University of New Mexico - NM

HLC ID 1511

STANDARD PATHWAY: Mid-Cycle Review   Review Date: 4/24/2023

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President

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Context and Nature of Review

Review Date

4/24/2023

Review Type:
Mid-Cycle Review

Scope of Review

- Mid-Cycle Review
- Federal Compliance (if applicable)
- On-site Visit

- Multi-campus Review

Institutional Context

The University of New Mexico (UNM) was founded in 1889 as New Mexico's flagship institution. The University serves over 25,000 students (Fall 2022) and has branch campuses in Gallup, Los Alamos, Taos, and Valencia County, as well as the extension UNM Health Sciences Rio Rancho Campus. UNM offers bachelor and graduate degree completion programs throughout the state and has education centers located at the four branch campus locations. UNM Health Sciences Center is the state's largest integrated health care treatment, research, and education organization.

The University distinguishes between regular and temporary faculty when calculating the number of faculty. The student to faculty ratio varies by location. On UNM's Central Campus the ratio varies from 13:1 to 17:1. UNM is recognized as a R1: Doctoral University – Very high research activity, Carnegie Community Engagement Classification, a Hispanic-Serving Institution, and a First-Gen Forward Institution.

UNM developed student support services that align with the student's stages of academic life cycle: orientation programs are developed by student type: traditional freshman, transfer, graduate. Early-start and first-year experiences offered to incoming undergraduate students are designed to ensure a successful transition into college. For example, the School of Medicine is using a holistic admission process followed by support services for the incoming class (per conversations with campus leaders). Orientation for graduate students, offering of graduate teaching assistants' pedagogy courses are designed to ensure that graduate students are ready for graduate studies and graduate assistantships.

UNM has put into place structures, resources, and processes to support a robust assessment process for student outcomes and learning. Learning assessment is coordinated and supported by a centralized Office of Academic Assessment and Program Review (OAAPR). This office coordinates the institutional assessment efforts for the main campus and branch campuses. OAAPR serves as a resource to colleges and departments in their efforts to assess student learning outcomes.

The University's current mission articulated a change in mission in the "UNM 2040: Opportunity Defined" with a

complete revision of mission language. The new mission statement expresses a very broad mission that expresses a philosophy of higher education. The new mission includes a set of core values along with the Vision and Mission. It also states that the mission includes being a "provider of health care." The previous mission (2001) was a more explicit philosophy focused on education, research, and service.

Interactions with Constituencies

Senior Leadership Team

- Chancellor, Health Sciences Center
- Chief Compliance Officer
- Chief of Staff, Office of the President
- Chief Univ. Marketing & Comm. Officer
- Director of Athletics
- President
- Provost and EVP for Academic Affairs
- VP for Equity and Inclusion

Open Forum: Mission and Integrity – Criteria 1 and 2

- AAO/School of Architecture, Planning and Design
- Associate Chair, Communication & Journalism
- Associate Provost for Faculty Success
- Associate Provost for Student Success
- Chief Marketing & Communication Office
- Dean, School of Architecture, Planning and Design
- Director, Liberal Arts & Integrated Studies
- Staff, A&S Academic Success
- Student
- University Secretary
- 7 more online attendees

Focused Meeting: Online Learning

- Prof., Physics & Astronomy
- Associate Director, UNM Online
- Director of Online Strategies & Acad. Technologies
- Instructional Media Specialists
- Lecturer II, Valencia
- Ops. Manager: Ctr for Teaching & Learning

Focused Meeting Graduate and Professional Student Experience

- Assistant Dean, Office of Medical Student Affairs
- Dean, College of Ed & Human Sciences
- Associate Dean, College of Fine Arts
- Associate Dean, School of Arts & Sciences
- Associate Dean, School of Engineering
- Associate Dean, School of Law
- Associate Provost for Faculty Development
- Chair, Landscape Architecture
- Director, El Centro de la Raza
- Interim Dean, Graduate Studies
- , Grad and Prof. Student Association
- Registrar & Student Services Officer: HSC
- School of Medicine, Graduate Programs

Drop In Session

- None

Board of Regents

- Randi Ko (Student Regent)
- Paula Tackett
- Rob Schwarz

Focused Meeting – Undergraduate Student Experience

- Chair, Chemical & Biological Engineering
- Dean, College of Ed. & Human Sciences
- Associate Dean, School of Arts & Sciences
- Associate Provost for Student Success
- Dean, Honors College
- Director, Combined BA/MD Program
- Director, Office of Advising Strategies
- Director, Student Services
- Executive Director, Ctr for Teaching & Learning
- President, Associated Students of UNM
- Prog. Manager, Ctr for Teaching & Learning

Open Forum: Teaching and Learning - Criterion 3 and 4

- A&S Center for Academic Success - Staff - Main campus

- AAO/School of Architecture, Planning and Design
- Accreditation Liaison
- Associate Chair, Communication & Journalism
- Associate Dean for Student Success
- Associate Provost for Faculty Success
- Associate Provost for Student Success
- Associate VP for Research
- Campus Communications
- Chair, Psychology
- Chief Marketing & Communication Office
- Dean Honors College and University College
- Dean of Engineering
- Dean of Students
- Dean, School of Architecture, Planning and Design
- Director Academic Communities, UC
- Director BA/MD, Chemistry Lecturer
- Director, Accessibility Resource Center
- Director, ADVANCE @ UNM
- Director, American Indian Student Services
- Director, Center for Teaching and Learning
- Director, Liberal Arts & Integrated Studies
- Director, Office of Academic Personnel
- Director, Office of Institutional Analytics
- Faculty, Political Science
- Faculty, School of Public Administration
- HSC Registrar & student services officer
- Interim Dean A&S
- Interim Director Student Health & Counseling
- Interim Director, HSC Faculty Academic Affairs
- Interim Senior Associate Dean Education/UNM School of Medicine
- Lecturer III/UC
- LOBO Respect Advocacy Center
- Office of Advising Strategies/College of Fine Arts
- Political Science/Associate Provost
- Professor, Chemistry Department
- Staff, A&S Academic Success
- Student
- University Secretary
- UNM HSC DEI Communities to Career
- Vice President for Student Affairs

Focused Meeting: Strategic Enrollment Modeling and Management

- AVP, Enrollment Management
- of Online Strategies & Acad. Technologies
- Director, Student Financial Aid
- Director, Financial Operations, Provost's Office

- Provost and EVP for Academic Affairs
- Strategic Project Director: Enrollment Management
- VP for Enrollment and Analytics

Focused Meeting: Campus Safety

- AVP of Human Resources
- Chief Compliance Officer
- Chief of Police
- Chief of Staff
- Clery Coordinator
- Dean of Students
- Emergency Manager
- Safety Manager

Focused Meeting: Mission and Governance

- Associate Registrar
- Staff Council member
- VP for Equity and Inclusion
- Senior VP for Curriculum Affairs
- Chief of Staff
- EVP for Finance and Administration
- Provost
- Branch Chancellor
- Interim Senior Associate Dean, School of Medicine
- President, Faculty Senate

Focused Meeting: Student and Faculty Support

- A&S Center for Academic Success - Staff - Main campus
- Associate VP for Research
- Dean of Students
- Director, Accessibility Resource Center
- Director, ADVANCE @ UNM
- Director, Center for Teaching and Learning
- Director, Office of Academic Personnel
- HSC Registrar & student services officer
- Interim Director Student Health & Counseling
- Interim Director, HSC Faculty Academic Affairs
- Interim Senior Associate Dean Education/UNM School of Medicine
- LOBO Respect Advocacy Center
- Office of Advising Strategies/College of Fine Arts
- Office of Equity & Inclusion, Health Sciences

- UNM HSC DEI Communities to Career
- Vice President for Student Affairs

Regents Meeting – Tuesday

- Jack Fortner
- Bill Payne
- Kim Rael

Open Forum: Finances and Planning – Criterion 5

- Assistant Vice President for Academic Resource Management
- Associate Director of Finance and Administration
- Associate Provost for Faculty Success
- Chief Budget and Facilities Officer – HSC
- Dean, School of Medicine
- Director, Budget Office
- Director, Office of Assessment
- EVP – Finance
- Interim Dean, Anderson School of Management
- Interim Dean, Arts and Sciences
- IR
- Senior Operations Manager, Office of the Registrar
- Vice President for student Affairs

Budget and Finances Follow Up

- Chancellor, Health Sciences Center
- Chief Budget & Facilities Officer, HSC
- Financial Operations, Provost
- Director, University Budget Operations
- EVP for Finance and Administration
- Provost and EVP for Academic Affairs
- VP for Enrollment and Analytics

Service to State

- Advisor, Community Engagement
- Chief Government Relations Officer
- Chief Information Officer
- Dean, School of Architecture and Planning
- Director of Teacher Residencies, College of Education and Human Sciences
- Director, UNM Art Museum

- Director, Utton Center
- Executive Director, UNM Continuing Education
- Interim Dean, Anderson School of Management
- Vice President for Research
- 30 online participants – mix of faculty, administrators, and students

Assurance Team

- Accreditation Liaison Officer
- Associate Provost
- Director, Office for Academic Personnel
- Director, Office of Assessment
- Director, Office of Institutional Analytics
- Faculty
- Provost
- University Registrar
- Vice President for Equity and Inclusion
- Vice President for Research

Faculty Qualifications Review

- Director, Office for Academic Personnel
- Senior Vice Provost
- Assistant Dean, School of Medicine

Focus Mission– Mission and Governance

- AVP Academic Resources Management
- Chief Budget and Facilities Officer – HSC
- Director, Budget Office
- EVP Finance and Administration
- Provost
- Senior VP, Clinical Affairs

Monitoring Report Follow Up

- Associate Provost for Student Success
- Chief Compliance Officer, OEO
- Coordinator, CLERY
- Dean of Students
- Assessment and Academic Prog. Review
- Registrar
- Senior Vice Provost

Valencia – Student Success and Student Experience

- Chancellor
- Dean of Instruction
- Director, Student Affairs
- Manager, Enrollment Services
- Manager, Financial Aid
- Program Director, Nursing
- Project Director
- Student
- Student Success Specialist

Valencia – Academic Planning and Delivery – Criterion 3 and 4

- Associate Professor
- Chair, Business and Technology
- Chair, Humanities
- Chair, Math, CS, Engineering
- Chair, Science and Wellness
- Chancellor
- Dean of Instruction
- Director, Nursing
- Senior Lecturer

Valencia – Enrollment and Budgeting

- Chancellor
- Dean of Instruction
- Director, Business Operations
- Director, Student Affairs

Valencia – Governance, Mission, and Planning (Criterion 1, 2, 5)

- Advisory Board Member
- Associate Professor
- Chancellor
- Dean of Instruction
- Director, Business Operations
- Director, Student Affairs
- HR Administrator
- Manager, Development and Donor Relations
- Manager, WTC
- Past President, Faculty Senate

- Senior Institutional Researcher
- Senior Program Manager

Los Alamos – Academic Planning and Delivery

- Assessment Coordinator – Los Alamos
- Associate Dean of Instruction – Los Alamos
- Chancellor UNM – Los Alamos
- Community and Workforce Partnership Manager – Los Alamos
- Dean of Instruction – Los Alamos
- Division Chair – Los Alamos
- Library Manager – Los Alamos

Los Alamos – Campus Governance

- Chair of Advisory Board – Los Alamos
- Chancellor UNM – Los Alamos
- Dean of Instruction – Los Alamos
- Director of Business Operations – Los Alamos
- Director of Student Affairs – Los Alamos
- Marketing and Communications – Los Alamos
- Chair of College Council – Los Alamos
- Vice Chair – Faculty Leadership – Los Alamos
- Division Chair – Los Alamos
- Faculty President Pro Tempore – Los Alamos

Los Alamos – Campus Governance

- Accountant III Business Services – Los Alamos
- Chancellor UNM – Los Alamos
- Director of Business Operations – Los Alamos
- Director of Student Affairs – Los Alamos

Los Alamos Campus Visit

- Accountant III Business Services – Los Alamos
- Assessment Coordinator – Los Alamos
- Associate Dean of Instruction – Los Alamos
- Chair of Advisory Board – Los Alamos
- Chair of College Council – Los Alamos
- Chancellor UNM – Los Alamos
- Community and Workforce Partnership Manager – Los Alamos
- Dean of Instruction – Los Alamos

- Director of Business Operations – Los Alamos
- Director of Student Affairs – Los Alamos
- Division Chair – Los Alamos
- Library Manager – Los Alamos
- Marketing and Communications – Los Alamos

Additional Documents

- 2040 Strategic Planning - Division for Equity and Inclusion - https://diverse.unm.edu/jeadi-action-plan/2040-strategic-planning.html
- Academic Assessment https://assessment.unm.edu/academic-assessment/index.html
- Academic Department and Program Review *https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1177&context=provost_acad_program_review*
- Academic Department and Program Review https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1130&context=provost_acad_program_review
- Academic Department and Program Review https://hed.nm.gov/resources-for-schools/public_schools/general-education
- Academic Program Assessment Manual https://assessment.unm.edu/assets/documents/manual_2021.pdf
- Academic Program Review - https://apr.unm.edu/annual-apr-institutional-reports.html
- Annual Audited Financial Statements - https://fsd.unm.edu/annual-audited-financial-statements.html
- Annual Reports https://secretary.unm.edu/annual-report/
- APR Unit Records - https://apr.unm.edu/apr-unit-records/index.html
- Articulation, Degree Approval, Transfer of Course Credit, and Approval of Credentialing Standards https://handbook.unm.edu/f70/
- Assessment in the Honors College https://honors.unm.edu/resources/faculty-and-staff/assessment.html
- Assessment Plans https://advisement.unm.edu/resources/assessments/index.html
- Board Of Regents Student Success, Teaching & Research Committee https://provost.unm.edu/ebook/sstar-e-book_03.30.23.pdf
- Board Of Regents Student Success, Teaching & Research Committee - https://provost.unm.edu/ebook/sstar-e-book_03.30.23.pdf
- Board Of Regents' Student Success, Teaching, And Research Committee Meeting - https://provost.unm.edu/agendas/sstar-agenda-february-2-2023.pdf
- Business College Assessment Site https://www.mgt.unm.edu/assessment/ -
- Campus Climate - https://campusclimate.unm.edu
- CAPS services - https://caps.unm.edu/services/services-overview.php
- Career Services - https://career.unm.edu/about/annual-reports.html
- Center for Academic Program Support (CAPS) - http://caps.unm.edu/
- Center for Teaching and Learning - https://ctl.unm.edu/
- Co-Curricular Assessment Template https://assessment.unm.edu/assets/documents/academic-cocurricular-template-march-2023.docx -
- College of Arts and Sciences Assessment Grants https://artsci.unm.edu/assessment/college-of-arts-and-sciences-assessment-grants.html
- College Of Education & Human Sciences Assessment Overview https://coeassessment.unm.edu/
- Common Data Set 2019-2020 - https://oia.unm.edu/facts-and-figures/common-data-set.html
- Common Data Set 2022-2023 https://oia.unm.edu/facts-and-figures/common-data-set.html
- Common Data Set for the University of New Mexico http://oia.unm.edu/facts-and-figures/common-data-

set.html
- Community Engagement Center Activities - https://communityengagement.unm.edu/about/our-team.html
- Compliance Training - https://compliance.unm.edu/resources/compliance-training/index.html
- Faculty Senate Curricula Committee (FSCC) *https://handbook.unm.edu/a61_2/*
- Faculty Senate Draft Meeting Minutes - https://facgov.unm.edu/senate/meetings/uci1/bhrz/
- First-Year Cohort Tracking Report http://oia.unm.edu/facts-and-figures/freshman-cohort-tracking-reports.html
- Fiscal Shared Service Center - https://provost.unm.edu/offices/budget-finance/fiscal-shared-services_updated-6.30.20.pdf
- General Education Curriculum: https://gened.unm.edu/
- Graduate Education – Program Assessment https://grad.unm.edu/resources/faculty-and-staff/faculty-staff-resources/program-assessment.html
- GROW - https://stuemp.unm.edu/grow/index.html
- GROW program https://stuemp.unm.edu/grow/index.html
- How to Write a Co-curricular Outcome https://assessment.unm.edu/assets/documents/how-to-write-a-cco.pdf
- Internal Audit - http://iaudit.unm.edu/
- Medical Education Assessment and Learning https://hsc.unm.edu/medicine/education/md/ume/assessment/
- Office of Budget, Planning and Analysis - https://budgetoffice.unm.edu/index.html
- Office of Equal Opportunity - http://oeo.unm.edu/resources/training.html
- Office of Institutional Analytics - http://oia.unm.edu/facts-and-figures/index.html
- Political Science Outcomes - https://polisci.unm.edu/graduate/objectives.html
- Political Science Outcomes Assessment Plan - https://polisci.unm.edu/common/assessment-plan-ba-political-science.pdf
- Prepare Lobos for Lifelong Success http://strategy.unm.edu/prepare-lobos-for-lifelong-success/index.html
- Prepare Lobos for Lifelong Success http://strategy.unm.edu/performance-monitoring-dashboard/Goal%202.html
- Program Accreditation - https://accreditation.unm.edu/docs/accreditation-programs.pdf
- Regents' Policy Manual - Section 3.1: Responsibilities of the President - https://policy.unm.edu/regents-policies/section-3/3-1.html
- Research Misconduct - https://handbook.unm.edu/e40
- Respectful Campus policy 2240; http://policy.unm.edu/university-policies/2000/2240.html
- Specialized Accreditation- https://accreditation.unm.edu/about/specialized-accreditation/index.html
- State Private Sector Program https://ess.unm.edu/programs/current-students/internships/index.html
- Student Activities Center - https://sac.unm.edu/student-organizations/student-resources.html
- Student Outcomes and Consumer Information - https://www.unm.edu/consumer-information/
- Substantial Revisions to Administrative Policy Posted for 30-Day All-Campus Review - https://policy.unm.edu/news/2022/08/substantial-revisions-to-administrative-policy-posted-for-30-day-all-campus-review.html
- Sunshine @ The University of New Mexico - https://sunshine.unm.edu/index.html
- The Office of Assessment & Academic Program Review (OAAPR) https://assessment.unm.edu/
- The three-credit hour U.S. & Global Diversity, Equity, Inclusion, & Power undergraduate degree requirement - https://gened.unm.edu/us-global-diversity-requirement.html
- Tuition & Fee Rates - https://bursar.unm.edu/tuition-and-fees/tuition-and-fee-rates.html
- Undergraduate Research Opportunity Conference - https://uresearch.unm.edu/
- University of New Mexico Office of Institutional Analytics - https://public.tableau.com/app/profile/unm.oia#!/

- University of New Mexico Office of Institutional Analytics - https://public.tableau.com/app/profile/unm.oia
- University-Wide Mandatory Training - https://hr.unm.edu/unm-mandatory-training
- UNM 2040 Strategic Planning Framework:

https://opportunity.unm.edu/assets/docs/unm2040_strategic_framework_5_2022.pdf
- UNM Board of Regents - https://regents.unm.edu/
- UNM Catalog - https://catalog.unm.edu/catalogs/2022-2023/
- UNM Catalog 2019-2020 for previous mission statement. http://catalog.unm.edu/catalogs/2019-2020/general-information.html
- UNM Compliance Matrix and UNM Compliance Directory - https://compliance.unm.edu/resources/compliance-directory/index.html
- UNM Compliance Office - https://compliance.unm.edu/
- UNM Course Catalog https://losalamos.unm.edu/catalog/archive/academic-catalog-2015-2016.pdf
- UNM Course Catalog https://losalamos.unm.edu/catalog/unmla-catalogue_minimal-formatting_final-1.pdf
- UNM Faculty Governance - https://facgov.unm.edu/
- UNM Policy Office - https://policy.unm.edu/
- UNM5 and Career Services program. https://unm5.unm.edu/

1 - Mission

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

1.A - Core Component 1.A

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

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

The University's current mission articulated a change in mission in the "UNM 2040: Opportunity Defined" with a complete revision of mission language. The new mission statement expresses a very broad mission that expresses a philosophy of higher education. The new mission includes a set of core values along with the Vision and Mission. It also states that the mission includes being a "provider of health care." The previous mission (2001) was a more explicit philosophy focused on education, research, and service.

The nine-month process to develop the mission, goals and strategic future of the university included focus groups, town hall meetings and discussions among a broadly represented steering committee. These processes and the integration of the ideas were evidenced in the addendum 15 materials provided by the University of New Mexico. It considered the input of more than 1600 responses to a survey of alumni, faculty, donors, and staff, and more than 490 responses from students. These are robust processes of inclusion for the development of the UNM 2040: Opportunity Defined directional document. The addendum from UNM provide screenshots for participants of on-line forums. Branch campus Chancellors, Deans, faculty, staff, students, and alumni participated in the planning. The Framework document appears to bring much of the vision and goals into context and a pathway to implementation. The HLC team found this to be clearly thought out and articulated in the HLC argument.

The addendum materials provide an audio recording of the February 14, 2023 deliberations of the University of New Mexico Board of Regents demonstrating that the Mission was "endorsed" by the BOR. This is not evident in the written minutes of the Board of Regents.

There is broad-based buy-in from across the campus for the new mission and strategic framework. This was validated by the multiday discussion with the constituents on campus. The Architecture Department is one of the earliest to use the same process to formulate a unit level strategic plan and goals. Each of the university units are in the process of beginning a strategic planning process that looks for integration with components of the UNM 2040 framework that are aligned with their units' capabilities.

The mission statement's accompanying goals and values clearly articulate the breadth and constituency of the mission of the University of New Mexico. The institution also recognizes the diverse nature of the citizenry of New Mexico and the mission to engage the demographic, cultural and work force needs of the state. There is good evidence in enrollment demographics, support for culturally diverse student organizations and academic programs and university level academic programs that prepare graduates for the stated mission. As evidence, the enrollment profile is heavily weighted toward Hispanic students with more than 50% of the freshman UG degree seeking students meeting the demographic of Hispanic/Latino. The institution is a federally recognized Hispanic Serving Institute (HSI).

There is a distinct emphasis on supporting the diverse student experience and academic success. This is evidenced by the more than 350 student clubs from Women's Rugby, Immigration Law Student Association, and the American Indian Science and Engineering Society. The Center for Academic Program Support, the Center for Teaching and Learning, and separate resource center for LGBTQ, American Indian, Asian American, and African American students are all examples of support structures for all students and diverse student populations. The campus is operationalizing the recommendations of an NSF Advance grant through the support of cadres of Hispanic Post-Docs training in research and teaching. Three have been hired as full-time faculty. The campus is also recruiting a larger proportion of Hispanic medical and law students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

The University of New Mexico is a public comprehensive institution of higher education in the State of New Mexico. Its mission and operations are clearly in the public interest. Its public mission to educate students, conduct research related to the challenges of New Mexico and the nation, and to disseminate information that elevates the people and companies of the state is articulated in its values, goals, and activities. This is evidenced by the institution's affordable tuition and fee structure compared to private institutions and the investment and on-going financial support from the New Mexico legislature, as well as support it receives from local taxing authorities in Los Alamos, Taos, Valencia and Gallup, NM.

The University of New Mexico is a major public health care provider, the state's only academic health care center, and the state's largest medical research organization. All of which benefit the people of New Mexico. This is evidenced by its daily health care services provided by UNM to the state's population in the Albuquerque area, its rural services with project ECHO, and the operation of the state's only Level I trauma center, and its only dedicated children's hospital.
UNM operates with public funds and is accountable to the people of New Mexico through the Board of Regents and the institution's branch communities through its locally elected advisory boards. The UNM evidence file shows that the institution has implemented efficient business systems to be good stewards of financial resources.

The UNM operates a comprehensive budget and fiscal management system and provides shared services across the university and its branch campuses to provide fiscally responsible delivery of its mission and services. Its use of Banner as a system wide business and fiscal management platform of public funds serve to provide transparency and auditability to all major financial functions. UNM's coordinated budgeting efforts have reduced the cost of higher education for all people in the State of New Mexico.

Its mission focuses on supporting the educational needs of the state and the people of the state. This

is the primary focus of its goals and its operational activities. The branch campuses further this educational mission by increasing the affordability of higher education and providing career enhancing technical education to local areas and employers. An example of this is the Workforce Training Center in UNM Valencia, which trains local trades, and the industry partnerships and community-based internships at UNM Los Alamos which train specialty professions for Los Alamos National Lab (LANL).

The university's mission explicitly includes UNM's responsibility as a provider of public health care in Albuquerque and supports health care at multiple locations across the state. This was formed to respond to the need for trained medical professionals to serve the people of New Mexico. The UNM health systems also Project ECHO to share health information and training in rural and international communities without specialized health professionals. The University also operates a health crisis center/hotline for the entire state to reduce the impacts of mental health issues. These are critical services that are not provided by for profit organizations and addresses the needs of the full spectrum of socioeconomic circumstances in the state.

Outside the excellent community engagement, UNM has engaged employers, public agencies, and companies that require intellectual talent with college degrees to effectively contribute to the social and economic prosperity of the state. As evidence for this engagement with external constituencies, the HLC team conducted a special open meeting on external interactions. More than 50 people attended the meeting and highlighted UNM's Teacher Residency Program partnership with the Albuquerque Public Schools, "Vamos Leer" (a Hispanic literacy program that strengthens K-12 students' learning capabilities), and its partnerships with local businesses with the School of Management's internship program to provide experiential learning. Additionally, partnerships with Los Alamos National Labs, the Anthropology Museum, and local power companies connect UNM students to the needs of New Mexico industry. UNM also engages multiple industrial advisory boards to help keep its offerings relevant to the NM economy. This is evidenced by the Chemical Engineering departmental advisory board and the UNM foundation board.

Summary
There is a clear focus in the UNM 2040 Framework for the public mission and service to the people of the New Mexico. The institution demonstrates strong fiscal management and broad service to the state of New Mexico. The first goal has its primary focus of advancing the economic development, embracing cultural diversity, and addressing the humanitarian needs of the state through education, research, and service. The second goal accepts the responsibility of educating citizens to develop talents and become lifelong learners.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Rationale

The University has created core competencies that are attained inside and outside of the classroom. Thousands of opportunities are created each year through community service activities of student organizations. The University of New Mexico supports a professional staff in student services to help train leaders and coordinate wholistic student development. The university employs a director and staff for Community Engagement that encourage diverse student leaders to serve the broader community and better understand all sides of race and social justice. This community engagement looks at food insecurity, public service, and hands on involvement, to name a few of the opportunities. As evidence, the student organizations assist in supporting a campus food bank for other students that are experiencing food insecurity. Students participate in K-12 outreach and undergraduate research opportunities.

The university has developed experiential learning with industry. The School of Management has an internship program for its students with local businesses. Student can earn credits for applying business principles to expand the local economy. Some of these internships are funded by Title V funding. Title V funds also support Hispanic student organizations, and a development officer that focusses on raising funds for underrepresented student organizations and scholarships.

The University on New Mexico's commitment to serving a diverse and multicultural society with opportunities for civic engagement across the spectrum of the university is also evident in the values published with the Mission statement. "Inclusion" is one of the 5 core values in the strategic framework. This core value states "We respect and celebrate the differences of all persons and value working in a collaborative environment where diversity is cherished and there is a shared sense of belonging." The general education curricular requirement for all students to take a course in U.S. and Global Diversity, Equity, and Power is designed to provide students with an understanding of global and cultural values and inequities both in history and in the contemporary world. The general education requirements also include the practice and understanding of communication within social systems and across diverse identities.

An impressive program that is resourced through the vice president of student affairs is one that trains "culturally responsive advisors" across campus. The advisors consider the needs of first-generation students, Hispanic students, Native American students, and other underrepresented student groups. This program may now be developed to train faculty in culturally responsiveness.

In the global awareness area, the University provides study abroad and embraces more than 1000 international students in their campus community. The state assisted private sector program (SPSP) provides internship opportunities and career skills training for any students including diverse and non-traditional students. The Lobo GROW program is an additional extracurricular program that assists students in translating work to school skills and vice versa.

The university has established bridge funding programs at the Albuquerque campus for the hiring of underrepresented minority faculty and mentoring plans for these faculty. As shared by a faculty member in the focused session on student and faculty support services, the university has also institutionalized their NSF grant after the funding ended, to work on diversifying the faculty across all disciplines, not just in the STEM areas.

The diverse engagement of opportunities is further evidenced by the population that chooses to attend and work at UNM as an environment that is conducive and welcoming to students with a wide range of ethnicities and persons of color.

The University of New Mexico has reinforced the institutional values with support for a respectful climate with policy UNM Policy 2240 "Respectful Campus" and an advocacy center (LoboRESPECT), leadership programs that reinforce civility and respect in the community as well as excellent in diversity, equity, and integrity.

Summary
The institution is one of the most diverse student bodies in R1 flagship universities in the United States. The institution provides opportunities for civic engagement and experiential learning beyond the classroom in a diverse, multicultural campus.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

The University of New Mexico's UNM 2040: Opportunity Defined strategic plan and framework is an impressive vision for the university. The 2040 Plan articulates a meaningful mission and goals. The plan was created in an open process and serves the entire university system. Each unit of the university can find a component of the strategic plan to serve the state of New Mexico.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Rating

Met

Rationale

UNM recently undertook an extensive strategic planning process resulting in UNM 2040: Opportunity Defined. This process resulted in a new institutional vision, mission, and values statement. The new strategic plan was endorsed by the Board of Regents during their February 14, 2023 by a 6-1 vote. The evidence of Board approval was found in Board minutes, as well as direct discussion with the Board of Regents members. In addition, Addendum 15 provided significant evidence of inclusion of the branch campuses during the plan's creation. Faculty and administrators at one branch campus believes the UNM 2040 plan better aligned the branch campuses with the central campus. During open forums, participants described the process as inclusive. During the Criteria 1 and 2 Open Forum, participants noted that the School of Architecture and Planning and College of Education have adopted similar processes to develop unit-level strategic plans.

The team found that institutional polices, codified are readily available for review in the University Administrative Policies and Procedures Manual (UAPPM), are quite complete. These are located at the University of New Mexico website (https://policy.unm.edu/). Board of Regents' Policy Manual and Draft Policies are also found under this same site. The institutional policy site also allows the campus community to request new or updated policies. The team found frequent updating of regulations as needed; new policies on faculty conduct have been added in the last year or so (https://policy.unm.edu/news/2022/08/substantial-revisions-to-administrative-policy-posted-for-30-day-all-campus-review.html).

The Office of Compliance, Ethics, and Equal Opportunity (CEEO, https://compliance.unm.edu/), led by the Chief Compliance Officer reporting directly to the president, engages in ethical oversight, applies compliance measures, and hosts both a telephone hotline and web reporting system,

unmethicspoint.com, for whistleblowers. The CEEO website provides a comprehensive list of compliance topics and contacts (https://compliance.unm.edu/resources/compliance-directory/index.html).

Faculty and other personnel become aware of the regulations though a series of training sessions. These sessions are made available through the UNM Compliance Office. A list was found on the Compliance Training page (https://compliance.unm.edu/resources/compliance-training/index.html). In discussions in various meetings on the Albuquerque, Los Alamos, and Valencia campuses, the team found high awareness of training requirements for new and existing staff. The required training is found on the HR site (https://hr.unm.edu/unm-mandatory-training).

Financial ethics and integrity are facilitated through their transparency provided by the consolidated budget published by the Office of Planning, Budget, and Analysis at: https://budgetoffice.unm.edu/index.html. In addition, Sunshine@The University of New Mexico site provides public online access to view UNM spending, budgets, revenues, employee salaries, and purchase order information (https://sunshine.unm.edu/index.html). The budgetary process was described as transparent and participatory. The financial affairs staff demonstrated a significant effort to help the campus community understand the budgetary processes and the source and usage of money. These efforts were verified through various meetings with campus personnel. Multiple committees provide the foundation for budgetary decision making. The Budget Leadership Team and Capital Projects Leadership hold meetings open to the campus community. The budgetary processes were verified in multiple campus discussions and review of materials provided by the UNM Office of Planning, Budget, and Analysis (https://budgetoffice.unm.edu/budget/index.html). The process was noted by various members of the university community including faculty and staff in the open forums.

The Internal Audit Department (IAD) is an autonomous and critical asset to the University, in part due to its broad oversight of the university's functions and administration to assure that all the University's activities are in compliance with state and federal laws. Audit reports for the past six years are provided on IAD's website (http://iaudit.unm.edu/). The site indicates a variety of audits which the unit provides, including management and performance audits, compliance audits, information technology audits, fraud audits, and other special requests from administration or the Board of Regents. Over the past six years, 4-9 audits were reported on the website. In the discussion with the Board of Regents and the Board minutes submitted by the institution, regular meetings cover the range of topics necessary to maintain institutional integrity. Specific examples were provided by the Board that were listed under executive session within the minutes.

Responsible conduct of research is fostered through a collaboration of the Office of Research Integrity and Compliance. Faculty integrity is covered by multiple documents with processes overseen by Vice President for Research, the Provost, and the EVP for the UNM Health Center that communicate and enforce penalties for violations of research. The team reviewed the governing policy for research misconduct found in UNM Faculty Handbook E40: Research Misconduct (https://handbook.unm.edu/e40/). The policy was last updated in 2017.

Coverage for Title IX is coordinated by the Office of Equal Opportunity (OEO). The OEO website

provides a clear list of university resources, related UNM policies, and training opportunities. The UNM Title IX office is available to help students, faculty, staff, and visitors with support. OEO provides both programmatic training and customized overview (http://oeo.unm.edu/resources/training.html).

The campus climate for fair and ethical behavior related to inclusivity and respect was reviewed on the institutional website (https://campusclimate.unm.edu/index.html). The institution has embarked upon their latest campus survey in December 2022. A full timeline was found at https://campusclimate.unm.edu/campus-climate-survey/index.html and verified during campus meetings with faculty and staff. The campus has identified several follow-up projects including Racial & Intersectional Microaggressions (RIMA) Survey, Building Names, UNM Seal, and Zimmerman Murals https://campusclimate.unm.edu/.

In the previous HLC review, the Federal Compliance review identified that the credit hour policy for UNM needed to be enhanced to address the various modalities of instruction that UNM uses. During this site visit, the team confirmed and evidence was provided in the addendum #2 that the changes implemented to satisfy the interim monitoring report were still in place. The expanded policy is present in the current catalog. The institution also provided evidence of draft syllabus statements that faculty can use to incorporate in and out of class expectations for different modalities.

The previous review also identified that the institution needed to improve their student complaints compliance. For the interim monitoring report, the institution had implemented a Student Concern Committee that met quarterly to connect and review information on complaints and collaborate on complaints across the university. In discussion with university leadership and through addendum #1, the site visit team validated that the institution is proactively addressing student concerns. During the pandemic the institution determined that they needed to be more nimble in addressing student concerns, rather than using a regularly scheduled committee meeting structure. The institution has shifted to the use of a coordinated network and common tracking system, Advocate, to appropriately route student concerns to the appropriate offices/individuals regardless of where the initial concern was received. The key offices communicate regularly for a case management approach to managing student concerns and to identify potential trends more quickly. The institution still compiles an annual report. However, the institution prioritizes directly serving student needs and missed one year's annual report during the pandemic. The next annual report in June 2023 will include two years of analysis.

In summary, the university operates with integrity in all financial and academic functions of the university, including the interactions with personnel and the handling of auxiliary functions, including athletics.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

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

Rating

Met

Rationale

The team found that the university presents itself both clearly and completely. For most of the public, and, especially for prospective students, the website is the major vehicle by which this information is presented, and supplemented by additional public materials (newspapers, brochures, etc.). The materials reviewed by the team during the visit supported the transparency and honesty with which UNM is trying to present itself. The message was also supported by comments from meetings with institutional staff at the Albuquerque, Los Alamos, and Valencia campuses. As discussed with members of the branch campuses, their institutions were responsible for maintaining their materials.

As reviewed by the team, UNM makes its admissions standards, and other expectations, clearly available on their web pages. The student outcomes and consumer information page (https://www.unm.edu/consumer-information/) provides a single site with tuition and fees, outcomes, and financial information for students. The admissions website (https://admissions.unm.edu/) provides detailed information for freshman, transfer, graduate, and international admissions. The linkages to affordability information and diversity/inclusion information address areas of great concern to students and parents, presenting UNM as intentionally addressing the issues students/parents are thinking about.

The HLC team reviewed the UNM Course Catalog and found this information to be the definitive source for program requirements, prerequisite courses, the curriculum, and other essential academic information. UNM recently adopted a new single curriculum and catalog system to assure accuracy, searchability, and flexibility. During on-campus meetings, members of the Provost Office were able to describe the aspirations of the new system and the upcoming release of the searchable catalog in May 2023. The UNM Team discussed the results of their new curricular analytics project that enables the institution to identify gaps, bottlenecks, and complexity in curriculum and subsequent remediation. The HLC team was impressed with the effort to create a foundation for data-driven curricular decisions.

UNM maintains specialized accreditation in several programs, such as engineering, education, music, etc. These are clearly presented in the Institutional Accreditation Website

(https://accreditation.unm.edu/about/specialized-accreditation/index.html). Linkage through this website to the accrediting organization enables the public to determine the specific accreditation agency and the nature of the accreditation process. The review team reviewed the accreditation of programs for accuracy. The team learned in conversations with faculty/administrators about recent accreditation visits, verifying that the university is maintaining up-to-date accreditation in all programs. The team selected random programs to verify accurate accreditation information including Accreditation Board for Engineering and Technology (ABET), Association to Advance Collegiate Schools of Business (AACSB), and Accreditation Council for Pharmacy Education. All were accurately reflected on the institutional accreditation page.

As stated in the institution's assurance argument, information on cost of attendance is maintained by the Office of the Bursar and may be accessed via a button on the home page of the university, on the Office of Admissions site, and at the Office of the Bursar site. In addition, cost per course, including course and program fees, is published in the UNM schedule of classes and is visible to the student at the time of registration. The team also verified the public availability of this information that can be found at: https://bursar.unm.edu/tuition-and-fees/tuition-and-fee-rates.html.

The institution supports claims regarding its contributions to the educational experience through research and community engagement. Through the assurance argument, review of website materials, and campus discussions, the team found that the University only makes claims about designations as Carnegie Research I (Doctoral Universities: Very High Research Activity), Carnegie Community Engaged, Hispanic-Serving Institution (U.S. Department of Education), and NASPA First-Gen Forward on the basis of formal acknowledgment by designating third-parties. The HLC went to each of these sites and verified these classifications. Based on discussions with university staff, the institution is already preparing for re-classification as a Carnegie Community Engaged institution. The institution also provided in the evidence file the number of Hispanic students enrolled within the institution.

In summary, UNM presents itself in a very open and transparent manner so that prospective students, parents, and the general public an understand programs and their standards and requirements.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Rationale

The University is governed by a system-wide Board of Regents which includes Albuquerque, Gallup, Los Alamos, Taos, Valencia, and Rio Rancho campuses. The review team found evidence in Board minutes (in the supporting documentation and in Addendum 3) and in discussions with the Regents and administration, that the board's efforts reflect decisions made in the best interest of the institution in compliance with board policies and to ensure the institution's integrity during the visit that the governing board's deliberations reflect.

The Board of Regents is composed of seven (7) members who are appointed by the Governor of New Mexico, with the consent of the Senate, for staggered terms of six (6) years except for the student regent who is appointed for a two (2)-year term. This information was validated by reviewing the New Mexico Constitution Article XII submitted as an addendum. The Governor and the Secretary of Education are designated as ex-officio, non-voting members, and the Presidents of the Faculty Senate, Staff Council, Associated Students of the University of New Mexico, Graduate and Professional Student Association, Alumni Association, UNM Retiree Association, UNM Parent Association, and the Chair of the UNM Foundation are non-voting advisors.

The Board of Regents preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties. According to State Policy, as found in the Regent's Policy Manual, Members of the Board of Regents cannot be removed except for incompetence, neglect of duty, or malfeasance in office. A member may not be removed without notice of hearing and an opportunity to be heard. The New Mexico Supreme Court has original jurisdiction over proceedings to remove a member of the Board of Regents in accordance with such rules as the Court may promulgate, and its decision in such matters is final.

The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters as found in the Regents Policy Manual (https://policy.unm.edu/regents-policies/section-3/3-1.html). The team reviewed this policy and verified with both members of the administration and board. The specific responsibilities delegated to the University President include:

- oversight of the quality of the academic and support programs of the University and all of its component entities;
- supervision of the relationship between students and the administration;
- management of the University's finances;
- administration of the personnel system;
- operation and maintenance of real and personal property under the jurisdiction of the University;
- fundraising, intercollegiate athletics, auxiliary enterprises, and alumni activities;
- consultation and cooperation with the Regents and other University groups on various matters, including planning for the future development of the University;
- representation of the University in public affairs;
- accounting to the Board of Regents for the University's finances on a quarterly and annual basis;
- establishing a centralized system for fundraising, advancement, and development;
- reporting annually to the Board of Regents on the state of the University;
- presenting to the Board of Regents for approval the organizational structure of the University.

In discussions with the Board of Regents and institutional leaders, both admitted that significant efforts have been made to clarify the roles of the administration and board. All agree that these efforts have been positive, but also indicated that the institution seeks to improve and adopt best practices. The HLC Team found through discussions with the Regents and administration the commitment to continue to pursue this evolutionary process. A few regents indicated an interest in aligning more closely with the Association of Governing Boards (AGB) best practices and the Chair of the Board attended the recent AGB conference. As part of this process, the June 2022 Board of Regents retreat included a session on "A conversation about Principle 2 of Trusteeship: Respect the difference between the board's role and the administration's role." According to the agenda submitted in evidence, this session focused on four questions:

- How well are the Regents and University leadership working collaboratively toward a common vision?
- What is the role of the Regents in interacting with other government agencies like the Legislature and HED?
- What do the Regents expect/want/need from University leadership, and vice versa?
- What do Regents expect of themselves and each other

New board members are provided a significant onboarding process. One new Regent discussed the process that they underwent in becoming part of the board. Additional board members also commented on the value of the process – several of which joined the new member sessions as a refresher. The team reviewed the orientation agenda as well as a sample presentation.

As determined by state statute, each branch campus has an Advisory Board. This gives the local community a say in how their community college is run and provides a forum for local issues and concerns. The Advisory Board is primarily responsible for approving the local branch campus annual operating budget and participating in the selection and hiring of the chancellor. The HLC team

verified the regular meetings were being held through the review of advisory board minutes. The HLC team also verified the operation of these boards during the campus visits.

Curriculum and academic decisions are delegated to the faculty through the Regents Policy Manual, Faculty Constitution (A51) and Faculty Handbook. Formal changes to curriculum, including creation of new degrees, or changing the structure of the university (e.g. creating a department or new college) originate in departmental and college faculty meetings, flow to the provost for review and endorsement, and to the faculty senate curriculum committee. Significant changes are then sent to the Regents Student Success, Teaching and Research Committee (and sometimes the Health Sciences Committee), which committee includes both the provost and faculty senate president as voting members. Upon successful vote in the SSTAR committee, the chair of the subcommittee and the provost then decide which items to advance to the full Regents meeting as consent agenda items, or as items for discussion and vote by the full board. The Regents have no role in the faculty tenure or promotion process; the Provost and the EVP for Health Sciences are the final decision makers on such matters. This process was verified through on-campus meetings.

In summary, the Board of Regents is independent and works diligently to support the interests of UNM. The board spends time and effort to appropriately support the system interests and those interests of each of the separate university campuses of the system. The review team found that the UNM administration was responsible for day-to-day management based on conversations with administrators at UNM, with the institutional president, and with Regents, and others. The HLC team encourages the ongoing efforts to clarify the roles of the administration and board to support the implementation of the 2040 Strategic Plan. We also recommend that the relationship between Board of Regents and branch campus Advisory Boards be more structured and engaged.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

The team found this criterion addressed in the UNM 2040: Opportunity Defined Plan. Within this plan, the commitment to freedom of expression can be found including these aspects:

- Excellence: UNM values excellence in all our work and strives to perform and achieve at the highest levels.
- Inclusion: UNM respects and celebrates the differences of all persons and value working in a collaborative environment where diversity is cherished and there is a shared sense of belonging.
- Environment: UNM is dedicated to the protection of our planet to ensure the health, well-being, and success of future generations.
- Integrity: UNM values fairness, honesty, and transparency. UNM are good stewards of the resources that have been given to us.
- Place: UNM is dedicated to the peoples and places of New Mexico even as they reach for global impact for the benefit of all humanity.

Based on open forum conversations and focused meetings, the HLC team found freedom of expression core within:

- UNM's Statement of Values and linkage UNM's culture.
- Faculty and administrators' actions during the visit supported and respected the efforts and opinions of others.
- In the sessions with the HLC team, were the UNM faculty and administrators were often complementing the actions of their colleagues (including those not in the room).
- Based on various meetings, the team felt that faculty and staff were comfortable discussing difficult issues.
- The team was repeatedly impressed by this caring environment.

In the review of institutional policies, the team found protections for freedom of academic inquiry and freedom of expression. The Regents' Policy Manual (RPM) states that "Freedom of academic inquiry and freedom of expression are indispensable elements of a university" (RPM, 2.1). That policy also describes the Regents' responsibility "to protect and defend the academic freedom of all

members of the University community. In RPM section 5.2, the policy manual points to the Faculty Handbook (FH) policy on Academic Freedom and Tenure as the official university policy applicable to all university faculty. That can be found in section B (FH, Section B1). In reading the policies, the team noted a balance of freedom and responsibility. The team also noted that the policy covers all faculty, including non-tenure track faculty.

In summary, it was apparent that the university (and the system) support freedom of expression in the teaching, learning and scholarship.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Rationale

The HLC review team found that the institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. The team confirmed the emphasis on scholarly research as this was emphasized by many faculty and administrators, including the UNM System President. In fact, in the team's conversation with the President, she emphasized her support and encouragement for UNM as an urban research university.

Research is highly dependent on the appropriate framework of regulatory committees and trainings. In the team's review, the university's documentation demonstrated that the institution has in place appropriate structures for IBC, IACUC, IRB, Radiation Safety, HIPAA, Export Control. Not only were these policies addressed in documents submitted as part of the argument and by review of the relevant websites, but they were also confirmed by conversations with faulty/administrators (including department chairs and the VC for Research). The Health Sciences Center (HSC) has a complementary research oversight structure, including programs for Research Integrity Oversight (UNM HSC Supplement to UNM Faculty Handbook Policy E40), COI, and Export Control. As laid out in its Code of Ethics, the HSC provides oversight for all of the research activities at the HSC, and also houses several distinct units, some of which serve the entire University.

In summary, the team found that the institution supports and encourages scholarship and has all the safeguards to assure academic honesty and integrity in place.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

Significant evidence available to the review team indicates that UNM operates with integrity in the institution's everyday operations and has appropriate structures in place to monitor and ensure that this attribute remains in place. The public, prospective students, and current students are provided appropriate information via the institution's web site and published documents to make informed decisions about their interaction with the institution. The team found the requirements for prospective students entering an academic program (undergraduate, graduate, professional) were done in a transparent manner.

Conversations with the Board of Regents and others on campus provided a firm foundation on how UNM works within the larger system context. The UNM documentation (through policies, Board actions, and other documents), demonstrate the ability to meet their fiduciary responsibilities. The team recognizes the progress the Board and Administration have made in aligning roles and responsibilities. The team also recommends the institution and its board continue their dialogue to further refine expectations and responsibilities especially as these relate to the implementation of the 2040 Strategic Plan.

In summary, UNM and all those associated with the institution appear to conduct themselves in an ethical and responsible manner.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Rating

Met

Rationale

The University Of New Mexico Faculty have the responsibility and authority to oversee the development, implementation, currency, and quality of the curriculum per the Regents' Policy Manual (RPM, Section 5.1). There is a clear process for developing and changing curriculum, which is well mapped out, as the Curriculum Mapping evidence indicates and validated through campus conversations. In a single curriculum flow process the courses and programs are initiated at the department or branch division level, flow through a college or school committee, and then flow into a central curriculum chain of review and approval as evidenced by conversations with university officials (faculty, department heads, Provost office; See Addendum – Curricular and Student Learning Outcomes). The branch campuses are included in this process. The Academic Program Review process (which includes external reviewers), accreditation reviews, and engagement with external constituencies (e.g., employers) provide regular reviews and opportunities to update programs to meet changing needs.

The role of each entity in this process is well articulated. As the evidence indicates, the Faculty Senate Curriculum Committee and the Faculty Senate Graduate and Professional Committee review new course and program proposals for articulated and measurable student learning outcomes. The Associate Provost for Student Success provides an additional layer of review of Student Learning Outcomes and Program Goals in the approval process.

Each academic program identifies student learning outcomes (SLOs) that are designed to provide students with the grounding and knowledge needed to succeed in their fields of study as explained in

the evidence and confirmed during campus visit discussions with faculty, department chairs, and VP for Student Success.

The Catalog information for each program has the SLOs identified. The SLOs vary by level of program (i.e. bachelor, master, PhD). The evidence provided and a random review of the programs listed in the Catalog shows that academic programs have assessment plans in place for both bachelor and master programs.

Semester by semester scheduling of courses is provided to students, along with articulation of learning goals for each academic program. The evidence provided undergraduate B.A. minors and majors, its three M.A. degrees, and its Ph.D., along with the assessment plans for each degree (Department of Languages, Cultures, and Literatures) is illustrative.

The Academic Program Review (APR) is designed and developed to check on the quality of the programs. Each program is reviewed every seven years. An open forum conversation with campus constituents indicate the APR process positively impacts curriculum and budget allocation to support academic programs. For example, the Academic Program Review for the Master in Public Administration (MPA) program led to the creation of a public service course. The APR review also supports the program with its outside NASPAA accreditation process. In the department of Economics, APR led to the hiring of four new faculty and undergraduate curriculum changes. Regarding graduate curriculum, the Graduate School is responsible for maintaining the quality of the graduate curriculum.

The online programs are held to the same standards as face-to-face programs. The Memorandum of Understanding For Collaboration in the Development, Launch, and Support of an Accelerated Online Program (AOP) provided in the Addendum serves as evidence.
The academic programs are supported by a network of research centers, labs, museum collections, field sites, and libraries and support services. Conversations with campus constituents provided evidence. For example, the Center for Teaching and Learning provides teaching and mentoring training to faculty and graduate students. The Division of Student Affairs through its student service units have processes in place to collect student needs data and to develop services by type of student population. The Office of the Vice President for Research provides support for faculty and graduate students with re-starting or with building their research agenda through trainings and financial incentives.

Academic offerings are enhanced by international education opportunities, embedded student support, and service-learning, community engagement, and co-curricular programs (see Criterion 1B).

UNM has updated its course numbering system as part of the New Mexico Common Numbering project, coordinated by the Higher Education Department and mandated by state statute. The information is provided on the University website, along with a conversion table. UNM also provides information about transferring credits, ensuring transparency and clarity of transfer policies.

All UNM programs, regardless of modality, follow the same curricular approval and assessment processes and apply the same goals and student learning outcomes regardless of modality. The same course offered on different campuses, for example, English 1120, which is offered at UNM Main and the four branches, is designed around the same student learning objectives. This statement has been verified by conversations with Registrar, Associate Provost for Student Success, and other campus community members.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

The General Education program is shaped by the State of New Mexico's Higher Education (NMHED) requirements. Based on these requirements, the general education curriculum shifted from 37 credits to 31 credits and became organized around five NMHED defined essential skills. The evidence provided, respectively the review of the Undergraduate Catalog, clearly shows the structure of the general education program. The goal of the general education framework is to ensure that students are ready to face a rapidly changing world, to prepare them for success and future employment.

The process to change the general education program followed the shared governance process and was done with faculty input. The process to update the general education curriculum's content, such as adding a course (for example) is clearly defined and transparent. Evidence that the faculty values general education is that the approval to add a course to general education requires the approval of the Faculty Senate.

The University demonstrates a concerted effort to support faculty's adoption of the general education framework. For example, the Center for Teaching and Learning, and materials developed by the Office of Assessment and APR, provide faculty the support needed to incorporate general education skills development into their courses as demonstrated through the evidence and validated through campus conversations.

Both undergraduate and graduate programs have identified learning outcomes. Digital literacy through assignment using digital media has been built into various degree plans in addition to their degree plan's outcomes.

The University's commitment to human and cultural diversity is well explained in the evidentiary statement and through campus conversations. A diversity curriculum is integrated into programs across many areas, from humanities, social sciences, architecture and planning or arts to technical health and engineering programs. With support from the Diversity Council, faculty developed criteria for "U.S. and Global Diversity and Inclusion" courses; transcripted certificates in "Race and Social Justice" and in Women and Gender Studies (as examples).
UNM has a three-credit "U.S. & Global Diversity, Equity, Inclusion, & Power" graduation requirement for undergraduate students that is independent from the General Education curriculum requirements. Students fulfill the requirement through completion of an approved University of New Mexico course.

In addition to supporting diversity through curriculum, UNM supports research that benefits the regional cultures and the region.

As a Carnegie R1 institution, UNM places a high priority on research. The new university mission statement includes references to research in the statement of "promoting discovery, generating intellectual and cultural contributions." The Office of the Vice President for Research (OVPR) is the administrative unit focusing on increasing the research commitment of the university. The evidence provides many informative examples of faculty and students' contribution to advancement of research, the diversity of research and creative activities, and their impact on enhancing diversity. During the site visit, faculty and staff provided numerous examples of the engagement of undergraduate students in research. One departmental administrator stated that within their program 50% of the undergraduates are engaged in undergraduate research. Another indication of student engagement in research is that per university leaders, the Undergraduate Research Opportunity Conference held on April 21, 2023 had 158 undergraduate students sharing presentations on their research.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Rationale

UNM had almost 3,000 full time faculty and instructors across the main and branch campuses with almost 50% on the main campus. The University distinguishes between regular and temporary faculty when calculating the number of faculty. The student to faculty ratio varies by location. On UNM's Main Campus the ratio varies from 13:1 to 17:1. According to conversations with campus leadership, this ratio is one of the lowest ratios among their peer institutions and strongly supportive of the University's mission.

A structured planning and hiring process is in place to ensure that the main campus and the branch campuses have the required number of faculty. The hiring process for all academic personnel (faculty, graduate students, staff teaching courses) both for credit-based curriculum and vocational programs (delivered primarily at branch campuses) is coordinated from the Provost office through a well-defined and documented process.

Since 2021 faculty hiring is overseen by the Senor Vice Provost for Academic Affairs through the reorganized Office of Academic Personnel (OAP). This office is also responsible for managing labor relations with labor unions representing academic personnel at UNM.

Since the last review, the following changes took place in the practices impacting the hiring of academic personnel: Effective July 2021, the terms and conditions of employment for continuing and temporary faculty on main and branch campuses are represented by United Academics of the University of New Mexico (UA-UNM) and contracted through OAP. Effective January 2023, Graduate Teaching Assistants (GTAs) are also contracted through OAP, following certification of their academic standing by the Graduate Studies office.

UNM uses a multi-year planning process and a three-year strategic hiring plan of faculty. The University is using strategies such as cluster hires for hiring underrepresented minorities in biomedical research (evidence in Addendum). The Academic Program Review process includes an assessment of the number of faculty needed. Examples were provided by the Departments of Chemistry and Economics through campus discussions.

The implementation of the three-year strategic hiring plan is overseen by the Provost office. The Office of Academic Affairs and ADVANCE at UNM and the Division for Equity and Inclusion provides support to search committees for the purpose of attracting the broadest faculty talent pool.

UNM sets standards and monitors credentials to ensure that instructors are appropriately qualified. The Faculty Handbook outlines the requirements for tenure and tenure-track faculty credentials. Tenure and tenure track faculty hold terminal degrees in their discipline. Lecturers and part-time faculty are hired by a school or college and must have master's degrees in the discipline or appropriate professional experience.

UNM's Teaching Credential Validation process has been using an online form (since 2018) to validate the qualifications of new regular faculty, visiting faculty, and returning part-time or term faculty. Department chairs have the responsibility for identifying the breadth and level of subject areas an individual can teach. During the site visit, administration confirmed that the process is also used for staff and affiliated faculty who have teaching responsibilities. There are three alternative ways that departments demonstrate qualification: via an advanced degree, if in an area specifically related to the area of instruction; or via 18 hours of graduate coursework related to the course of instruction; or via "other qualifications" such as research/scholarly work in the subject area, related work or professional experience/licensure, certifications, honors, awards, or other demonstrated competencies and achievements. The credentials for teaching are reviewed and verified both within the department and OAP.

UNM faculty engages in six types of faculty review: Annual review of probationary faculty, Mid-probationary review, Tenure review, Review for advancement in rank (promotion), Annual review of tenured faculty (i.e., post-tenure review), Annual review of continuing non-tenure-track faculty (i.e., clinician educators and lecturers).

Faculty receive professional development support from several units on campus. The Faculty Development Council (FDC) provides training and professional development opportunities to faculty to increase their effectiveness in teaching and scholarships. FDC expanded their support to adjuncts (since 2021) and graduate students holding assistantships (since 2022). The Center for Teaching and

Learning provides regular workshops on current best practices for all instructors: tenured and tenure-track faculty, lecturers, part-time instructors and graduate teaching assistants. The Office for Continuous Professional Learning supports the professional development and advancement of medical educators in the UNM School of Medicine. Additionally, departments and colleges offer limited professional development funds for travel and research that may be supplemented by the Provost's Professional Conference Support Program. Another example is the training for social sciences and humanities faculty on how to build ideas into grant applications provided by the Office of Vice President for Research.

UNM's hiring process for staff is based on a coordination between the central Human Resources (HR) department and units with duties specified for each entity. For example: the UNM HR Compensation Department creates, reviews, and modifies all staff position classifications. Department or unit representatives provide a first level of screening in staff hiring. HR reviews the qualifications of the selected candidate to ensure standards are met prior to allowing an offer of employment. The University provides opportunities for professional development and training opportunities for staff too, as set by UAPPM, 3260 and 3290. Individual departments and supervisors also provide professional development, training and review with the organization.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

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

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

Rating

Met

Rationale

UNM developed student support services that align with the student's stages of academic life cycle: orientation programs are developed by student type: traditional freshman, transfer, graduate. Early-start and first-year experiences offered to incoming undergraduate students are designed to ensure a successful transition into college. For example, the School of Medicine is using a holistic admission process followed by support services for the incoming class (per conversations with campus leaders). Orientation for graduate students, offering of graduate teaching assistants' pedagogy courses are designed to ensure that graduate students are ready for graduate studies and graduate assistantships.

The support programs also vary by type of student characteristics. Programs such as The American Indian Summer Bridge + AISB Fall Experience; UNM Service Corps, the Engineering Student Summer Bridge Program; Undergraduate Health Sciences Enrichment Program (UHSEP); Student Support Services TRIO Advising & Peer Coaching; Women's Resource Center Impact Program; the College Assistance Migrant Program (CAMP); PASOS at UNM-Valencia, support provided by the Center for Teaching and Learning to graduate instructors on how to teach, career coaching, qualitative and quantitative research training are some examples provided in the evidentiary statement and corroborated during the campus visit.

Co-curricular activities are intentionally coordinated with curricular activities to support student's preparedness for successful careers. The University implementing the GROW® program with key campus student employers to create a structured reflection process to encourage connections and transfer between workplace learning, classroom learning, and future goals (campus conversations).

UNM is using a one-stop model to support student success by centralizing in one location admissions

and other enrollment services, student employment and financial aid services. UNM makes great efforts to centralize and coordinate service, as well as to coordinate communication among various units that support student success. For example, the Campus Assessment Response Education (CARE) team evolved into a regular communication team assuring coordination across units that capture student concerns (campus conversations and evidence).

As provided in evidence addendum 6 and validated by university leaders in the on-campus sessions for online learning and student experiences, the Center for Teaching and Learning provides academic learning support such as tutoring at no cost to the students.

The Career Services office provides resources and support for preparing students for life after college. Academic units also make concerted efforts to support students after graduation. For example, the Law School provides funds to support graduating students so they won't have to work after graduation while preparing for the bar exam (campus conversations).

During the pandemic, UNM shifted to online delivery of support services for students. The institution has evaluated and adapted their practices to support student success. As described in evidentiary statements, UNM developed an internal Lobo Course Placement (LCP) test offered prior to and during New Student Orientation, at no cost to students. LCP is now required of all incoming students and is designed to facilitate entry to the university rather than to constitute a barrier. ACT and SAT are not required for undergraduate admission (https://admissions.unm.edu/future-students/freshmen/admission-requirements.html). As evidenced by the UNM Online Welcome and Midcourse Communications document in the addendum, online students have access to many of the same services as on-campus students.

Students have access to resources for research in acquiring and assessing information as well as information literacy education. The University Libraries system provides research guides, online tutorials, videos, direct instruction, digital learning objects, clinics, and individual consultation related to library research and continues to develop a programmatic information literacy curriculum.

UNM pays strong attention to academic advising practices. The University assesses advising ratios by campus, the delivery of advisement to students and how they prefer to receive services. Attention is being provided to training of academic advisors and faculty advisors. The annual assessment of the Office of Advising Strategies office's work is used to review advising standards and responsiveness to the needs of the student population. UNM Human Resources office completed in 2021 the first stage of a multi-year advising study. This effort led to streamlining of job descriptions for advisors and student success personnel.

There is a concerted effort to tailor advising and support services by the needs relevant to minoritized populations. As shared in on-campus sessions, they also use culturally responsive advising to support their diverse student population. For example, historically there was limited support provided to African-American students. Now, support is being developed such as trainings that focus on hate bias, support for Athletic Black students, and allocating grant funding from the Howard Hughes Medical Institute to support STEM mentorship of black students (campus conversations).

As a result of the pandemic UNM invested in updating its class technology, invested in facilities, class support technology, faculty training, student services support – all these benefit student success (see Criteria 5).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

UNM degree programs are appropriate to higher education and require levels of performance by students appropriate to the degree awarded. The rigor of academic programs is continuously monitored and assessed. Through the Assessment and Academic Program review processes, the curriculum is revised, changed, and modified to address the needs of the State of New Mexico, the needs of a diverse and diversifying undergraduate, graduate and professional student body population. The faculty have the qualifications needed to deliver a high-quality curriculum.

The General Education program is shaped by the State of New Mexico's Higher Education (NMHED) requirements. Based on these requirements, the general education curriculum shifted from 37 credits to 31 credits and became organized around five NMHED defined essential skills.
The needs of the students are assessed on a regular basis. Support programs are developed based on the needs of each type of student population. There is a strong coordination among academic and non-academic units to support student and faculty success that crosses all campuses (main, north, south, branches).

UNM has a faculty-student ratio that is supportive of delivering high level education. The University provides resources and support to ensure the quality of its teaching and learning across all delivery formats. UNM provides academic, professional, health, and career support to its students and provides an enriched educational environment, including multiple academic co-curricular areas for undergraduate and graduate research, study abroad, service learning, and global studies.

Therefore, Criterion Three is MET.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

UNM conducts regular Academic Program Reviews (APR) with the support of the Office of Assessment and Academic Program Review. The schedule for reviews is publicly available on the UNM website. Documentation for APR (for programs at the main campus and branch campuses) is housed in the Digital Repository maintained by the University Library. A review of the APR documentation confirms that UNM is conducting reviews on a regular basis.

The documentation in the Digital Repository includes program self-studies, team reports, action plans, and the new mid-cycle review documentation. Typically, a program is reviewed every seven years, and includes external team members from peer institutions. Starting in 2021, UNM added a mid-cycle review to the process to facilitate increased attention to making progress based on the previous review. In the open forum, administrators confirmed that the university takes these reviews

seriously and makes changes based on the results of the feedback. In the recent APR for Economics, the review team indicated that the "undergraduate curriculum was too wide ranging." The faculty subsequently conducted a comprehensive review of the curriculum, streamlining the curriculum and going so far as looking at when specific courses were offered to facilitate students being able to move through the curriculum in a timely manner. A review of the Chemistry program resulted in the hiring of a Chemistry Safety Officer and others provided examples of faculty hiring based on their APR. An administrator for the BA/MD program stated that they also leveraged information in their APR to request additional resources from the legislature.

The APR process at the branch campuses goes through a similar process, with slightly different foci and team compositions than the main campus. In the addendum, Los Alamos provided evidence of the timeline process for academic program reviews. A review of the documentation in the Digital Repository for two programs at Los Alamos (Business in 2016 and 2018) and Pre-professional Elementary Education (2017) provides evidence that the review process is also used to assess whether programs should be discontinued or not. The APR recommended that a Business Certificate in Office Communications and Technology be eliminated for lack of enrollment and lack of need by employers and that the Elementary Education AA and Certificate be eliminated due to inability to identify sufficient qualified faculty. A review of the current catalog confirms these programs have been eliminated.

UNM leverages accreditation reviews for programs that undergo accreditation (e.g. Engineering with ABET and business with AACSB) to meet the expectations for APR. As documented on the university website, UNM currently maintains over 40 specialized accreditations.

In the open forum and in meetings at branch campuses, numerous campus leaders and faculty members praised the quality and level of support provided centrally for the program review process. A former department chair for Economics shared that the quality of the APR processes, support, and thus resulting impacts have improved significantly over the past couple of decades.

UNM has well documented transfer policies and processes to ensure the quality of transfer credit. UNM's University Catalog (under the Admissions link) outlines transfer credit policies identifying the types of credit accepted for transfer, including credit coursework from regionally accredited institutions, military credit (based on ACE recommendations), Advanced Placement, CLEP (general and subject exams) and International Baccalaureate exams. As documented in the catalog, UNM will under special circumstances, with the review by UNM academic department, accept technical credit. Since 2019 UNM uses a shared state number system for common lower-division courses across New Mexico Higher Education, which facilitates transfer across the public institutions in the state of New Mexico. The Registrar's Office is responsible for the determination of acceptable transfer credit of lower-division credit while UNM academic department faculty make the determinations for upper-level courses. The Transfer Equivalency System (TES) serves as a repository of approved course transfer equivalencies and provides the basis for most credit transfer to ensure quality of credit.

As described in Criteria 3C, UNM has a very structured process for monitoring faculty qualifications for all instructors including dual credit instructors. Valencia administrators shared that for any dual credit course taught by a high school instructor who has been vetted to be qualified to teach, they assign a regular UNM-Valencia faculty member as a mentor.

The Registrar validated and provided evidence in the addendum that UNM uses a degree audit system known as Lobo-Trax, which allows students and advisers the ability to see how courses taken apply towards the degree program and validates when a student has completed all requirements.

Further evidence was provided in the addendum in the form of a redacted degree audit. As documented in the addendum titled UNM Registration holds, pre-requisites are enforced for students as a part of the course registration process in Banner. Students attempting to register for a course for which they do not meet the pre-requisites will receive a "PREQ or TEST SCORE" error.

A review of the Faculty Handbook, A50, and in discussions with faculty on campus confirmed that university faculty have right of review and action associated with major curricular changes, requirement for admissions and graduation. Outlined in Regents policy manual section 5.1 confirms these responsibilities and designates that Board retains formal approval authority for many aspects – including creation/elimination of degree programs.

UNM has a well-developed curriculum approval and workflow process for faculty to maintain quality and exercise its authority for curricular offerings. Per the faculty handbook and as provided in the Addendum #3, Workflow process document, the institution's Faculty Senate Curriculum Committee, in cooperation with the Senate Graduate and Professional Committee (SGPC), is responsibile for maintaining and enhancing the quality of education and the curricula at the UNM central and branch campuses. Kuali Curriculum management forms from Faculty Senate meetings provide evidence that the curriculum approval process is being followed. Minutes from the Faculty Senate and a Board of Regents committee meetings provide evidence that the process and approvals are being followed. The January 31, 2023 Faculty Senate meeting minutes showed the approval of two new certificate programs: 1) in maternal Child Health and 2) Secondary Education with 7-12 Licensure. There were also consent agenda items to approve the addition of two new courses to meet General Education requirements. The two new programs (which per the curriculum workflow process outlines in the Addendum #3 material requires Board approval) were on the February 2, 2023 agenda item for the University of New Mexico Board of Regents' Student Success, Teaching, and Research Committee.

As documented in Addendum #9, UNM courses that high school students may take for dual credit are part of the regular curriculum and the Student Learning Outcomes and Syllabi are reviewed through the normal process. Online campus leaders and faculty confirmed this is also true for online courses. The instructors teaching the dual credit courses follow the same credential review process, and in some cases are the same instructors that teach degree-seeking undergraduate sections. During the visit faculty shared that dual credit students taking a Chicana and Chicano Studies course are taught by the same cohort of graduate assistants that teach the on-campus section and at Los Alamos all but one instructor for dual credit is a regular UNM faculty member.

In the last HLC review, UNM administrators identified systematic assessment of the success of its graduates as a work in progress, particularly at the institutional level. UNM struggled to assess data on students' post-graduation outcomes apart from the state of New Mexico Department of Workforce Solutions data which is limited to students who stay in New Mexico to work. A follow-up review of the monitoring of student post-graduation outcomes reaffirmed that the UNM's consumer information website contains data on licensure pass rates and select student outcomes data. The university's career service website has a link out to the New Mexico Department of Workforce Solutions website.

As a part of the APR process, programs provide documentation on post-graduation outcomes and methodologies. A review of recent APR self-study documents confirmed that programs provided information on their methodology and/or some post-graduation in their APR. The methodologies used by programs varies across campus. For example, the Anderson School of Management (with specialized accreditation requirements) has an extensive tracking system surveying students to obtain post-graduation outcomes include employers and salaries; International Studies Institute is using LinkedIn; and the Religious Studies program worked with the Foundation to conduct a review of

Alumni records. In the Criteria 3 and 4 open forum, several university leaders shared the challenges of tracking students after they graduate, even graduates of relatively small programs. Since graduate students have a close connection with the faculty, the institution has a better understanding of graduate student post-graduation outcomes than for undergraduate programs. Professional programs also use licensure pass rates as a measure of graduate success. Associate Provost for Student Success stated that the institution is aware of the need to develop a more consistent institutional process for gathering graduate outcomes and that administrators are considering potential options.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Met

Rationale

UNM has put into place structures, resources, and processes to support a robust assessment process for student outcomes and learning. Learning assessment is coordinated and supported by a centralized Office of Academic Assessment and Program Review (OAAPR). This office coordinates the institutional assessment efforts for the main campus and branch campuses. OAAPR facilitates the collection of assessment artifacts and reports and serves as a resource to colleges and departments in their efforts to assess student learning outcomes. The OAAPR website provides process documentation and timelines, a resource manual, templates, and links to assessment best practices. The OAAPR website has links to assessment websites available for most academic colleges and all four branch campuses. College websites confirm that assessment is coordinated at the college-level. An example of one college's commitment to student learning outcomes assessment comes from the College of Arts and Sciences that has provided grants to faculty to improve assessment in General Education and academic programs (including both graduate and undergraduate programs). Spring 2022 awards were given General Education; undergraduate programs in History, Political Science and English; and a new graduate program in Geography. For structures, in addition to the central office of OAAPR, there are College Assessment Review Committees and a Provost Committee on Assessment. UNM is using an assessment Maturity model to track progress as colleges/units work to continuously improve their student learning outcomes assessment.

The OAAPR archives and evaluates assessment plans and reports, with accompanying evidence. It synthesizes findings, as well as college-level reports, into the Annual Institutional State of Assessment Report for Academic Affairs, which is available in the Digital Repository with UNM login credentials and was provided as evidence by the institution. Per that annual report, OAAPR collected 202 assessment reports across colleges, schools, and branches in AY 21-22. These reports included: 969 student learning outcomes (SLOs), encompassing 1,711 verbs and 1,665 content areas, and 919 selections demonstrating alignment to UNM's learning goals.

Per the assurance argument and confirmed during the site visit, during the 2020-21 academic year, UNM Main Albuquerque campus submitted assessment documents for 69.4% of its undergraduate

programs, and 61.9% of its graduate programs. Branch campuses submitted assessment documents for 42.9% of associate degree programs. It also stated that the digital repository contained over 2,706 assessment documents in an archive that can be searched for meta-data on institutional trends.

While the assessment plans and reports for individual programs are stored in the Digital Repository, for confidentiality reasons, access to the documentation is limited to administrators and faculty associated with assessment efforts. During the site visit, the review team was able to view the assessment plans and reports for three different academic programs: B.A. in Evolutionary Anthropology, Ph.D. in Chemical Engineering, and the Nursing program at the Gallup Campus. Assessment plans utilize a variety of assessment techniques, including formative and summative assessment and quantitative and qualitative measures. The assessment plans have program goals, and measurable outcomes for the SLOs. The assessment plans include a grid where the following items are documented for each of program's student learning outcomes: alignment to UNM institutional outcomes, identification of assessment measurements, and benchmarks for success. The Ph.D. in Chemical Engineering utilized a standard rubric that the College of Engineering had developed for use for all their graduate programs. The five program outcomes were assessed against that rubric. The reports provide the results of the assessment plan for the year, including identification of planned changes to the program based on the assessment and also identification of any changes to the review process (e.g., different assessment methods to be used) for the next year. The OAAPR monitors and reviews the plans to ensure that every 3-4 years plans are updated.

UNM utilizes methodologies and collects data to assess student learning consistent with good practice. UNM relies on standards developed by the National Institute for Learning Outcomes Assessment (NILOA) and the American Association of Colleges & Universities (AAC&U) to inform its assessment practices. While the OAAPR office coordinates support and reporting, the assessment is led by faculty and staff in the academic colleges and programs. The Academic Program Assessment Manual (APAM) identifies guidelines and processes based on best practices. The OAAPR website provides numerous examples of best practices and links to additional resources to support assessment. UNM uses rubrics, and a methodology to assess the institution and individual programs 'assessment maturity', recognizing that assessment is a continuous improvement process that evolves over time.

UNM's General Education is based on the NMHED 2019 statewide General Education Initiative. This initiative includes the adoption of five NMHED GE essential skills that align with the academic content areas of the General Education Program. For General Education Assessment, colleges that teach courses submit artifacts to the Digital Repository and the OAAPR conducts an analysis across the evidence submitted to identify progress on student learning outcomes and areas for continued improvement. The General Education Assessment Infographic for AY2021-22 shared that the OAAPR conducted a review of 616 student artifacts associated with General Education outcomes. Using a standard rubric, assessment across the essential skills students averaged between 1.7 and 2.0 (where 1 is "emerging" and 2 is "developing").

For co-curricular assessment of learning outcomes, UNM provided evidence of assessments for academic advising that are led by the Office of Advising Strategies for several years. Staff from the Office of Advising Strategies confirmed their use of assessment to improve advising and their office website provides assessment reports from 2016 through 2020. As noted, with the prioritization of providing support to students during the pandemic, a more current report for advising assessment is still under development. The *Annual Institutional Co-Curricular Assessment report from 2020-21* provided evidence that assessment plans were in the early stages of development in key student

resource offices, such as the College Enrichment Programs, LBGTQ Resource Center, Career Services, and Veterans and Military Resource Center. During the site visit, OAAPR staff confirmed that the office supports assessment plans for non-academic programs that includes student learning outcomes and other types of outcomes appropriate for the unit. The Vice President for Student Affairs shared that he was in the process of hiring an assessment position and that all programs/units in that division would be undergoing a Council for the Advancement of Standards in higher education (CAS) review.

Programs systematically use assessment data for program improvement or changes. Programs provide an annual assessment report to the OAAPR. The report includes descriptions of student learning outcomes, assessment measures, data results and analysis and recommendations for program improvement or change. The report also captures any changes the program plans to make to their assessment plan. Per the Fall 2022 assessment report compiled by OAAPR, in AY2021-22, there were 181 reports of program changes resulting from assessments, 176 reports of assessment revisions, and 183 reports of communication methods regarding assessment results**.** The review team confirmed that program changes and/or assessment plan changes were identified in the three assessment reports viewed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

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

Rating

Met

Rationale

UNM sets student success goals and develops strategies to increase student success. The UNM 2020 Strategic Plan had set an undergraduate four-year graduation rate of at least 25%. The HLC Quality Initiative provided documentation of specific goals for 3-semester retention, 4-year, and 6-year graduation rates. These metrics were tracked and reported publicly in the strategic plan annual report and on the university's UNM 2020 Vision Performance Dashboard available on the UNM website. The most current 4-year (8 semester) and 6-year (12 semester) graduation rates published on the OIA dashboard were 37.77% and 52.46% respectively. The trend lines for both 4-year and 6-year graduation rates demonstrate significant institutional improvements over the past several years.

UNM is a unique Carnegie R1 flagship, as a Hispanic Serving institution, has a majority minority student population. Per the Common Data Set published, the average ACT score of the incoming students is 21.7. The institution is in the process of identifying all the metrics associated with the goals of the newly approved UNM 2040: Opportunity Defined strategic plan. In its assurance argument the institution stated that its goal is to achieve a 60% 6-year graduation rate and 80% third-semester retention rate by 2030. The argument also stated also stated a graduation rate for transfer students of 45% by 2030. During the site visit, the team was able to confirm with the provost office that the graduation goal of 60% for the new strategic plan is actually 60% five-year graduation rate. Per the provost office, "So our goal is 60% in five years, but we consciously stated in the argument as 60% in 6 years because 4 and 6 are standard HEI measures and 5 is anomalous from a reporting perspective." The 60% 5-year graduation goal was publicly shared with Faculty Senate in the January 31, 2023 meeting as evidenced through the meeting minutes. In the visit, the Provost

Office clarified that the transfer student goals is still in the discussion stage and that additional metrics are being identified.

The newly stated 5- or 6-year graduation rate goal would place the institution in the mid-range of 6-year graduation rates across all public, doctoral institutions per 2021 IPEDS data. In the February 2, 2023 SSTAR meeting the institution identified Wayne State University (Detroit) and Georgia State University as examples of peer R1 institutions nationally that have student populations similar to UNM in terms of demographics and student preparation. Per IPEDS, those institutions have six-year graduation rates of 56%. Given their current graduation rate around 52% and a ten-year timeframe, the goals established by the institution are ambitious yet reasonable for the populations the institution serves.

UNM collects, analyzes and publishes retention and persistence data (including IPEDS) through its Office of Institutional Analytics (OIA) using First-Year Cohort Tracking Report dashboards, using IPEDS cohort definitions. The University also makes publicly available the Common Data Set which includes enrollment and student success data in a common format across higher education institutions. In addition to retention/graduation data, the OIA website contains other student success data including "time to degree" data and a "course failure rate" dashboard. A review of Academic Program Review Self-Study reports demonstrate that enrollment, retention, graduation, and course failure rate data analysis and review are embedded into the Academic Program Review process.

The Regents' Student Success, Teaching, and Research (SSTAR) committee regularly receives information and reports on student success data. Agendas of the SSTAR committee confirm that the institution reviews, uses, and acts based on student success data. The Meeting Summary from the February 2, 2023 meeting showed presentation and discussion of disaggregated graduation and retention data. The meeting discussion provided examples of actions being taken by the institution to improve retention and graduation, including the Student Experience Project, undergraduate research, curriculum restructure, and the use of predictive modeling to identify first year students at risk. The meeting notes also document that the institution is beginning to look at graduate student success in a more systematic way.

The institution has a strong emphasis on mentoring students at all academic levels, a wide range of support services/programs for various student populations, and a commitment to creating a coordinated support network across all divisions of the university. Criteria 3 provides additional details on specific student support programs and efforts. During the site visit, faculty, staff and administrators confirmed that the programs use data to identify new student success programs and to assess and improve existing student success programs. As highlighted in Addendum #7 and confirmed by staff during the visit, the Student Experience Project showed that the same instructor's courses showed a 12% increase of students earning A's and B's and a 2% decrease of DFW grades after engagement with the project. The Center for Teaching and Learning provided evidence in Addendum #6 that students in the 2015 cohort were 3.6 times more likely to graduate if they used their services. Through their Basic Needs Assessment project, the institution has identified and implemented new and expanded programmatic needs, including the addition of staff positions to support mental health and food insecurity.

Valencia campus provided evidence in the addendum of their participation in Community College Survey of Student Engagement, to look at their student's engagement data compared to peer institutions as they work to improve their student success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Rationale

UNM has developed a very strong culture and organizational structures to support assessment and the use of data to improve student success. The level of central support for academic program review and program assessment of student outcomes is exemplary. The institution has processes in place to ensure that the education provided to all students regardless of location or modality is high quality. The institution uses data (both quantitative and qualitative) to improve its programs and student success. The institution continues to address areas for assessment growth, such as their ability to more comprehensively understand success of their graduates. Aligned with the new strategic plan, the UNM is establishing reasonable student success goals and has developed a very collaborative approach to supporting students towards achieving those goals.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Rating

Met

Rationale

Per its policy manual The University of New Mexico Board of Regents is responsible for the governance of the University. The seven-member Board's responsibility in governing the University include fiduciary responsibility for the assets and programs of the University, establishment of goals and policies to guide the University and oversight of the functioning of the University. One member of the Board of Regents of the University of New Mexico is a member of the student body. The Student Regent is a full voting member of the Board of Regents and has the same rights and responsibilities as other Board members. UNM has structures in place to ensure significant decisions made by the BOR are informed by key stakeholders. The University of New Mexico Board of Regents web site provides a full accounting of board activities and allows for opportunities to appeal board decisions. The university's administrative policy request process is well documented on the UNM Policy Office web site and allows anyone with an active UMN NetID to initiate a request. A 30-day window is provided for all stakeholders to comment on policy changes. Decisions are communicated widely via newsletters and Listservs.

The Board vests responsibility for the operation and management of the University to the President of the University (see 2C). The president engages internal constituencies—including its governing board, administration, faculty, staff, and students—through planning, policies and procedures as evident by the collaborative process used to develop "UNM 2040". Through updated administrative

structures the President has directly addressed accreditation issues related to shared governance, athletics, and fiscal management. Evidence of this is available at the Office of President web site and the creation of new councils and advisory committees charged with improving oversight of enrollment, safety and institutional ethics and integrity. The president engages the campus community in multiple ways including, but not limited to, virtual town hall meetings and a Grand Challenges Listserv. The collaborative tone of the president and the institution's leadership demonstrates that the institution has moved towards more effective planning, policy and process development that enables the institution to fulfill its mission.

Committee and council structures serve as the centerpiece for shared governance. Faculty Senate, the Committee on Governance, and the Committee on Academic Freedom and Tenure, as well as the BOT and administrative policy and procedures manuals and faculty handbook, provide faculty direct input into the governance of the university. Per the Faculty Governance web site, the tradition of faculty governance of the University of New Mexico is found in the Faculty Constitution established in 1949. The University faculty has broad responsibilities assigned to it by the Board of Regents. A similar framework also allows the Health Science Center and Branch campuses to engage and coordinate with the Faculty Senate via local faculty assemblies. Two student government organizations, the Associated Students of UNM and the Graduate and Professional Student Association, administer student matters for their constituencies and provide student representation to critical committees. The Staff Council draws employee representation from across the university with members serving on major decision-making committees. Committees and councils have related web pages with meeting schedules and agendas. Minutes are publicly published and provide clear evidence that internal constituencies are allowed full participation in the institution's governance.

The Office of Institutional Analytics (OIA) and Enrollment Management analyze institutional data in response to general and specific queries. 2023 BOR Student Success, Teaching and Research Committee meeting minutes, along with campus visit conversations with university constituents, provide evidence that leadership uses data to reach informed decisions. The board has access to a wide range of data including enrollment, retention, and graduation - enabling effective decision making and analysis. UNM's budgeting and financial management processes are also well supported by data.

The Office of Institutional Analytics provides a data request process for information requests outside of common data sets and official enrollment reports. OIA publishes a newsletter intended to serve the UNM community through information about data resources, best practices in data visualization, and highlights of data projects across campus. OIA also offers training opportunities for employees.

It is evident by recent planning documents that the institution's leadership uses data to pursue its goals, in policy shaping and in the annual management of capital, financial and human resources.

Academic requirements, policy, and processes are set and reviewed through both committee structures and direct engagement of faculty and, where appropriate, students and staff. Examples provided reflect a collaborative, consultative, flexible approach to finding solutions in meeting academic requirements or improving policy and processes such as student conduct. Department faculty, deans and departments consult prior to forwarding issues to the appropriate faculty senate

sub-committees. Sub committees solicit input and data before making recommendations to the Office of the Provost.

The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy, and processes through effective collaborative structures. The university actively seeks student input through the Student Government Associations, surveys and course evaluation and assessment. A student campus climate survey is currently being administered by the Division for Equity and Inclusion.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met

Rationale

Ensuring a sustainable and high-quality workforce is a key priority for the University of New Mexico, as articulated in its UNM2040: Opportunity Defined and Human Resources 2018-2023 Strategic Plan. UNM follows established procedures to hire qualified individuals for open positions and provides a host of on-boarding resources via the New Employee Toolkit. Once hired, UNM provides training opportunities and requires annual performance reviews outlined in the Administrative Policies and Procedures Manual - Policy 3230. UNM has adapted to post Covid-19 strategies to increase the effectiveness of staff recruitment and retention by formalizing hybrid and remote work for staff employees, and by revamping wage and salary administration policy.

Training for administrative and academic staff includes topics such as ethics, compliance, and sexual violence. In addition, the Office of Employee and Organizational Development offers self-paced and face-to-face courses specifically designed to increase employee organizational and personal effectiveness. Two-day New Chair Orientation sessions provide evidence that the university has practices and infrastructure sufficient to support its operations by allowing academic leaders to transition quickly into administrative roles in support of mission. The Fiscal Shared Services Center benefits new academic leaders by serving as fiscal advisors to academic and non-academic units.

The tools described at Office of the Chief Information Officer web site reflect robust academic information technology resources in support of operations wherever and however delivered.

As New Mexico's flagship institution, The University of New Mexico has the resources to serve as the state's premier institution of higher learning and provider of health care as evident by its academic investments in FY22 and FY23. The UNM Combined Enterprise Ten-Year Plan and related projections reflect the resources needed to incrementally pursue the opportunities the university provides itself in UNM2040 - to think differently about how the institution can be more relevant, more visible, and more competitive. Risk taking toward framework goals will need to be balanced with the pursuit of its budget priorities including cash reserves that are currently below

industry standards. The University has demonstrated its ability to pursue its goals and address budget issues simultaneously as evident by its response to the financial challenges of its athletics program. The university's approach to resolving these long-standing issues has resulted in the New Mexico Higher Education Department (NMHED) recently removing the Enhanced Fiscal Oversight Program (EFOP) designation placed upon the University's Athletic Department in October of 2017.

UNM uses data to adapt its budget processes, planning and organizational structures for the purpose of improving its institutional capacity to meet its stated goals. This is evident by the many accomplishments toward achieving the UNM2040 planning goals to date. For example, DEI has facilitated the hiring of two IE postdocs towards reaching the goal of 10 URM tenure-system faculty by 2027.

A new vice president was brought on-board in 2019. The Senior Vice President for Finance and Administration has been successful in presenting a simplified understanding of UNM's budgeting process. In combination with more representation and making the meetings public, the Budget Leadership Team's (BLT) purpose is widely understood. A Budget Committee is one of five (5) committees that comprise the Faculty Senate. The Faculty Handbook was updated April 28, 2020 to reflect the faculty role in making recommendations to the Faculty Senate for advising the Budget Leadership Team (BLT) in developing the UNM budget. The BLT has representation from across the university and is co-chaired by the Provost/EVP and EVP for Finance and Administration. The budget planning model and timelines are well documented on the Budget, Planning and Analysis Office (OPBA) web site. The rationale for tuition increases is clear and comprehensive as presented in the FY23 Central Campus, Branch Campuses and Health Sciences Center Budget Presentation. Each year in January, departments are required to prepare for a mid-year review to better monitor their finances. The Controller's Office (Financial Services) is service orientated and helps ensure compliance with all pertinent financial policies, rules, and regulations. Additionally, the Division oversees the maintenance of the official financial records of the University. UNM is fully transparent with its financial information as evident by the publishing of their Annual Audited Financial Statements (see https://fsd.unm.edu/annual-audited-financial-statements.html).

The institution undergoes annual internal/external audits. Findings are presented to the University Board of Regents and, in turn, are available on the Financial Services Division webpage and reviewed by the New Mexico State Auditor.

UNM's resource allocations reflect investments in strategic initiatives and targeted funding to ensure educational programs and faculty remain a priority in the annual budget process. Academic Affairs 5-Year Investments (FY19-FY23) reflect a total of $18.2M with 49% of these investments made in the hiring and retaining of faculty. Post Covid-19 allocations also reflect continued investments made in the Program for Enhancing Research Capacity (PERC). PERC supports acquisition of shared instrumentation or enhancement of shared facilities that enable major endeavors to advance discovery, creativity, and innovation across campus. This further illustrates how UNM's resource allocation process is intentionally directed toward achieving its educational purposes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

The President has hired an exceptional team of leaders that have created cross unit relationships allowing for improved alignment of campus planning and related budget allocations. Evidence supports improvements in campus inclusiveness, financial management, data driven innovations in student and academic affairs and improved alignment with the UNM Health Sciences Center. Evidence revealed that recent strategic planning efforts of the HSC are directly in line with the updated university mission as a "provider of health care." The HSC strategic plan provides resources for support services. The institution also looks to leverage the New Hospital Tower and Nursing Buildings to increase university-wide capacity. These aligned strategies serve the outreach mission as well by ultimately providing more health care workers state-wide.

There are numerous committees that help govern the institution. By participating in multi-year planning efforts academic units and departments are able to request resource allocations based on the priorities of the unit in alignment with the university's strategic plan. UNM's resource allocation process and alignment to UNM's core values and mission is further demonstrated in the UNM 2040 strategic planning framework. Support for the framework was evident throughout closed and open sessions. Although the budget and capital planning processes are not new, they have been re-energized by the strategic framework priorities. Support for the strategic framework was also evident on the branch campuses and is used to guide their resource allocations as well.

The Office of the Provost and EVP for Academic Affairs oversees extensive academic program review and program assessment, as detailed in 4A. These processes are linked to annual budgetary

requests, including faculty and staff hiring as shared by university leaders in the Open Forum for Criteria 3 and 4. The Academic Affairs leadership team relies on information about student outcomes to make determinations about resources to support student success. These determinations are made at annual retreats of student success leaders from across the colleges resulting in the hiring of more staff aligned with students' greatest needs. Similar linkages between student assessments and planning and budgeting exists on the branch campuses. 2018 CCSSE student satisfaction data (provided in addendum) was used to determine the need for budgeting a mental health professional on the Valencia campus.

Planning and annual processes require a high degree of across unit and department collaboration at UNM. Evidence of this is in the membership of budget, capital planning and facilities improvement teams that include students and representation from all parts of central campus. This is true on Branch campuses as well. The UNM-Valencia Campus strategic plan "Vision Defined 2025" provides evidence branch campuses are engaged in planning at both a central and local level. Valencia campus leaders worked closely with the Valencia County Partnership Board in developing its 2025 strategic vision.

The university does a tremendous job of engaging constituent groups. The Integrated Campus Plan will focus on the facilities, grounds, and physical assets of the institution to provide a "road map" in support of long-term planning. Through presentations, surveys, open houses this is a unique way of ensuring that facilities and grounds planning is aligned with the academic vision of the university. There is significant evidence that the university engaged the central campus and the City of Albuquerque to develop strategies for improving campus safety. A Campus Safety Plan is being developed to address on-going concerns, but there have been many improvements made to campus safety since 2018 including developing a strong partnership with the City of Albuquerque Police.

As a large R1 Hispanic serving public university, UNM is recovering financially from challenges created by the pandemic. The institution's core operations are dependent on state support and tuition. The University clearly understands the impact of becoming more tuition dependent, fluctuations in the institution's sources of revenue and risks involved with the state's scholarship funding programs. The Provost/Exec VP for AA shared that the university is budgeting at flat enrollment hedging for the projected demographic cliff starting in 2026. The institutional financial data shared with stakeholders is very transparent and addresses the realities of university budgeting and intentions for strategic investments in the future.

HLC_Addendum_Request_11_ demonstrates UNM's sound understanding of its environment and capacity to grow and retain enrollment. Institutional planning in support of the Strategic Enrollment Plan (SEP) anticipates external factors and uses technology to meet planning goals. The evidence reflects university investments in a course scheduling tool, a new catalog management system, a retention suite and CRM to facilitate improved communications and early alerts. A Recruitment Coordination Council helps improve communications flow across recruiters. Meetings each month of key staff focused on growing and retaining enrollment has supported the growth in incoming classes, as evidenced by larger freshman classes fall 2021 and 2022.
UNM's shared services is a model for higher education. The Academic Affairs Fiscal Shared Service Center provides fiscal advice and management support to academic and administrative units. The

center is centralized and managed under the Director of Financial Operations within the Office of the Provost and EVP for Academic Affairs. The Fiscal Shared Service Center demonstrates how the university systematically improves its operations as evidenced by the growing number (42) of shared service contracts and annual recurring savings of over $2.25 Million across the university.

As noted by the EVP for Finance & Administration in a focus session, the university will continue to improve integration across planning efforts.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

Through its administrative structures and collaborative processes, the institution engages in systematic and integrated planning and improvement. Leadership demonstrates that it is effective and enables the institution to fulfill its mission. Evidence of this exists within the process for extending the university President's contract. Through a comprehensive, inclusive evaluation of her performance, The University of New Mexico Board of Regents unanimously approved to extend the contract of Garnett S. Stokes, UNM president. Given the institution's leadership history, this decision by the BOR is clear evidence that the president and her leadership team have made significant gains in building trust and confidence of stakeholders through shared governance.

The HLC team recommends that as the university continues to implement UNM2040 leadership encourage all committees and councils to stay engaged and update their annual meeting schedules and meeting minutes. The student associations do a very good job of providing timely up-to-date information on their related web sites.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

The University of New Mexico positions itself as the state's flagship institution. With campuses located in Albuquerque, Gallup, Los Alamos, Taos, and Valencia County, the institution serves over 21,000 students. Under a new leadership team, UNM has emerged from the pandemic with established structures, policies, and processes that support the institutional mission while further diversifying the student population.

During the past couple years, the institution spent significant effort with wide input from constituents and community to develop the new strategic plan and mission which will guide the campuses during the next two decades. The "UNM 2040: Opportunity Defined" represents a complete revision of mission language. The new mission statement expresses a very broad mission that expresses a philosophy of higher education. The new mission includes a set of core values along with the Vision and Mission

Recently, the President of the University was renewed for another term. The renewal efforts included input from all stakeholders and a unanimous vote from the Board of Regents. This renewal demonstrated strong evidence of the trust that the Board of Regents and the University puts into her leadership team and the University's future path she is chartering.

Conversations with the Board of Regents and others on campus provided a firm foundation on how UNM works within the larger system context. The HLC team recognizes the progress the Board and Administration has made in aligning roles and responsibilities. The team also recommends the institution and the regents continue their dialogue to further refine expectations and responsibilities especially as these relate to the implementation of the 2040 Strategic Plan.

The institution demonstrates their willingness to invest in the students, faculty, and staff. UNM integrates with the surrounding community in serving their constituents. The institution has established a culture of assessment and the team found an ongoing maturing of best practices throughout the institution. UNM should be commended for their efforts to continually improve the institution, and particularly for how it has established a culture of communication, transparency, and affirmation. Numerous staff members commented on the improved campus communications and the review team noted the culture of recognition on campus.

Based on the assurance argument, supporting documentation as part of the evidence file, and the discussions during the campus visit, the review team believes that the University of New Mexico has met the criteria for accreditation.

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Not Applicable to This Review

No Interim Monitoring Recommended.

INTERNAL

Institutional Status and Requirements (ISR) Worksheet

Higher Learning Commission

Review Details

Institution: University of New Mexico, New Mexico

Type of Review: Standard Pathway - Mid-Cycle Review

Description: Year 4 Comprehensive Evaluation. An Embedded Report on Integrated Planning with a focus on enrollment and finances.

Specific review of compliance with faculty qualifications requirements solely for dual credit faculty has been suspended until the first evaluation occurring on or after September 1, 2025.

Review Dates: 04/24/2023 - 04/25/2023

✓ No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

☐ No Change
☐ Recommended Change:

Degrees Awarded: Associates, Bachelors, Doctoral, Masters, Specialist

☐ No Change
☐ Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2018 - 2019
Year of Next Reaffirmation of Accreditation: 2028 - 2029

☐ No Change
☐ Recommended Change:

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's, Bachelor's, Master's, Specialist, Doctoral

The institution is not approved at the following program level(s): None

☐ No Change
☐ Recommended Change:

Additional Locations:

Prior HLC approval required.

☐ No Change
☐ Recommended Change:

Distance and Correspondence Courses and Programs:

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

☐ No Change
☐ Recommended Change:

Competency-Based Education:

☐ No Change
☐ Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Standard Pathway

☐ No Change
☐ Recommended Change:

Upcoming Reviews:

Comprehensive Evaluation Visit - 2028 - 2029

Federal Compliance Review - 2028 - 2029

☐ No Change
☐ Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

☐ No Change
☐ Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

☐ No Change
☐ Recommended Change:

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	36	☐ No Change ☐ Recommended Change:
Baccalaureate Degrees:	83	☐ No Change ☐ Recommended Change:
Graduate Programs		
Master's Degrees:	80	☐ No Change ☐ Recommended Change:
Specialist Degrees:	4	☐ No Change ☐ Recommended Change:
Doctoral Degrees:	48	☐ No Change ☐ Recommended Change:

Certificate Programs		
Certificates:	58	☐ No Change ☐ Recommended Change:

Contractual Arrangements:

No Contractual Arrangements

☐ No Change
☐ Recommended Change:

Off-Campus Activities

Branch Campuses:

University of New Mexico - Gallup, 200 College Road, Gallup, New Mexico 87301 UNITED STATES

University of New Mexico - Los Alamos, 4000 University Drive, Los Alamos, New Mexico 87544 UNITED STATES

University of New Mexico - Valencia, 280 La Entrada Rd, Los Lunas, New Mexico 87031 UNITED STATES

University of New Mexico - Taos, 115 Civic Plaza Drive, Taos, New Mexico 87571 UNITED STATES

☐ No Change
☐ Recommended Change:

Additional Locations:

UNM West in Rio Rancho, 2600 College Blvd, Rio Rancho, New Mexico 87144 UNITED STATES

☐ No Change
☐ Recommended Change:

Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select "Final Reports" from the list of submission options to ensure the institution's materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2–3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)

- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Audience: Peer Reviewers
Form
Published: 2021 © Higher Learning Commission

Process: Multi-campus Visit
Contact: peerreview@hlcommission.org
Page 1

Report Template

Name of Institution: University of New Mexico

Name and Address of Branch Campus: Valencia

Date and Duration of Visit: 4/24/23

Reviewer: Michael Seymour

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The University of New Mexico at Valencia is one of four branch campuses of the University of New Mexico. The campus primarily functions as a community college and transfer portal for the UNM central campus in Albuquerque. The campus also maintains a small number of career/technical programs. Its Chancellor reports to the UNM Provost. UNM Valencia is funded by the state legislature independently from the other campuses. The campus contracts with the central campus of UNM for specific shared services. The campus has contractual MOU arrangements with local high schools within its geographic district for dual credit instruction which makes up approximately 40% of its enrollment.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The University of New Mexico Valencia has a local and community mission, evidenced by the campus strategic plan "Vision Defined 2025." This document is part of the addendum documents (Valencia_Strategic-Planning_Vision-Defined_Version_2_4.4.23_Official.pdf). The Strategic Plan serves to provide a framework for career technology courses, life-long learning and transfer credits for 4-year degrees to other campuses.

The campus reports to an elected community advisory board – The Valencia County Partnership. The campus advisory board has fiscal and mission oversight. This is evidenced by the minutes of the advisory board meetings (https://valencia.unm.edu/about/advisory-board/meeting-minutes/index.html).

Audience: Peer Reviewers
Form
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Process: Multi-campus Visit
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3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The UNM Valencia campus is a 150-acre campus in Valencia County, New Mexico (https://valencia.unm.edu/about/index.html). The branch campus has no campus housing, but offers other amenities including cafetière services. The campus maintains their own Police and IT Departments.

The campus contracts with the Academic Affairs Fiscal Shared Service Center with the central UNM campus for Banner Training and software, legal and contractual support, HR processes and training for all employees, canvas software and related IT support, sponsored programs pre and post award support, and strategic planning professional services. (https://provost.unm.edu/offices/budget-finance/shared-services.html)

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The faculty qualifications for UNM Valencia are the same as required by the UNM central campus and system. Faculty ration 40/60 full to part-time. The campus follows the UNM system procedures outlined in the Faculty Handbook and on the university human resources web site (https://hr.unm.edu/performance-evaluationSearch Committee Handbook).

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The UNM Valencia campus uses its shared service agreement for faculty training, including mandatory training for "Regular and substantive interaction with students" for all on-line instructors (http://online.unm.edu/admin-resources/faculty-support.html).

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The student and academic resources at the UNM Valencia campus are appropriate for a community college. The visiting team member toured the campus verifying that the library, multiple computing laboratories, science and Art laboratories, and classrooms are well maintained and supported.

Students have access to the Center for Academic Support (CAPS) and career services housed on the UNM central campus fully online. CAPS provide online tutoring appointments for most courses offered at UNM Valencia, with the exception of Career Technology courses, which are more practice oriented. Students at UNM Valencia are eligible and supported on campus for financial aid and the New Mexico's State Student Incentive Grants, as well as Pell Grant and other Scholarships (https://valencia.unm.edu/students/financial-aid/index.html).

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

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Evidentiary Statements:

The University of New Mexico Valencia faculty have the responsibility and authority to oversee the development, implementation, currency, and quality of the curriculum per the Regents' Policy Manual (RPM, Section 5.1). There is a common and clear process for developing and changing curriculum at central and branch campus, as the Curriculum Mapping evidence in the Addendum indicates and validated through campus conversations. The curriculum process starts on the branch campus, then routes through approvals by the branch campus Dean of Instruction to the UNM Faculty Senate and Board of Regents using Kuali Curriculum.

The General Education program is shaped by the State of New Mexico's Higher Education (NMHED) requirements and are consistent across all UNM campuses. The common course numbering allows for consistent offering and transfer of courses across branch campuses and the central campus. As shared by campus leaders during the site visit, branch campuses are connected into the Advocacy system that is currently used by the central campus for tracking student concerns, to provide a system-wide perspective and seamless transfer between campuses.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

☐ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

UNM conducts regular Academic Program Reviews (APR) for courses offered through UNM Valencia with the support of the UNM Office of Assessment and Academic Program Review. Documentation for APR (for programs at the main campus and branch campuses) is housed in the Digital Repository maintained by the University Library. A review of the APR documentation confirms that UNM is conducting reviews on a regular basis across the university.

During the site visit, the review team viewed the assessment plans and reports for three different academic programs, including a branch campus academic program. Assessment plans utilize a variety of assessment techniques, including formative and summative assessment and quantitative and qualitative measures. The assessment plans have program goals, measurable outcomes for the SLOs.

8. Continuous Improvement

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Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

As shared in a focused session on the site visit, UNM Valencia campus is actively following its strategic plan and is aligning closely with goal 5 - One University. This is evident by the college's advisory board successfully lobbying the UMN BOR for Valencia students to have access to central campus student life activities.

Additionally, in response to instructional needs, the campus has prioritized local instructional equipment requests using federal Perkins funds to make annual investments. The campus is a member of the New Mexico Association of Community Colleges legislative action to secure funding for continuous improvements (https://www.nmacc.info/).

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Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select "Final Reports" from the list of submission options to ensure the institution's materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2–3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)

- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

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Name of Institution: University of New Mexico

Name and Address of Branch Campus: Los Alamos, NM

Date and Duration of Visit: 4/24/2023

Reviewer: Paul J. Tikalsky

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The University of New Mexico at Los Alamos is the smallest of the branch campuses of the University of New Mexico system. The campus functions as a community college and transfer portal for the UNM central campus in Albuquerque. Its Chancellor reports to the UNM Provost. UNM Los Alamos is funded by the state legislature independently from the other campuses. The campus contracts with the central campus of UNM for specific shared services. The campus has contractual MOU arrangements with local high schools within its geographic district for dual credit instruction.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The University of New Mexico Los Alamos submitted a Strategic Enrollment Plan that was accepted by the Secretary of the New Mexico Higher Education Department. This document is part of the addendum documents. The plan considers the specific charge and mission of the campus as it is related to the community and its connection to the UNM system. The campus's advisory board has fiscal oversight and provides advisory oversight to the mission. This is evidenced by the minutes of the advisory board meetings. https://losalamos.unm.edu/about/advisory-board/advisory-board-meeting-minutes-3.13.23-1.pdf

The University of New Mexico Los Alamos has a local and community mission, evidenced by their public documents https://losalamos.unm.edu/about/strategic-plan.htm The campus serves to provide career technology courses, life-long learning and transfer credits for 4 year degrees to other campuses. This

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location serves a host for courses taught and managed by the central UNM campus for Mechanical Engineering.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The UNM Los Alamos (UNMLA) campus is a 5-acre campus in the heart of Los Alamos, New Mexico. The campus has no campus housing and a central cafeteria. The campus is immediately adjacent to the local high school, which allows students to enroll and attend dual-credit courses on the UNMLA campus with UNMLA regular faculty.

The campus contracts with shared services with the central UNM campus for Banner Training and software, legal and contractual support, HR processes and training for all employees, canvas software and related IT support, sponsored programs pre and post award support, and strategic planning professional services. https://provost.unm.edu/offices/budget-finance/shared-services.html

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The faculty qualifications for UNM Los Alamos are the same as required by the UNM central campus and system. Faculty are typically 0.5 FTE and have PhD of MS/MA in their respective fields. The Career

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Technology course instructors have BS/BA degrees and require 5-7 years of industrial experience. The university follows the UNM system procedures outlined in the [Faculty Search Committee Handbook](#).

The UNMLA uses its shared service agreement for faculty training, including mandatory training for "Regular and substantive interaction with students" for all on-line instructors. http://online.unm.edu/admin-resources/faculty-support.html

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The student and academic resources at the UNM Los Alamos campus are appropriate for a community college. The visiting team member visited the library, multiple computing laboratories, science and welding laboratories, and classrooms.

The students have access to the Center for Academic Program Support (CAPS) and career services housed on the UNM central campus, but fully available online. http://online.unm.edu/current-students/academic-support.html CAPS provides online tutoring appointments for most courses offered at UNMLA, with the exception of Career Technology courses, which are more practice oriented.

Students at UNMLA are eligible and supported on campus for financial aid at and the New Mexico's State Student Incentive Grants, as well as Pell Grant and other Scholarships.

https://losalamos.unm.edu/students/financial-aid/index.html

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The University of New Mexico Los Alamos faculty have the responsibility and authority to oversee the development, implementation, currency, and quality of the curriculum per the Regents' Policy Manual (RPM, Section 5.1). There is a common and clear process for developing and changing curriculum at central and branch campus, as the Curriculum Mapping evidence in the Addendum indicates and validated through campus conversations. The curriculum process starts on the branch campus, then routes through approvals by the branch campus Dean of Instruction to the UNM Faculty Senate and Board of Regents using Kuali Curriculum.

The General Education program is shaped by the State of New Mexico's Higher Education (NMHED) requirements and are consistent across all UNM campuses. The common course numbering allows for consistent offering and transfer of courses across branch campuses and the central campus.
As shared by campus leaders during the site visit, this summer the branch campuses will be connected into the Advocacy system that is currently used by the central campus for managing the tracking student concerns, to provide a system-wide perspective and to allow for student information to be available when students transfer between campuses.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

UNM conducts regular Academic Program Reviews (APR) for courses offered through the UNM Los Alamos with the support of the UNM Office of Assessment and Academic Program Review. Documentation for APR (for programs at the main campus and branch campuses) is housed in the Digital Repository maintained by the University Library. This was evidenced by the Addendum documentation of program assessment for the College of Arts and Sciences offerings at UNMLA. A review of the APR documentation confirms that UNM is conducting reviews on a regular basis.

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During the site visit, the review team viewed the assessment plans and reports for three different academic programs, including a branch campus academic program. Assessment plans utilize a variety of assessment techniques, including formative and summative assessment and quantitative and qualitative measures. The assessment plans have program goals, measurable outcomes for the SLOs.

UNM Los Alamos provided evidence of the timeline process for academic program reviews. A review of the documentation in the Digital Repository for two programs at Los Alamos (Business in 2016 and 2018) and Pre-professional Elementary Education (2017) provides evidence that the review process is also used to assess whether programs should be discontinued or not. The APR recommended that a Business Certificate in Office Communications and Technology be eliminated for lack of enrollment and lack of need by employers and that the Elementary Education AA and Certificate be eliminated due to inability to identify sufficient qualified faculty. A review of the current catalog confirms these programs have been eliminated.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The University of New Mexico Los Alamos is actively following a strategic plan through FY27, however in conversation with the Chancellor, the branch campus is starting and early cycle revision that will allow the campus to more closely align with the new UNM 2040: Opportunity Defined strategic direction.

Additionally, in response to local needs at Los Alamos National Labs (LANL) for retaining employees and employee development, the campus has partnered with UNM central campus to deliver a BS degree in Mechanical Engineering. The UNMLA provides the first two years of instruction and UNM central provides the instruction at UNMLA.

The locally elected advisory board provides regular feedback on changing conditions in the community and the opportunities where the campus can provide technically trained employees. This is evidenced by the minutes of the advisory meetings. https://losalamos.unm.edu/about/advisory-board/advisory-board-meeting-minutes-3.13.23-1.pdf

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