands University has demonstrated a need for two new buildings, one for science and technology and one for Social Work. All other buildings needed to carry out research initiatives are to be renovated. The completion of Douglas Hall and Annex was achieved by the spring of 2000. This facility provides appropriate space and environment for expanded research by the humanities faculty. The highest priority for new construction is a science and technology building (\$23,000,000). During the 1998-1999 academic year, the team of Dekker/Perich/Sabatini and Cannon was selected as the

architect and engineering group for this new facility. It is expected that construction will begin in the near future.

A new Social Work building (\$6,500,000) is next in priority for the University. This new facility will bring together faculty from different disciplines to study social policy and its impact on indigenous populations. Additionally, Hewett Hall, home to the Behavioral Sciences, requires substantial renovation to provide adequate facilities for the on-going and expanded research work of that faculty (\$2,000,000). The Engineering Building and Engineering Annex also require renovation (\$2,000,000). These upgraded facilities will provide additional classrooms and laboratories for engineering. Sininger Hall, which will house a new Center for Economic Development, will be renovated with non-appropriated funds during the 2000-2001 academic year.

- Telecommunications Support

The next five years will bring substantial changes in the telecommunications infrastructure of the University. A grant from the National Institutes of Health will continue to enable the library to access the electronic library at Los Alamos National Laboratory. Administrative and academic computing continues to be enhanced through the completion of the installation of the SCT Banner software system and Oracle database. A new Title V application will be submitted to the Department of Education to establish two distance education classrooms, add video

display to classrooms on campus, and up-grade independent origination capabilities to the University's remote sites and learning centers.

Installation of the University's electronic mail system will improve distance learning and enhance research.

- Instrument and Equipment Support for Research

While the University has improved its acquisition of appropriate research instrumentation, it has a need to acquire additional equipment as well as replace equipment. Researchers have utilized other research facilities to further their work, but some sophisticated instrumentation is required on campus. Through a careful process of grants and cost sharing, the University will continue to invest in its research instrumentation. Support for new information technology and instrumentation will exceed \$2,200,000.

- Experts and Consultants

The University has successfully competed for grants and contracts but realizes that it does not have all the expertise necessary to be nationally competitive. The Office of Research, Planning, and Institutional Development will contract with experts in different fields in order to enhance the opportunities for funding research and public service initiatives.

Special and Public Service Program Development

New Mexico Highlands University acknowledges that the current size and critical mass of faculty in each discipline may not support a competitive national

effort. To enhance this circumstance, the University envisions an interdisciplinary effort among faculty to achieve its aspirations. This effort will be coupled with a strategic alliance with other institutions of higher education and national research centers. In addition, the University will develop research and public service centers of excellence that will augment its research and academic service and standing. Centers will target selected areas of inquiry that will lend national or unique notoriety to the research under study.

Independent centers in several ways enhance scholarship and interdisciplinary research at the University. Research conducted by faculty or staff is facilitated into new areas of inquiry and community service. Students and community citizens are offered training that extends beyond traditional programs of study.

Within the context of planning for an enhanced research presence on campus, the term “center” may be used to describe thrusts or programs within a single department, between multiple departments, or as a separate unit reporting to the vice president for Research, Planning, and Institutional Development. Centers are directed by the University and may offer courses that are cross-listed with regular academic departments or offer courses under continuing education. Centers may operate within or outside the University premises, but must have an apparent association with the University, make substantial use of University resources, and demonstrate substantial involvement from faculty and/or staff members.

Currently, as detailed above in this chapter, the Office of Research, Planning, and Institutional Development administers various service components, including the Center for the Education and Study of Diverse Populations (CESDP), the American Indian Science Technology Education Consortium (AISTEC), and the Utah, Colorado, Arizona, and New Mexico Rural Systemic Initiative (UCAN-RSI). New social service center initiatives will include the establishment of a Center for Research Excellence in Science and Technology (CREST), a Hispanic-Native American Economic Development Center (HNAEDC), a Social Policy Center (SPC), and an Environmental Life Science Center (ELS).

Institutional Research Program Development

Institutional research provides support to offices involved in decision making related to higher education management, policy analysis, and planning. These activities can incorporate areas of finance, academic affairs, instruction, student services, and institutional development. Inclusive are activities that may have relevance to state or system-wide processes.

Several initiatives are underway in institutional research. These include responding to national surveys, providing information to state agencies regarding the University, and participating in statewide data gathering and analysis. On-campus work will continue to address student surveys, basic institutional data, and support for the North Central Accreditation project. The major statewide initiative is the Institutional Effectiveness Project for the New Mexico Council of University Presidents. The first phase of the project has been completed and a report sent to the state legislature. The second phase of the study is now underway. A second project, directed by the New Mexico Commission on Higher Education, is the agency accountability project. This activity will coincide with the institutional effectiveness project.

Institutional Master Plan

The University has undertaken a master planning activity to maintain a progressive posture responsive to the changing social environment and to shape the direction the institution will take with respect to anticipated demands and approaching opportunities. This Master Plan is composed of two parts, Phase I and Phase II. Each phase is defined by a different set of motivations.

Phase I has already been completed. It was a baseline or diagnostic phase intended to assess the University's physical environment. The main campus covers an area of 130 acres plus 178 remote acres that include a golf course. The main campus contains forty-two instructional buildings and other structures. Lloyd and Tryk Architects conducted an assessment of existing facilities. The information was collected by performing a reconnaissance of all buildings on campus and obtaining input from students, faculty, administration, and staff. The study consisted of accessibility, structural, mechanical, electrical, life safety, and deferred maintenance issues. Each facility now has a narrative report with summary, recommendations, facility evaluation, photo documentation, and probable costs of capital improvement projects required to upgrade building systems and conformance to code issues. An assessment of parking and circulation was conducted as part of Phase I. The power distribution plan, fiber optics routing plan, and telephone routing plan also were reviewed as part of Phase I.

The Phase II document will consist of graphics and written recommendations for the future academic and physical growth of the University

campus. Phase II has two critical elements for institutional planning. The first element is a response to the New Mexico Commission on Higher Education Institutional Planning Guidelines. As a regulatory agency, the Commission on Higher Education, it should be noted, imposes guidelines very similar to those of the North Central Association. The second element is a response to the North Central Association guidelines for accreditation. Both of these agencies require self-studies and reports that are essential to the Master Plan. For example, both call for a mission statement that has been formally adopted by the governing board. Thus, in developing Phase II of the Master Plan, a concurrent process of fulfilling the requirements for both the New Mexico Commission on Higher Education and the North Central Association will be accomplished.

Student Affairs

To increase the effectiveness of student services, the Office of Student Affairs plans new initiatives and capital investment to finance the renovation of the Student Center and the construction of new housing units, among other efforts. Foremost among the new initiatives is the development of “full service” desks for students on the main campus and at off-campus centers. At these desks, students will be able to consult with Student Affairs personnel concerning a whole range of student life issues, including admission, registration, academic and career advising, financial aid, placement, and campus activities. Students will additionally be able to access their own transcripts, schedules, grades, financial information, and campus activities via computer. Renovation of the student center will incorporate a new computer laboratory, new kitchen and dining

facilities, offices for student organizations, and new conference and meeting rooms, for a cost of \$1.45 million. Over \$5.5 million will be invested in new and renovated housing, including new family housing, two single student hall and/or apartment buildings, and the upgrading of some existing residence halls.

University Relations

The overall goal of planned change for the Office of University Relations is to enhance the University's image with both internal and external clients. It includes devising a comprehensive advertising plan using television, radio, print, billboards, and the Internet, as well as upgrading University publications. Assessment is built into this planning and development through the use of surveys in relation to the public's perception of the University and the effectiveness of public relations efforts. As the director of University relations noted in the *Five-Year Plan*, the office is committed to becoming "a source and channel for ideas and guidance regarding the University's public image, publications, and communications."

Office of Development

The Office of Development, including the University Foundation and Alumni Affairs, has set a goal of increasing the level of fundraising by 20% a year, or approximately \$400,000 over the next five years. These funds would permit the hiring of additional personnel, increased support for Alumni Affairs, and more travel. The ultimate goal of the office remains the improvement of educational access and academic excellence at the University. The achievement

of the goal necessitates the development and expansion of private-sector support, a sustained constituency, and an aggressive campaign to acquire new constituents.

Finances and Administration

Within the Finance Office, which includes Human Resources and Campus Security as well as the financial activities of the University, long-range plans include

- system modernization in the Business Office;
- enhancement of the Affirmative Action Program in the areas of recruitment, employee working concerns, and Americans with Disabilities Act needs;
- significant investments in Campus Security by increasing spending on staff training, purchase of new vehicles, and modifications to the campus infrastructure.

With respect to financing these and all the other developments laid out in the *Five-Year Strategic Plan, 1999-2003*, effective and efficient budgeting will be achieved through coordinated budget development, implementation, and monitoring among all University components. Additionally, the University will develop an interactive relationship with the New Mexico Commission on Higher Education and the Legislative Finance Committee in place of the reactive stance taken in the past. Prudent management and utilization of debt capacity and liquid assets, development of real estate acquisitions consistent with the strategic plan, maximization of indirect cost recovery on sponsored research, and use of more sophisticated financial information and management systems also are part of

fiscal planning. Each of these changes is compatible with the long-range educational, research, and public service goals of the University.

On-going Educational Effectiveness: Strengths, Challenges, and Recommendations

New Mexico Highlands University is prepared for a second century of service to New Mexico and the Southwest, as this chapter has shown. Planning and development are inherent in its organizational structure and oriented to meet the University's mission. The University is cognizant of the means and resources it needs to accomplish its long-range plans and is confident of realizing its long-term goals.

Strengths

The distinctiveness of the University's student body, which is ethnically diverse and predominately rural, is an asset for the University, as is its ethnically diverse faculty. Both have a positive influence on how the University will plan for the future. The University's alumni also are one of its chief assets. The alumni provide information and insight that is important to the vision of the University.

Strategic Planning is in place for all major components at the University, as laid out expressly in the *Five-Year Strategic Plan, 1999-2003*. Basic changes underway include

- reorganization of the Office of Student Affairs and the delivery of its services;
- development of Banner 2000, a campus-wide integrated software system;

- short and long-range planning in academic areas, including off-campus centers and Educational Outreach Services, through five year plans and program review;
- continued refinement and expansion of the role of the Office of Research, Planning, and Institutional Development, which has directly influenced the acquisition of grants and awards and the expansion of socioeconomic activities through affiliated agencies associated with external funding at the University. This increase is vitally important and indicative of the University's shift in emphasis from a teaching institution to a teaching and research institution;
- comprehensive expansion of the Enrollment Management Plan, which has resulted in modest overall enrollment and retention increases on the main campus and dramatic increases at off-campus sites.

The University has flexibility and autonomy in the allocation of its resources and planning for the future. These abilities are directly tied to the structure of higher education management in the state and to the University's constitutionally independent Board of Regents. The University's Master Plan presents examples of this flexibility. For example, it assures the continued effective development and use of campus facilities. New and renovated facilities have enhanced the ability of the University to carry forward its mission and goals in the future. Additionally, the University is addressing issues of resource allocation, as with the introduction of zero-based budgeting, limited program

review, continued refinement of the Master Plan, and the development of the *Five-Year Strategic Plan*.

And finally, strong faculty leadership has emerged in recent years, especially within the faculty governance structure.

Challenges

1. Current planning efforts with respect to recruitment and retention of students do not adequately take into account the changing demography of the University's regional service area, shifts in the types of students the University can serve, and other state, regional, and national market factors.
2. Additional planning challenges include
 - academic planning, which is not as well coordinated as it could be, although recent accreditation by professional accrediting agencies and enhanced assessment are changing this picture. Most importantly, while there is an awareness of the need for academic planning, policies and procedures for achieving it are not in place;
 - blurred lines of authority within the University's organizational structure. Lack of precise procedures and protocols, or the disregard of them, are undermining direction and authority. At the same time, entrenched procedures, institutional culture, and attitudes make change difficult within the infrastructure of the University;
 - planning efforts that are segmented across campus rather than being coordinated and centralized. This circumstance contributes to a difficulty in achieving planning objectives.

Recommendations

1. The establishment of an Institutional Effectiveness Committee, as recommended in the two previous chapters of this report, also would enhance planning, especially in the allocation of University resources. Throughout all planning processes, it should be noted that the need to visit the University mission and relate it to planning needs to be stressed. This aspect of planning will be especially sensitive given the changing demographics of the region, the types of students the University will serve in the future, and shifting market factors. These developments will need careful study as the allocation of resources is considered.
2. Policies, procedures, and protocols, especially with respect to academic planning, need to be reviewed, updated, and followed. In a similar fashion, all components of the University community need to review, on a periodic cycle, the policies and procedures which govern them and by which they relate to the rest of the University. Such integration would delineate lines of authority; challenge the current entrenched procedures, institutional culture, and prevalent attitudes that make change difficult; and end the fragmentation of the planning process.

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Chapter Seven

Criterion Five: Institutional Integrity

New Mexico Highlands University maintains integrity in all its external and internal practices and with all its constituencies. Concurrently, it recognizes, conforms to, and promotes the North Central Association's "Commission Statement on Access, Equity, and Diversity." The following policies and procedures are the foundation of its diversity and integrity. A statement on diversity at the University is presented first below, followed by discussions on public disclosure and internal policies and procedures.

Access, Equity, and Diversity

All portions of this report have demonstrated the University's commitment to access, equity, and diversity. Its Mission Statement places particular emphasis on serving the diverse populations of the Southwest by enabling all students through a sensitive admissions policy and by providing academic and campus experiences that stress multiculturalism. Its general education requirements call for exposure to cultural values. Among its academic programs, the curriculum in the School of Education and the School of Social Work, and the graduate programs in Psychology, Southwest Studies, and Public Affairs especially encourage this exposure. The School of Education's **STURDY** model in particular infuses each of its classes with aspects of diversity. The University is especially proud of its participation in the Minority Doctoral Assistance Student Loan-for-Service Program, funded by the state of New Mexico. Through this program, academic units are encouraged to identify staffing needs for the future and to select promising minority candidates for doctoral training. These

candidates receive loan funds to further their education and then return to teach for a specified period of time in the academic unit that sponsored them.

While New Mexico Highlands University does have a diverse student body, faculty, administration, and staff, there is concern that it is not as ethnically diverse as it once was. The problem is exacerbated by recent retirements of Hispanic faculty and difficulty in recruiting minority faculty given increased national competition in hiring. One attraction the University does have in this instance, however, is its heritage of diversity and the climate of openness on campus.

Public Disclosure

The University supports four main channels of communication with the general public: through its Office of University Relations, via its web site; through various traditional publications of the Registrar's Office; and within the Office of Development and Foundation. Public access to the University and its offices is widely and readily available through the University telephone operator, voice mail for faculty, administrators and campus offices, and e-mail addresses, many of which are available on the University web site.

Office of University Relations

This office is the official voice of the University administration and Board of Regents. It acts as a liaison between the University and the public, the University and the media, the University and communities that surround it, and for the University's off-campus centers and distance learning sites. It publishes the "Highlands Heartbeat Calendar," which lists University events. This office

coordinated the University's compliance with the NCA's "Third Party Comment" policy.

New Mexico Highlands University Web Site

For many members of the general public the University's web site (www.nmhu.edu) is the first contact made with the campus. The Office of University Relations has oversight of it and provides use of the site to the campus community, local schools, local and state government, local service organizations, health care agencies, and other entities as appropriate. Issues concerning the web site (as well as computer use on campus) are considered by a committee that periodically makes recommendations on suitable policies and procedures. Web site users can access a wide range of information about the University and can contact most offices on campus.

Publications of the Registrar's Office

New Mexico Highlands University Undergraduate Catalog

This catalog contains general information on admissions, costs, financial aid, student affairs and services, general academic policies, degree requirements, registration, academic programs and courses, and the University faculty. It also lists major University offices and telephone numbers. It is issued biennially. A significant portion of this catalog can be accessed on the University's web site.

New Mexico Highlands University Graduate Catalog

This catalog contains information pertaining to graduate programs. It is issued biennially. Portions of this catalog are available on the University's web site.

Schedule of Classes

The Registrar's Office issues class schedules three times a year, for spring, summer, and fall semesters. Each schedule includes information on admissions, campus visits, tuition and fees, residency, the University library, student housing and meals, other fees, refunds, deferred payment plans, financial assistance, course loads and levels, registration procedures, drops/adds/withdrawals, a final examination schedule, course listings, and other pertinent information. Course offerings and other information pertaining to admission and registration can also be found on the University web site.

Office of Development and Foundation

This office is the fund raising/endowment sector of the University. The foundation, a 501(c)(3) organization, is incorporated under the laws of the State of New Mexico and is governed by its own set of bylaws. It is a member of the Council on the Advancement and Support of Education (CASE) and as such abides by the CASE Statement of Ethics. (See *Foundation Self-study* in the Resource Room for the CASE Statement of Ethics.) The Office of Development also follows the code of ethics established by the American Telemarketing Association. The tax status, purpose, and projects of the foundation are set forth in a published, informative brochure that is publicly available. All staff members in the Office of Development and Foundation receive particular training on

confidentiality concerning donations, bequests, scholarships, and other financial matters.

Internal Policies and Procedures

Every aspect of on-campus University life is covered by policies and procedures published in various manuals and handbooks. These are distributed on campus or used “in house” as appropriate. Each is briefly described below, and then important and basic policies, which some of them have in common, such as sexual harassment, grievance procedures, and ethical conduct, are discussed.

Regents’ Policy Guide

This manual, which is available from the President’s Office, contains statements on the authority of the Board of Regents, University governance, board organization, equal employment opportunity, governing rights and responsibilities, conduct governing the regents, board meetings, and administration.

Faculty Handbook

This handbook contains sections on the history, mission, and goals of the University, the duties and responsibilities of Board of Regents, administrative organization, governance and constitution, personnel policies, faculty and administrative evaluation, faculty rights and responsibilities, professional development, workload, working conditions, leaves, fringe benefits, salary, and grievance procedures. It is distributed to all new faculty members as part of their orientation.

Adjunct Faculty Handbook

This handbook includes University policies and procedures with respect to recruitment, selection, and appointment; orientation and professional development; support services; supervision; evaluation; and recognition. Particular attention is directed at policies and procedures affecting adjunct faculty or of special importance for that faculty. Appendices to the *Handbook* include the academic calendar, a syllabus format, the University's sexual harassment policy, faculty hiring forms, sample grade rosters, course contract time as mandated by the New Mexico Commission on Higher Education, and sample class and instructor evaluation forms.

Personnel Policies and Procedures Manual

This manual covers all non-faculty employees of the University. It includes policies and procedures on affirmative action, management/discipline/discharge, position vacancy/new positions, employee classification, wages/salaries, vacations, holidays, sick leave, leave with pay, leave without pay, termination of employment, grievance procedures, a code of conduct, employee benefits, and other general policies. It is distributed to all new employees as part of their orientation.

Affirmative Action Plan

Besides statements of affirmative action in its basic policy manuals, the University maintains this *Action Plan*. An Affirmative Action officer administers it. The University is an equal opportunity/affirmative action employer and is committed to full compliance with all pertinent federal laws, executive orders, and state regulations. The *Manual* has chapters on the legal basis for affirmative

action and equal opportunity; the responsibilities of the affirmative action officer; sexual harassment; general coverage of the affirmative action program; responsibility for equal opportunity and affirmative action campus-wide; procedures for filling faculty, executive, administrative, managerial, non-faculty, secretarial/clerical-technical/para-professional, skilled craft, and service/maintenance positions; job categories; affirmative recruitment; screening and interviewing for positions; availability and under-utilization; problem identification; employment grievance procedures; affirmative action grievance procedures; sexual harassment grievance procedures; and a statement of policy on anti-nepotism. This document is available in the Office of Human Resources.

Student Handbook

This *Handbook* is the University's primary means of communicating non-academic policies and procedures affecting its students. It is maintained by the Office of the Vice President and Dean of Students and issued annually. Students obtain it in Freshman Leadership classes, at new student orientation, and from the Office of Student Affairs or the Office of Campus Life. Besides incorporating information about the University and the Las Vegas community, it delineates the University's code of student conduct, policy on emergency contact, procedures related to inclement weather, posting policy, policy on self-destructive behavior, and sexual assault policy. The *Student Handbook* has a companion *Club Handbook* that outlines procedures for clubs, use of University facilities, and scheduling of events.

Graduate Handbook

This *Handbook* incorporates much of the campus information and many of the policies and procedures found in the *Student Handbook*. It also includes material specifically related to the graduate program, as on the writing of theses, graduate oral examinations, and deadlines for completion of work. It is maintained and edited by the associate dean for Graduate Studies and issued annually. Graduate students obtain it from the Office of Graduate Affairs.

Handbook on Research Policy

Completely revised in 1999, this *Manual* lists University responsibilities and authority; general research policies and procedures (academic freedom, faculty rights and responsibilities, principle investigator, state policies and procedures, and establishing independent centers and institutes); proposal administration and management; fiscal management and administration; research property; environmental health and safety; research on human participants; research on laboratory animals; conflict of interest; and non-faculty research appointments. Each of these areas sets forth further policies, procedures, considerations, responsibilities, and authorization forms. Five committees of the University are involved with research activities and the policies and procedures of the *Handbook*. They are the President's Cabinet and committees on Human Participants, Animal Care and Uses, Safety, and Research.

Business Procedures Manual

This *Manual* is a compilation of the various policies and procedures affecting the fiscal activities of the University. It has sections covering conflicts of interest and a code of ethics; functions of the purchasing department/central

receiving/accounts payable; unallowable expenditures/expenditures requiring specific advanced approval; use of on-campus resources; petty cash; check requests; payment of scholarships, stipends, and honoraria; travel, bids, and proposals; purchase requisitions; purchase orders; brand name/equal specification; sole source/sole brand justification; receiving goods and services; gross receipts tax; computer services; and department signature authorization. It is available in the Office of the Vice President of Finance.

Confidentiality of Student Records

The confidentiality of student records is basic to the integrity of the University. Faculty, staff, and administrators are vigilant in the protection of records and the maintenance of checks on their use. The University is in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and all its current codes. Computer access to student records is severely limited and guarded by appropriate security measures.

Due Process

Every facet of the University community has access to an appropriate system of due process. Policies in this regard are set forth in the *Regents' Policy Guide*, the *Faculty Handbook*, the *Personnel Policies and Procedures Manual*, in the *Affirmative Action Plan* with regard to affirmative action matters, and the *Student Handbook*.

Ethical Misconduct

This is defined for various constituencies on campus in the appropriate manuals and handbooks. The *Regents' Policy Guide* sets policy for the Board of Regents, administrators, faculty, and professional and support staff. Professional ethics for faculty also are defined in the *Faculty Handbook* and, with reference to research, in the *Handbook on Research Policy*. The *Student Handbook* contains both a "Code of Conduct" concerning non-academic affairs and the "New Mexico Highlands University Academic Integrity Policy," covering academic dishonesty. The *Business Policy Manual* is very specific in the practices to be followed in business relationships and transactions.

Research on Human Participants

Section 7 of the *Handbook on Research Policy* sets forth policies and procedures concerning the use of human participants, the responsibilities of the Human Participants Subcommittee, the responsibilities of principal investigators, and special considerations with respect to women, laboratory personnel as volunteers, and volunteers receiving addictive drugs.

Research on Laboratory Animals

Section 8 of the *Handbook on Research Policy* sets forth policies and procedures concerning the use and care of laboratory animals, the responsibilities of the Laboratory Animals Subcommittee, and the responsibilities of faculty, staff, visiting scholars, students, and principal investigators.

Computer Use

Computer use for students is addressed in the “Code of Student Conduct” and in “Computer Labs,” as published in the *Student Handbook*. Misuse of computer privileges can result in penalties ranging from revocation of computer privileges to student expulsion. Faculty computer use is covered by policies affecting academic freedom but also by affirmative action policies regarding harassment and intimidation.

Sexual Harassment

Sexual Harassment policy for students and employees is extensively defined and its consequences addressed in three University documents: the *Student Handbook*, the *Faculty Handbook*, and the *Affirmative Action Plan*. It includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or participation in a University-sponsored program or activity;
- submission or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual;
- such conduct has the purpose or effect of unreasonably interfering with an individual’s employment or academic performance, or creating an intimidating, hostile, or offensive environment.

Additionally, the *Student Handbook* contains a comprehensive “Sexual Assault Policy,” with definitions, responsibilities regarding allegations, how to report an incident, and on-campus/off-campus resources, as well as details of Campus

Security's responsibilities and reaction to the report of an assault. Grievance procedures specifically involving sexual harassment are addressed in the *Student Handbook*, the *Faculty Handbook*, and the *Affirmative Action Plan*.

Grievance Procedures

All segments of the University community have avenues for pursuing a grievance.

For students, grievance procedures are described in the *Student Handbook*, under "Procedures for Resolution of Student Concerns." Additionally,

- for disputes concerning grades, students can appeal by using a "Student Grade Appeal Form," available in the provost's office and the offices of school and college deans;
- when the dean of students feels that an infraction of University regulations calls for severe disciplinary action such as suspension, expulsion, or probation for more than one semester, the matter is referred for hearing to the Faculty Student Affairs Committee.

Faculty grievance procedures are explained in the *Faculty Handbook*. The first step in the process is to file a written grievance with the chair of the Faculty Grievance and Conciliation Committee. The chair then takes action as delineated in the *Faculty Handbook* depending on the nature of the grievance. Each step has time limitations specified. A formal hearing is conducted. Findings, opinions, and a recommendation, if any, are transmitted in writing to the provost or president.

Grievance procedures for professional and staff employees are incorporated in the University's *Affirmative Action Plan* and are pursued by the

director of Human Resources. All employees who have a grievance based on discrimination for race, sex, national origin, religion, color, handicap, age, or military involvement follow procedures outlined in the *Affirmative Action Plan*. The director of Human Resources handles such grievances.

Disability Policy

New Mexico Highlands University is committed to

- providing student and staff counseling regarding disability, employment, and discrimination issues;
- analyzing and documenting disabilities to determine appropriate accommodation;
- providing resource information and guidance to University administration, staff, faculty, and students regarding Americans with Disabilities Act, 504, and equal employment opportunity issues, regulations, and current trends;
- investigating any EEO and ADA related charges.

Policies and procedures are governed by the University *Affirmative Action Plan*. They are created and or/changed in response to needs for improved services, changes in federal or state regulations, court rulings, and as recommended by related professional organizations such as the Association of Higher Education and Disability and the American Association of Affirmative Action.

Athletics

Integrity in Athletics at New Mexico Highlands University is addressed in the *Department of Athletics Handbook*, the *Regents' Policy Guide*, and the *New Mexico Highlands University Five-Year Strategic Plan, 1999-2003*. As the strategic plan notes, "Intercollegiate athletics programs shall be maintained as a vital component of the educational program and student-athletes shall be an integral part of the student body. The admission, academic standing, and academic progress of student-athletes shall be consistent with the policies and standards adopted by the institution for the student body in general." The *Department of Athletics Handbook* notes that "New Mexico Highlands University through its intercollegiate athletic program strives to accept the responsibility of creating (through proper leadership and allocation of resources) an environment which provides the individual student-athlete with an opportunity to receive personal, educational, and moral values." The University fulfills all the regulations, requirements, policies, and procedures of the athletic associations and conferences of which it is a member, as well as all state and federal guidelines for intercollegiate athletics.

Fiscal Integrity

The fiscal health of a university is central to its operation. Policies and procedures regarding the integrity of financial affairs at New Mexico Highlands University are set forth in the *Regents' Policy Guide* and the *Business Policy Manual*. Additionally, the University complies with state laws concerning open records and annual audits and fulfills appropriate local, state, and federal regulations. The University budget is available to the public at Donnelly Library.

Further financial information can be acquired from the Office of the Vice President of Finance.

Maintaining Institutional Integrity

Strengths, Challenges, and Recommendations

New Mexico Highlands University strives for integrity in its internal and external relations as is evidenced by the documentation in this chapter. It also actively seeks to promote equity and diversity, which are hallmarks of its Mission Statement. The cultural diversity of the University requires that close attention be paid to all aspects of integrity, equity, and diversity.

Strengths

The University carries forward North Central Association principles of access, equity, and diversity. Patterns of evidence cited in this report include the ethnic and gender diversity of its students, faculty, administration, and staff, as supported by statistical analysis; the presence on campus of internationally recruited faculty and students; and a campus climate of acceptance and diversity. Additionally, the University has in place all necessary manuals, procedural documents, and handbooks. These documents demonstrate and effectively communicate the University's commitment to ethical and open processes. These documents fairly describe the institution and are accessible to their appropriate publics.

Challenges

1. Continual monitoring of policies, procedures, documents, and handbooks is always of concern, especially given the diverse nature of the University's

- services, academic offerings, and ultimate mission. In particular, although statements on policies and procedures concerning student academic issues are in place, they need to be more precisely defined and communicated.
2. Although the University is much more ethnically and culturally diverse than the majority of higher educational institutions in the United States comparable to it, the University recognizes that maintenance of this diversity will be a continual challenge.

Recommendations

1. That a periodic schedule of evaluation and review for all major policy and procedures documents be developed.
2. That the University remain aware of the need to foster in the future the accessibility, equity, and diversity which it now enjoys by monitoring the fulfillment of its Mission Statement through its curriculum and services. This can be accomplished through the periodic revisiting of its Mission Statement as discussed elsewhere in this report.

Chapter Eight: Summary and Request for Continuing Accreditation

Chapter Eight: Summary and Request for Continuing Accreditation

New Mexico Highlands University has a distinctive identity, a proud heritage, and a continuing commitment to serve its students and the people of northern New Mexico, the state, and the region. Its faculty, administration, and staff are cognizant of the rapidly changing nature of higher education and the impact of that change on the University's students, programs, physical structure, and, not least, the delivery of its services.

This self-study document and the campus-wide dedication which produced it have revealed the depth of the University's concern for quality and its search for improvement. The self-study process has elicited a heightened recognition of the University's strengths and contributions and, at the same time, has focused attention on planning and improvement.

Through self-study, the University has documented compliance with the institutional requirements set forth by the North Central Association. It has addressed each of the five criteria for accreditation, candidly assessing the University's strengths and challenges. In summary, New Mexico Highlands University has demonstrated the following.

- It has a viable, living mission that constantly informs the service and direction of the University. The University's constituencies are actively concerned with its mission, particularly as it relates to the University's unique commitment to diversity.

- It has a dynamic student population, drawn to a great degree from a distinctive rural and multiethnic background. Many of its students particularly identify with the University's heritage and tradition of service to the region.
- It has a highly qualified faculty and staff, dedicated to its mission. The faculty actively engages in innovative learning techniques and modes of delivery in response to the demands and needs of students and society. At the same time, the faculty identifies new service roles and conducts scholarly research. Professional, administrative, and support staff also meet the challenge of changing circumstances by constantly retraining and developing new services.
- It has viable and innovative academic programs, many of them reflective of distinct regional resources and needs. Its general education requirement has a long tradition of stability and coherence. Some of its graduate programs are growing at a fast pace as demand for them throughout the Southwest increases. Its three professional schools have each been recently fully accredited.
- It has moved aggressively to expand its programs within the state by opening extended campuses. Offerings in Social Work, Education, Business Administration, and Public Affairs are in particular demand on these campuses.
- It has research initiatives remarkable for a university of its size. Many of these initiatives relate to the special educational and social agencies

and services affiliated with the University. Through these initiatives, students at both the undergraduate and graduate levels are afforded wide-ranging research opportunities.

- It has become increasingly technologically sophisticated, especially through the efforts of the Computer Network Services Group, Donnelly Library, and the Office of Student Affairs.
- It is fiscally sound, with flexibility and autonomy in the allocation of its resources.
- It has implemented a *Five-Year Strategic Plan* addressing needs in academics, research and planning, student affairs, University Relations, the Office of Development, finances, administration, and athletics.
- It has a distinctive commitment to equity and diversity, given its multiethnic student body, faculty, and staff. This commitment is reflected in its mission, programs, and service to the wider community.
- It has implemented on-going assessment in all facets of its operation as a guarantee of continued and improved quality. There is a Faculty Academic Outcomes Assessment Committee. Each academic program and the general education requirement are directed by assessment plans. Student and faculty satisfaction surveys have been conducted. The level of service at off-campus centers is monitored through assessment procedures patterned on those of the main campus.

The self-study process has also revealed new responses and directions for the University in the future given the current challenges it faces. The University must

- guard its unique mission and the equity and diversity encompassed by the mission through periodic revisits of the Mission Statement;
- manage its human, fiscal, and physical resources carefully given the changing demography of its student body, enrollment declines in the freshman and sophomore classes, and the changing environment of higher education in the state of New Mexico. Creation of a campus-wide effectiveness committee incorporating all components of the University will promote centralized and increasingly efficient use of resources;
- continue to seek means for recognizing and rewarding faculty, administration, and support staff. Attainment of this goal will involve efforts to increase salaries, the refinement of assessment for purposes of promotion and retention, the development of clearer and more complete protocols in policy and procedures manuals, and enhanced training and faculty development programs. These changes can be met by refocusing and redirecting the current organizational structure.

As is evident from this summary statement, New Mexico Highlands University takes pride in its past, enjoys a confidence in its current contributions, and anticipates a challenging future.

Request for Continuing Accreditation

Having demonstrated a level of quality and excellence expected of an institution of higher education, New Mexico Highlands University respectfully requests continued accreditation from the North Central Association for another ten years.

The Commission's Federal Compliance Program

Credits, Program Length, and Tuition / 269

Institutional Compliance with the Higher Education Reauthorization Act / 271

Institutional Advertising and Recruitment Materials / 272

Professional Accreditation / 272

Requirements of Institutions Holding Dual Institutional Accreditation / 272

The Commission's Federal Compliance Program

This section of the New Mexico Highlands University Self-study addresses Commission policies on

- Credits, Program Length, and Tuition
- Institutional Compliance with the Higher Education Reauthorization Act
- Institutional Advertising and Recruitment Materials
- Professional Accreditation
- Requirements of Institutions Holding Dual Institutional Accreditation

Credits, Program Length, and Tuition

Credits

Courses at New Mexico Highlands University carry from one to four hours of semester credit. Regular courses meet for 750 minutes per credit per semester. Laboratory classes meet for 1500 minutes per credit per semester. For Independent Study or Independent Research, students work four hours per week per credit. One of the hours is a meeting between the student and the supervising faculty member. Workshops or institutes require a minimum of 1500 contact minutes per credit. Not more than one credit per week may be earned in any workshop, institute, or seminar.

Concerning credit hours, each transcript officially issued by the University carries the following statement:

A class hour consists of fifty minutes. One class hour a week of recitation or lecture, throughout a semester, earns a maximum of one term hour. One semester is a period of sixteen weeks. In the summer term classes meet 100 minutes. Courses requiring a laboratory have from two to four laboratory periods per week depending upon the course and department.

Sixteen semester hours is a normal load for a regular undergraduate and nine hours for a graduate student. One hundred twenty-eight semester hours are required for the bachelor's degree and at least 32 for the master's degree.

Effective Fall term, 1979, New Mexico Highlands University changed to the semester system. To convert quarter hours to semester hours, multiply by 2/3.

Program Length

General considerations of program length are addressed in Chapter Two of this Self-study, "General Institutional Requirements," in item number 15.

Undergraduate degree requirements, with specific reference to academic programs, are discussed in the *Undergraduate Catalog, 2000-2002*; graduate degree requirements are considered in the *Graduate Catalog, 2000-2002*.

Tuition

Information regarding tuition and fees at the University is available in the *Undergraduate Catalog, 2000-2002*, the *Graduate Catalog, 2000-2002*, and the *Schedule of Classes*, which is published every semester and for the summer term.

New Mexico Highlands University has no "program-specific tuition" plans. It does, however, offer the following categories and reciprocal agreements, which are described in the *Undergraduate Catalog* and the *Graduate Catalog*:

- "Navajo Residency. Registered members of the Navajo Tribe who reside anywhere on the reservation are considered New Mexico residents and eligible for lower in-state tuition."
- "Western Undergraduate Exchange Program (WUE). NMHU participates in the Western Undergraduate Exchange (WUE) program,

which allows students from participating states to attend Highlands at 150 percent on in-state tuition.”

- “Non-resident Tuition Waiver for Colorado Students. A reciprocity agreement between the states of Colorado and New Mexico allows New Mexico Highlands University to grant a waiver of the nonresident portion of tuition charges to a limited number of students from Colorado. Each student requesting such a waiver must complete an application each semester.”
- “Non-resident Tuition Waiver for Student Athletes. Senate Bill 81 authorizes resident tuition status for athletic scholarship recipients. To be eligible the student must be a recruited athlete and must receive an athletic scholarship through the Department of Athletics.”

Institutional Compliance with the Higher Education Reauthorization Act
New Mexico Highlands University is in compliance with the Higher

Education Reauthorization Act as amended in 1998 under Title IV. The Financial Aid Office is responsible for the administration of federal, state, and institutional aid and the coordination of non-institutional private resources. The rate of student default on loans is minimal: 6.6% for Perkins and 4.1% for Stafford (1996 Cohort Default). The preliminary Stafford 1997 Cohort Default is 3.3%. The New Mexico Educational Assistance Foundation works with those students who have defaulted on Perkins and Stafford loans. The Department of Education (DOE) works with those students who have defaulted on the William D. Ford Direct loans. Federal Program Reviews are conducted every 5 years with the most

recent conducted in 1997. The Department of Education (DOE) selected the institution for recertification in 1997.

Institutional Advertising and Recruitment Materials

The University includes the Commission's address and telephone number in all places where it refers to its affiliation with the Commission.

Professional Accreditation

The University has achieved program-specific accreditation from the National Council for Accreditation of Teacher Education, the Association of Business Schools and Programs, the Council on Social Work, and the American Chemical Society. None of the programs accredited by these agencies includes more than one-third of the University's offerings or students. Another institutional accrediting body does not accredit the University. All reports and final letters concerning program-specific accreditation are available in the Resource Room.

Requirements of Institutions Holding Dual Institutional Accreditation

New Mexico Highlands University does not hold dual institutional accreditation.

Organizational Chart

Basic Institutional Data Forms

**North Central Association of Colleges and Schools
Commission on Institutions of Higher Education**

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Forms

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Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)
Undergraduate FTE = 15 credits, Graduate FTE = 12 credits

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: New Mexico Highlands University Main Campus

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	1997 – 1998	1998 - 1999	1999 - 2000
Freshman - Occupationally oriented (Definition I-A&B)	205	228	207
Freshman - Occupationally oriented (Definition I-C)			
Freshman - Undeclared (Definition I-D)	58	84	79
Sophomore - Degree oriented (Definition I-A & B)	167	140	125
Sophomore - Occupationally oriented (Definition I-C)			
Sophomore - Undeclared (Definition I-D)	28	20	28
Junior	178	141	149
Senior	193	177	144
TOTAL UNDERGRADUATE	829	790	732
GRADUATE			
Master's	170	132	110
Specialist			
Doctoral			
TOTAL GRADUATE	170	132	110
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	999	922	842
OTHER (Concurrent HS, Unclassified Undergraduate and Graduate)	32	41	26

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Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)
Undergraduate FTE = 15 credits, Graduate FTE = 12 credits

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: New Mexico Highlands University Off-Campus Centers

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	1997 – 1998	1998 - 1999	1999 - 2000
Freshman - Occupationally oriented (Definition I-A&B)			
Freshman - Occupationally oriented (Definition I-C)			
Freshman - Undeclared (Definition I-D)			
Sophomore - Degree oriented (Definition I-A & B)	1		
Sophomore - Occupationally oriented (Definition I-C)			
Sophomore - Undeclared (Definition I-D)			
Junior	5	1	2
Senior	4		
TOTAL UNDERGRADUATE	10	1	2
GRADUATE			
Master's	1	1	3
Specialist			
Doctoral			
TOTAL GRADUATE	1	1	3
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	11	2	5
OTHER (Concurrent HS, Unclassified Undergraduate and	3	0	2

Graduate)			
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Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)
 Undergraduate FTE = 15 credits, Graduate FTE = 12 credits

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: New Mexico Highlands University Main Campus

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	1997 – 1998	1998 - 1999	1999 - 2000
Freshman - Occupationally oriented (Definition I-A&B)	188	189	234
Freshman - Occupationally oriented (Definition I-C)			
Freshman - Undeclared (Definition I-D)	65	70	78
Sophomore - Degree oriented (Definition I-A & B)	122	121	110
Sophomore - Occupationally oriented (Definition I-C)			
Sophomore - Undeclared (Definition I-D)	32	22	24
Junior	127	133	125
Senior	251	252	217
TOTAL UNDERGRADUATE	785	787	788
GRADUATE			
Master's	226	260	268
Specialist			
Doctoral			
TOTAL GRADUATE	226	260	268
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	1011	1047	1056
OTHER (Concurrent HS, Unclassified Undergraduate and Graduate)	501	503	521

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Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)
Undergraduate FTE = 15 credits, Graduate FTE = 12 credits

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: New Mexico Highlands University Off-Campus _____
Centers

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	1997 – 1998	1998 - 1999	1999 - 2000
Freshman - Occupationally oriented (Definition I-A&B)		3	2
Freshman - Occupationally oriented (Definition I-C)			
Freshman - Undeclared (Definition I-D)	1		1
Sophomore - Degree oriented (Definition I-A & B)		17	28
Sophomore - Occupationally oriented (Definition I-C)			
Sophomore - Undeclared (Definition I-D)	11	1	1
Junior	26	31	78
Senior	13	46	73
TOTAL UNDERGRADUATE	51	98	183
GRADUATE			
Master's	57	105	182
Specialist			
Doctoral			
TOTAL GRADUATE	57	105	182
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	108	203	365
OTHER (Concurrent HS, Unclassified Undergraduate and	165	269	388

Graduate)			
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Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Undergraduate FTE = 15 credits, Graduate FTE = 12 credits

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: New Mexico Highlands University Main Campus

	Two Years Prior	One Year Prior	Current Year
	1997 - 1998	1998 - 1999	1999 - 2000
UNDERGRADUATE - (see definitions I.A thru D)	1478.33	1446.33	1376.13
GRADUATE - (see definition II)	314.50	275.58	259.67
PROFESSIONAL - (see definition III)			
UNCLASSIFIED - (see definition VI)	168.80	175.95	153.88
TOTAL	1961.63	1897.87	1789.68

Basic Institutional Data Form A

Undergraduate FTE = 15 credits, Graduate FTE = 12 Credits

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS

(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported: New Mexico Highlands University Main Campus:
Summer

	Two Years Prior	One Year Prior	Current Year
	1997 - 1998	1998 - 1999	1999 - 2000
TOTAL UNDERGRADUATE	372.8	433.6	362.4
TOTAL GRADUATE	299.2	343.2	444.0
TOTAL PROFESSIONAL			
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)			
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)	3.2	3.8	0.0
TOTAL OTHER			
TOTAL	675.2	780.6	806.4

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Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Undergraduate FTE = 15 credits, Graduate FTE = 12 credits

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: New Mexico Highlands University Off-Campus Centers

	Two Years Prior	One Year Prior	Current Year
	1997 - 1998	1998 - 1999	1999 - 2000
UNDERGRADUATE - (see definitions I.A thru D)	31.67	40.00	84.33
GRADUATE - (see definition II)	30.25	51.83	106.42
PROFESSIONAL - (see definition III)			
UNCLASSIFIED - (see definition VI)	55.52	70.62	121.15
TOTAL	117.43	162.45	311.90

Basic Institutional Data Form A

Undergraduate FTE = 15 credits, Graduate FTE = 12 Credits

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS

(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported: New Mexico Highlands U. Off-Campus Centers:
Summer

	Two Years Prior	One Year Prior	Current Year
	1997 - 1998	1998 - 1999	1999 - 2000
TOTAL UNDERGRADUATE	54.4	139.2	80.0
TOTAL GRADUATE	169.6	308.0	415.2
TOTAL PROFESSIONAL			
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)			
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)			
TOTAL OTHER			
TOTAL	224.0	447.2	495.2

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Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: New Mexico Highlands University

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Open Admissions Institution ? Yes XX No

	Two Years Prior	One Year Prior	Current Year
FRESHMAN	1997-1998	1998-1999	1999-2000
Number of applicants with complete credentials for admission to the freshman class	829	1078	986
Number of applicants accepted	829	1078	986
Number of freshman applicants actually enrolled	291	343	362
TRANSFER			
Number of applicants with complete credentials for admission with advanced standing (transfer)	272	273	286
Number of advanced-standing undergraduate applicants accepted	272	273	286
Number of advanced-standing undergraduate applicants actually enrolled	174	181	150
MASTER'S			
Number of applicants with complete credentials for admission to master's programs	428	350	306
Number of applicants accepted for master's programs	218	246	226
Number of applicants actually enrolled in master's programs	123	150	106
SPECIALIST			
Number of applicants with complete credentials for admission to specialist programs			
Number of applicants accepted for specialist programs			
Number of applicants actually enrolled in specialist programs			

Basic Institutional Data Form B - Part 1 Continued

Name of institution/campus reported: New Mexico Highlands University

	Two Years Prior	One Year Prior	Current Year
DOCTORAL	19 ____ - ____	19 ____ - ____	19 ____ - ____
Number of applicants with complete credentials for admission to doctoral programs			
Number of applicants accepted for doctoral programs			
Number of applicants actually enrolled in doctoral programs			

	Report by degrees	Two Years Prior	One Year Prior	Current Year
PROFESSIONAL		19 ____ - ____	19 ____ - ____	19 ____ - ____
Number of applicants with complete credentials for admission to professional programs				
Number of applicants accepted for professional programs				
Number of applicants actually enrolled in professional programs				

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Basic Institutional Data Form B
Part 2 - ABILITY MEASURES OF FRESHMAN

Name of institution/campus reported: New Mexico Highlands University

Specify quarter/semester reported: Fall 1999

Are scores used or routinely collected? Yes xx No

A. Class ranking of entering freshman	
Percent in top 10% of high school class	14%
Percent in top 25% of high school class	33%
Percent in top 50% of high school class	65%
Percent in top 75% of high school class	95%

B. SAT scores for entering freshman	Verbal	Math
Class average SAT score		
Percent scoring above 500		
Percent scoring above 600		
Percent scoring above 700		

C. Mean ACT scores for entering freshman	
Composite	17.9
Mathematics	17.0
English	17.0
Natural Sciences	18.7
Social Studies	18.5

D. Other tests used for admission or placement	
Test name	
Mean or Composite	
Range	

Basic Institutional Data Form B

Part 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year)

A. Graduate Record Examination **Range** _____ High _____ Low
 (for total Graduate School excluding professional schools)

B. Miller Analogies Test **Range** _____ High _____ Low
 (for total Graduate School excluding professional schools)

C. On a separate sheet, indicate other test data used for admission to professional programs.

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Basic Institutional Data Form B
Part 4 - UNDERGRADUATE STUDENT FINANCIAL AID
(Report for last full fiscal year)

Name of institution/campus reported: New Mexico Highlands University

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	2,410,015	1,034
	Loans	3,309,241	817
	Employment	429,085	261
STATE	Grants and Scholarships	1,207,212	1,059
	Loans	0	0
INSTITUTIONAL	Grants and Scholarships	202,319	174
	Loans	0	0
	Employment	90,411	58
FROM OTHER SOURCES	Grants and Scholarships	517,719	163
	Loans	6,925	3
Unduplicated number of undergraduate students aided		1,395	
Number of students receiving institutional athletic assistance		136	
Percentage of institutional aid for athletic assistance		9.74%	

Part 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID
(Report for last full fiscal year)

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	0	0
	Loans	2,093,466	250
	Employment	3,392	9
STATE	Grants and Scholarships	92,640	28
	Loans	0	0
INSTITUTIONAL	Grants and Scholarships	21,238	17
	Loans	0	0
	Employment	13,776	4
FROM OTHER SOURCES	Grants and Scholarships	223,145	86
	Loans	22,374	2
Unduplicated number of graduate students aided		273	

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Basic Institutional Data Form C
Part 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: New Mexico Highlands University

Specify quarter/semester reported: Fall 1999

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65+
Professor	24	11	21	1	12	1	0	0	0	6	26	
Associate Professor	31	20	39	0	10	1	0	1	0	34	16	
Assistant Professor	13	11	11	0	10	0	2	1	1	17	6	
Instructor												
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank	27	8	25	1	7	0	1	1				
Number of instructional staff added for current academic year	18	5	16	0	5	1	1	0				
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	12	2	5	0	8	1	0	0				

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Basic Institutional Data Form C
Part 1 continued- FULL-TIME INSTRUCTIONAL STAFF AND FACULTY
INFORMATION

Name of institution/campus reported: New Mexico Highlands University

Specify quarter/semester reported: Fall 1999

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor	0	0	0	1	2	32
Associate Professor	0	0	0	8	0	44
Assistant Professor	0	0	0	9	3	11
Instructor						
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank	0	0	1	13	0	21
Number of instructional staff added for current academic year	0	0	0	7	0	16
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	0	0	0	1	0	13

Part 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor	\$54,121	\$72,000	\$44,100
Associate Professor	45,481	72,500	39,000
Assistant Professor	39,299	45,537	35,700
Instructor			
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank	33,892	55,000	20,010

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Basic Institutional Data Form C
Part 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: New Mexico Highlands University

Specify quarter/semester reported: Fall 1999

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65+
Professor												
Associate Professor												
Assistant Professor												
Instructor	49	57	62	1	37	2	1	3	16	47	37	
Teaching Assistants & other teaching personnel	5	8	9	0	4							
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year	20	35	37	0	17	1	0	0				
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	23	16	26	0	12	1	0	0				

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Basic Institutional Data Form C

Part 3 continued- PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: New Mexico Highlands University

Specify quarter/semester reported: Fall 1999

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor						
Associate Professor						
Assistant Professor						
Instructor	0	1	19	62	2	22
Teaching Assists. & other teaching peers			13			
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year	0	0	10	29	1	15
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	0	1	12	21	0	5

Part 2 - SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor			
Associate Professor			
Assistant Professor			
Instructor	\$3,257	\$100	\$12,500
Teaching Assists. & other teaching pers.	4,500	4,500	4,500
Research staff and Research Assistants			
Undesignated rank			

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LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: New Mexico Highlands University - Thomas C. Donnelly
Library

Do you have specialized libraries not included in this data. Yes No If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current
	1996-1997	1997-1998	1998-1
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	6,357	8,499	
Total circulation to students	3,593	4,688	
Per capita student use (circulation to students divided by the number of enrolled students)	1.289	1.801	
Total circulation to students	386	686	
Per capita faculty use (circulation to faculty divided by number of FTE faculty)	3.041	4.763	
Total circulation to Community Users	1,797	2,344	
Number of items borrowed from other libraries via interlibrary loan	4,495	3,429	
Number of items lent to other libraries via interlibrary loan	903	856	
Hours open per week	80.5	80.5	
On-line electronic database searches (usually mediated by library staff)	3	3	
Total Library staff presentations to groups/classes	Included with	tour line item	
Tours and one-time presentations	15	31	
Hands-on instruction for using electronic databases	1,840	917	
Hands-on instruction for Internet searching	0	234	
Semester-length bibliographical instruction	3	3	
B. COLLECTIONS			
Total number of different titles in collection	14,553	16,772	
Books and other printed materials	554	618	
Print serials/periodicals	890	665	
Electronic serials/periodicals	1,500	3,452	
Other electronic materials (except serials/periodicals)	N/A	N/A	
Microforms	282	282	

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: New Mexico Highlands University - Thomas C. Donnelly
 Library

	Two Years Prior	One Year Prior	Current
	1996-1997	1997-1998	1998-1
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	155	499	
Government documents not reported elsewhere	9,716	9,747	
Computer software	3	1	
Number of subscribed/purchased electronic on-line databases	863	925	
Number of CD-ROM databases available for searches by students	10	3	
Number of subscriptions to scholarly journals	580	580	
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	6.5	5.7	
Number of FTE non-professional staff	17.0	17.0	
Number of FTE student staff	7.5	7.5	
Number of other FTE staff (please explain on attached sheet)	N/A	N/A	
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)	0.1435	0.1537	
Number of publicly accessible computers	12	12	
Estimated linear shelving space remaining for expansion	8,561.88	7,362.33	6
Estimated linear feet of materials stored off-site	0	0	
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	195,562	188,101	2
Total non-professional staff salaries	272,145	280,315	2
Total student staff salaries	74,160	74,160	
For collection			
Books/other printed materials	113,482	136,928	1
Print serials/periodicals	248,118	228,803	2
Microfilms	33,142	35,829	
Non-print materials (e.g., films, tapes, CDs)	19,643	12,401	
Government documents not reported elsewhere	0	0	
Computer software	U/K	U/K	

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: New Mexico Highlands University - Thomas C. Donnelly
 Library

	Two Years Prior	One Year Prior	Current
	1996-1997	1997-1998	1998-1
E. EXPENDITURES (Continued)			
Access and other services	6,560	6,187	
Interlibrary loan	6,140	7,648	
On-line database searches	20,825	24,806	
Network membership	1,250	1,220	
Binding, preservation, and restoration	5,000	3,000	
Production of materials (on- or off-site)	13,422	12,561	
Other equipment and furniture purchase/replacement	32,947	3,900	
Other operating expenses (excluding capital outlay)	111,828	138,365	
Total library expenses	1,154,224	1,154,224	1,2

F. OTHER	YES	N
Output measures	x	
Does the library attempt to measure/record patron visits to the library?	x	
Does the library attempt to measure/record reference questions answered?	x	
Does the library attempt to measure/record user satisfaction?	x	
Does the library attempt to measure/record in-library use of other resources?	x	
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	x	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	x	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	x	

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**Basic Institutional Data Form E
 INSTITUTIONAL COMPUTING RESOURCES
 Report for Current Academic Year**

Name of institution/site reported: New Mexico Highlands University

College Activity Calendar	X	X	X	X	X	X	X
College Catalog	X	X	X	X	X	X	X
Class Schedule	X	X	X	X	X	X	X
Financial Aid	X	X	X	X	X	X	X
On-line registration	X	X	X	X	X	X	X
Student Academic Record	X	X	X	X	X	X	X

E-mail: Intra-institution? Yes No Inter-institution? Yes
 No _____ _____ _____ _____

D. FUNCTIONS: ACADEMIC	YES	N
Computers in all full-time faculty offices?	X	
Computers in full-time faculty offices networked?	X	
All part-time faculty have access to computers?	X	
All divisional/departmental offices networked?	X	
All students required to have computers?		
Internet access available from all faculty offices?	X	
Library access available from all faculty offices?	X	
If YES, is access available to the institutions library(ies)?	X	
If YES, is access available to the state-wide or region-wide library system?	X	
If YES, is access available to other libraries?	X	
Library access available from all classrooms?		
Computers integrated into instruction?	X	
Off-campus access?	X	
If YES, is off-campus access available by the institutional network?	X	
If YES, is off-campus access available by the academic network?	X	
If YES, is off-campus access available by the Internet?	X	
If NO, plans to provide off-campus access within three years?		
Courses on Internet?	X	
Interactive courses in real-time (i.e., 2-way video and voice?)	X	

E-mail: Intra-institution? Yes No Inter-institution? Yes
 No

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Basic Institutional Data Form E - Continued

E. SUPPORT and TRAINING

Number of FTE technical staff? **10**

Number of programmers? **4**

Number of FTE training staff? **0.8** Integrated with Human Resources unit
 (Y/N)
 Name and Title of designated educational specialist?

F. FINANCES/BUDGET for COMPUTING (Current Fiscal Year)

Total Annual Academic Outlay, Operating Funds: \$705,332 (1999-2000)
 Total Annual Administrative Outlay, Operating Funds: **Note: the University does not**
 Capital funds available: Academic **break the Computer Network**
 Capital funds available: Administrative **Services budget into these**
 Amount of grants/restricted purpose funds available: **categories.**
 Technology fee assessed? (Y/N)
 If YES, amount per academic year?

G. EVALUATION	YES	N
Formal system of evaluation by students of academic computing?		:
Formal system of evaluation by students of administrative computing?		:
Formal system of evaluation by faculty of academic computing?		:
Formal system of evaluation by faculty of administrative computing?		:
Systems of evaluation linked to plan to evaluate overall institutional effectiveness?		:
Results of evaluation linked to institutional planning and budgeting processes?		:

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Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
Previous Three Years

Name of institution/site reported: New Mexico Highlands Univeristy

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA	CURRICULUM	GRADUATES IN PROGRAM
-----------------------------	-------------------	-----------------------------

OR DEGREE	OR MAJOR	1996-97	1997-98	1998-99
Associate	Elementary Education		1.0	1.0
	Electrical Engineering		1.0	
Bachelor	Environmental Science	9.0	3.0	6.0
	Communications, General	.5	.	.
	Communications, Other	16.5	20.0	7.0
	Computer and Information Science	1.0	.	.
	Information Sciences and Systems	1.0	2.0	1.5
	Special Education	20.0	18.5	15.5
	Elementary Education	50.0	42.5	51.5
	Health	4.0	12.5	2.0
	Technology Education	2.0	2.0	3.0
	Human Performance and Sport	6.5	9.0	8.5
	Science Education	.	.	1.0
	Engineering, General	.	4.0	6.0
	Electrical Engineering	5.0	6.0	4.5
	Spanish	4.0	3.5	.
	English	3.5	3.5	4.5
	Biology	11.5	10.0	6.5
	Mathematics	2.0	2.0	4.0
	Leisure Services	5.0	6.0	2.0
	Chemistry	1.0	.	3.0
	Psychology	8.5	5.5	9.5
	History	10.0	10.0	9.0
	Political Science	11.0	11.0	9.5
	Sociology/Anthropology	12.5	11.5	11.0
	Art	10.5	4.0	5.0
	Music	1.0	5.0	.
	Social Work	27.0	34.5	28.5
Business Administration and Management	41.5	44.5	45.0	

Degrees with second majors are given .5 credit for each major.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1996-97	1997-98	1998-99
Bachelor	Accounting	.5	.	.
	Management Information Systems	.	1.0	4.0
Master	Southwest Studies	8.0	3.0	.
	Education	10.0	16.0	9.0
	Special Education	2.0	.	2.0
	Guidance	31.0	3.0	45.0
	Elementary Education	6.0	5.0	4.0
	Human Performance and Sport	4.0	2.0	2.0
	Life Science	2.0	6.0	3.0
	Chemistry	3.0	2.0	5.0
	Public Affairs	2.0	3.0	5.0
	Social Work	68.0	70.0	61.0
	Business	8.0	12.0	10.0

Degrees with second majors are given .5 credit for each major.

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Basic Institutional Data Form G

INTERCOLLEGIATE ATHLETICS

Name of institution/campus reported: New Mexico Highlands University

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership and the level of membership:

Rocky Mountain Athletic Conference/NCAA Division II

FOR MOST RECENT ACADEMIC YEAR													
NAME OF SPORT	# OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS		NUMBER OF ATHLETIC SCHOLARSHIPS		MEAN AMOUNT OF SCHOLARSHIP		NUMBER OF SCHOLARSHIP STUDENTS COMPLETING DEGREES		NUMBER OF STAFF (Use FTE)		OPERATING BUDGET FOR INTERCOLLEGIATE ATHLETIC PROGRAMS (list current last year)		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	1997-1998	1998-1999	1999-2000
Volleyball		14		11		47,338		3		1	42,245	54,690	62,100
Soccer		19		17		47,181		3		1	69,994	55,549	57,000
Football	109		64		155,369		20		3		203,251	194,198	192,000
X-Country	12	8	11	8	27,492	26,326	2	1	1	1	21,195	22,731	25,000
Basketball	16	16	12	12	50,720	25,429	6	1	1	1	142,666	133,141	132,000
Baseball	44		24		37,536		10		1		59,023	56,944	62,000
Softball		19		17		50,767		8		1	39,209	58,643	59,000

