

# University of New Mexico - NM

HLC ID 1511

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OPEN PATHWAY: Reaffirmation Review

Visit Date: 3/4/2019

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## Context and Nature of Review

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### Visit Date

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3/4/2019

#### Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

#### Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

### Scope of Review

- Reaffirmation Review
  - Federal Compliance
  - On-site Visit
  - Multi-Campus Visit (if applicable)
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- Federal Compliance 2018
  - Taos and Gallup

## Institutional Context

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The University of New Mexico (UNM) is a comprehensive, urban public university and one of nine research intensive universities in the United States federally designated as a Hispanic Serving Institution. Of the 31 colleges and universities in New Mexico, UNM enrolls nearly half of New Mexico's baccalaureate students and is the state's exclusive provider of graduate programming in law, medicine, architecture and pharmacy. UNM is recognized by the Carnegie classification as a Research University/Very High Research (R1) institution committed to relatively open educational access, extensive patient care through the Health Sciences Center and to serving citizens in underserved communities through its four branch campuses in Gallup, Los Alamos, Taos, and Valencia County. UNM is governed by the University of New Mexico Board of Regents, a seven-member body appointed by the Governor with the consent of the Senate for terms of six years except for the student regent who serves for two years.

The Higher Learning Commission has continuously accredited UNM since 1922. The most recent comprehensive evaluation occurred in 2009 in resulting Commission action of continued accreditation with the next review to occur in 2019. As the Commission transitioned to the Pathways in 2012, UNM chose the Open Pathway and embarked on a Quality Initiative focused on the first-year experience to improve undergraduate learning and retention. While UNM has four branch campuses, Gallup and Taos were the two representative campuses visited during the current

review. Gallup was selected due to its rural location and predominantly Native American population and Taos since it is the newest of the branch campuses and serves a distinctive market. Two team members visited each campus as a part of the multi-campus review process prior to the main campus visit March 4-5, 2019.

Since the 2009 HLC review, the university has seen significant turnover in upper administration and the Board of Regents and a 20% reduction (adjusted for inflation) in its state-allocated Instructional and General budget. However, UNM has been on a steady path of continuous improvement under the leadership of veteran administrators serving in interim positions and the entire university community's commitment to implementation of the 2013 strategic plan UNM2020. This period saw a 23.5% increase in the four-year graduation rate to 34.5%, significant growth in sponsored research at the Health Sciences Center and on the main campus, and student services reconfigured to align with the needs of UNM's diverse student population.

UNM has been impacted by the State's changing political and economic landscapes and external investigations of Athletic Department fiscal mismanagement, institutional transparency, Title IX sexual harassment concerns, and continuing governance challenges noted in the 2009 HLC accreditation report. The institution's responses to the external investigations and governance concerns have demonstrated proactive and transparent actions to ameliorate the issues and establish effective safeguards and institution culture change going forward. The challenges of the economic and political State landscapes have been more difficult to address; however, UNM is demonstrating proactive responses to address those variables in its power such as strategic budget models, longer term forecasting and diversification of revenue sources, and identifying resources to support the Board of Regents implementation of best practices in shared governance. The apolitical process used by the current Governor in appointing the newest 4 Regents augurs well for addressing prior political and Regent overreach.

## **Interactions with Constituencies**

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### *Areas of Focus*

#### Governance

**Shared Governance/Transparency** -- President of Faculty Senate, President-Elect of Faculty Senate, President of Staff Council, Chair of Academic Freedom & Tenure Committee, Chair of Committee on Governance

**Shared Governance/Planning** -- Budget Leadership Team Representatives (Interim Provost, Director of Office of Planning, Budget and Analysis, Chair of Department of Economics, Dean of the School of Architecture and Planning

**Leadership /Stability** – President, Interim Provost

**Financial Integrity** – Interim Senior Vice President for Finance & Administration, Director of Internal Audit, Director of Financial Operations for Academic Affairs

**Board of Regents** – Prior Regents (3) and Past UNM Presidents (2)

#### Continuous Improvement

**Distance Learning** – Chair, Faculty Senate Curriculum Committee, Interim Director of Faculty Services and Online Course Development, Executive Director of Extended Learning, Director of Center for Teaching and Learning, Interim VP for Enrollment Management

**Institutional Planning** – Chief of Staff Office of the President, HSC Chancellor, Interim Provost, Vice President for Research, Deputy Chief Information Officer, Branch Campus Liaison

**General Education** – Associate Provost for Curriculum and Assessment, Director of Office of Assessment and Academic Program Review, Dean of College of Fine Arts, Chair of Faculty Senate Task Force on General Education

**Strategic Budget Modeling** – Interim Senior VP for Finance and Administration, Interim Provost, Director of Office of Planning, Budget and Analysis, Chair of Department of Economics, Interim Senior Vice President

**Student Experience (Quality Initiative Impact)** -- Associate Vice President of Student Services, Director of Office of Advisement Strategies, Dean College of Arts & Sciences, Senior Program Manager for First-Year Experience and New Student Orientation

**Enrollment Management** – Enrollment Management Task Force representatives, Director of Office of Institutional Analytics, Chief of Staff Office of the President (former VP for Enrollment Management)

***Institutional Interviews***

Associate Dean, College of Arts and Sciences

Associate Provost for Curriculum and Assessment

Associate Vice President, Student Services

Branch Campus Liaison, Office of the Provost

Chancellor, Health Sciences Center

Chief of Staff, Office of the President / Previous VP for Enrollment and Analytics

Deputy Chief Information Officer

Director Financial Operations, Office of Provost

Director, Assessment and Academic Program Review

Director, Center for Teaching and Learning

Director, Office of Advising Strategies

Director, Office of Institutional Analytics

Director, Office of Planning, Budget and Analysis

Interim Chief Compliance Officer, Office of Equal Opportunity

Interim Director, Internal Audit

Interim Provost

Interim Registrar

Interim Senior Vice President for Finance and Administration

Interim VP for Enrollment and Analytics

Internal Audit Manager, Internal Audit

President

Incoming President, Board of Regents

Transfer Articulation Manager

Vice President for Human Resources

Vice President for Research

Assurance Steering Committee Representatives (13)

Board of Regents Finance and Facilities Committee Past Chair

Budget Leadership Team Representatives (5)

Current Board of Regents (7)

Faculty Governance Leadership (4)

Faculty On-line Oversight Committee (4)

Faculty Senate General Education Task Force (4)

President's Enrollment Task Force Leadership (4)

President's Leadership Team (8)

Prior BOR and UNM Administrators (4)

Staff Council Leadership (2)

***Open Forums -- included branch campus participation via ZOOM***

Criterion 1 and 2 -- 49 representing faculty, staff, and administration

Criterion 3 and 4 -- 55 representing faculty, staff (academic advisors and advising director) and academic administration

Criterion 5 -- 30 representing faculty, staff and academic administration

## **Additional Documents**

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Audit of Athletics Administration May 2018

Administrative and Research Unit Reviews

Assessment Overview and Analyses

Board of Regents E-Book

Board of Regents Orientation and On-Boarding

Board of Regents Self-Studies

Budget Leadership Team Minutes

Campus Master Plan

Charter Lobo-Development

Charter UNM-Foundation

Current Executive Position Searches

Curriculum Workflow Process

Division of Student Affairs Impact and Outlook Reports 2017 and 2018

Office of Student Affairs Program Report 2017

Undergraduate-Student-Impact-Summary 04-2018

Enrollment-Management-Plan 2018-19

Faculty Senate Curriculum Committee Minutes

Faculty survey shared governance 2018

Faculty-Senate General-Education-TF 12-19-2017

Faculty-Student Ethnicity Comparison by Campus - Fall 2018

Financial Flow Charts -- Athletics/Academic Affairs Shared Service Center

FY16-FY18 Income Statement UNM Athletics

General Education Transformation at the University of New Mexico

Governance Committee Self-Study 2019

Governmental Conduct Act (GCA) Guide-final revision 10 19\_PB\_x2.pdf

Guidelines for Evaluating Credit

HSC-Vision2020 Planning-Docs

Internal-Audit Reporting-Lines

Main campus and branch community partnerships

Post-graduation outcomes

Process for Approving Online Programs

Redesigning UNM

Registrar Audits and Exceptions

Revenue Forecasting Document

Scope of Undergraduate Research

State of Assessment Maturity by Program 2012-2016

Student Grievances

Targeted Resource Allocation Academic Affairs New Funding Investments and Reductions FY10-19

UNM 2020 participation

UNM DOJ Agreement and 2-year progress report

UNM External Accreditation Action Letters

UNM IRPA Update

UNM IT Strategic Plan

UNM Student Credit Hour Policies and Practices

UNM-Course-Syllabi

Updates to UNM Faculty Hiring Guidelines

### **Website documentation**

<http://president.unm.edu/documents/letters/2018/president-stokes-first-100-days-letter.pdf>

<http://communityengagement.unm.edu/about/About%20CEC.html>

<https://studentaffairs.unm.edu/about-us/collective-impact-reports/cep.pdf>

[https://unm-community.symplicity.com/index.php?s=student\\_group](https://unm-community.symplicity.com/index.php?s=student_group)

<https://provost.unm.edu/initiatives/redesigning-the-university/taskforce-4-final-report.pdf>

<https://provost.unm.edu/initiatives/redesigning-the-university/final-report.pdf>

<https://public.tableau.com/profile/unm.oia#!/vizhome/graduationsurvey/Story1>



# 1 - Mission

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

## 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

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

## Rating

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Met

## Evidence

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Review of the governing board minutes attests that the current mission statement was approved by the Board of Regents (BOR) on December 11, 2001. In 2013 the BOR reaffirmed the mission statement as a core component of the 2012 strategic planning process, UNM2020. The vision and goal statements of UNM2020 further defined the nature and culture of the institution. Minutes and committee reports documented that both the 2001 development and 2013 reaffirmation were developed through an inclusive process involving members of the UNM community and broader community constituent groups.

The University of New Mexico (UNM) is a public flagship research institution committed to serving the State of New Mexico and its people as stated in its mission. UNM is designated as a minority-majority, Hispanic-serving institution (HIS). The branch campus mission statements and enrollment profiles align with the overarching mission statements with emphases on the specific roles these campuses play in providing access and economic development to the more rural areas of the State. The leadership, faculty and staff have made a concerted effort to align UNM academic programs, student support services, service initiatives, and enrollment profile with its mission and institutional identity. UNM offers over 300 degrees and certificate programs, including 47 doctorate, 4 specialists, 79 master's, 97 bachelor's and 70 associate degrees, and 56 certificate programs. UNM Research institutes and the Health Sciences Center emphasize solutions for the State's most pressing health, environmental, economic and health issues. Enrollment profiles of the main and branch campus confirmed the diversity of those served reflects the region's demographics. A mission-centered approach guided the development of UNM's support services to ensure their alignment with UNM enrollment profile. An ongoing review and assessment of student support services have informed initiatives and programs supporting access, inclusion and student success, including the HLC Quality

Initiative on Student Success, Mentoring Institute, STEM UP, Upward Bound, TRIO, and designated learning communities for first year freshmen and transition communities.

The role of the Budget Leadership Team (BLT) in the institution's budget development process ensures that the budget aligns with the mission and strategic plan and current capacity of UNM. The mission statements and *UNM2020* serve as guides for BLT deliberations. Review of the BLT budget recommendations demonstrated how the UNM mission continued to guide its operations and allocation of resources even during times of fiscal reductions. Conversations with the BLT confirmed the importance of the role of mission as the institution moves to a more strategic budgeting model.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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The mission is articulated publicly.

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

### Rating

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Met

### Evidence

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UNM clearly articulates its mission through multiple documents including its strategic plan, catalog, handbooks and policy manuals accessible to the public through its website. Branch campus missions are posted on each campus website.

*UNM2020*, the institution's current strategic plan, articulates the mission, vision, seven goals and related 27 measurable objectives. Progress on achieving the objectives and strategies stated in the strategic plan are reviewed, updated annually, and posted on the website. The strategic plan summary, 2017-2018 documented the transparency of this review and updating process.

The mission statement and strategic plan document the extent of UNM's emphasis on instruction, scholarship, research, application of research, creative works, clinical service, public service, and economic development, emphasizing its commitment to the State of New Mexico and the State's diverse population. The mission statement specifically identifies its purpose in providing services that promote New Mexican's quality and life, including health care, social services, policy studies and commercialization of interventions and promoting economic development. Branch campus mission statements document their unique roles in providing workforce development and access to higher education.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Rating

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Met

### Evidence

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UNM strongly embraces its identity as the first R1 to be designated a Hispanic-serving institution. The enrollment profiles for the main and branch campuses document the commitment to this identity; the main campus Fall 2018 enrollment profile confirmed this diversity with 43.2% Hispanic, 5.2% American Indian, 4% Asian, 2.3% Black, .2% Native Hawaiian and 35% White, 3.3% two or more races, 5.1% international and 1.7% unknown. Branch campus profiles more closely align with the demographics of the region consistent with their access missions.

The UNM vision and value statements reinforce the institution's commitment to access and diversity. Conversations during the open forums and focus area meetings confirmed a broad understanding of the mission and embrace of its core values. The 2016 adoption of the phrase "each of us defines all of us" as UNM's promotional motto captured its diversity and inclusive values. The UNM leadership is cognizant of the discrepancy between the diversity reflected in its student and faculty demographic profiles and has taken proactive action. UNM received a 5-year grant in 2016 from National Science Foundation supporting a faculty-led initiative to identify best practices for faculty searches, career advancement, and retention efforts focused on women and underrepresented groups in STEM disciplines. A Native American Cluster Hire project was implemented to recruit scholars who can enhance the University's teaching and research mission. Guidelines derived for NSF initiative have been applied to new faculty searches to prioritize UNM's commitment to diversity, equity and inclusion. Beyond the required inclusion of equal opportunity language, the Faculty Hiring Handbook recommends that all position announcements suggest applicants provide evidence of experience engaging with diverse communities in college outreach efforts and experience working with a diverse student population, as well as evidence of community engagement through teaching, research service, and civic engagement. This recommendation aligns with UNM's mission to serve a diverse population and emphasis on community engagement.

UNM has several structures that provide leadership in its efforts to integrate diversity and inclusion in its processes and activities. Established in 2011, the University Diversity Council advocates for campus climate policies and recommendations for best practices, including curricular change, that may be integrated into University operations. The *2013 Diversity Council Framework for Strategic Action, Plan and Recommendations* has provided a guide for faculty, student and staff initiatives. Recommendations align with UNM's mission and strategic goals emphasizing civic partnerships in low socioeconomic and ethnically diverse communities, community engagement learning seminars

for students, faculty and staff and community based participatory research. The Health Sciences Center's Office of Diversity promotes faculty diversity, linguistic and cultural competence and research data and analysis in supporting HSC's commitment to addressing health and educational disparities, one of UNM's Strategic Plan Goals. The Division of Equity and Inclusion (DEI) builds sustainable partnerships across campus with entities involved in diversity, equity, inclusion and social justice.

Recognizing UNM's unique position as the only research-intensive and minority-serving flagship university in the United States, the former President convened a task force in 2017 to develop recommendations for the future goals and structure of the Division of Equity and Inclusion (DEI). The recommendations are currently guiding the recruitment of a Vice President for Diversity and Inclusion. Historically the DEI has been highly successful in building partnerships and constituencies in its advocacy across campus, particularly in student life. The new vision for DEI is to bring about broader institutional change required to more effectively meet the needs of New Mexico and its broader impact as a Hispanic serving R1 institution. The new structure is designed to move program provision to supportive units to allow DEI leadership to focus on its core mission, broader institutional change, and day to day academic practices. Reinforcing this organizational change and core mission, the President confirmed that the position will be Vice President and a direct report rather than the previous Vice Provost title and reporting line. UNM is strongly positioning itself to more effectively support its mission and to become a model for other research institutions in a changing higher education environment.

UNM addresses its role in a multicultural society through its research, scholarship, and community participatory research. As a R1 institution, research is a core component of the UNM mission. Faculty and researchers have consistently produced scholarship and engaged in community research and application that reflect the institution's perception of its role in a multicultural society. Examples are found in the Institute for the Study of "Race" and Social Justice's work on guidelines for researching race (Mapping "Race" Critical Approaches to Health Disparities Research), HSC initiatives on workforce diversity and work of the Institute for Resilience, Health and Justice and justice and current efforts implementing a model of collaborative efforts at restorative justice for past inequities to native people regarding artwork.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Rating

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Met

### Evidence

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The institution's mission explicitly states a strong understanding of and commitment to the public good in its statement of providing services directly to the city and state including health care, social services, policy studies, commercialization of inventions, and cultural events. Branch campuses, located in rural areas of the State, provide access to higher education, workforce development, and health care access to the communities of Gallup, Taos, Los Alamos, Valencia County and UNM Health Sciences Rio Rancho. This commitment has been further reinforced in the current President's first 100-days statement noting that as a public research and New Mexico's flagship institution, UNM strives to be the university for New Mexico – serving the public interest.

Beyond its educational role, UNM's mission articulates a commitment to the public good through its research and service missions. The three goals of *UNM2020* address this commitment.

- *Improve Health and Health Equity* -- the University of New Mexico Hospital and Office of Community Health fund two health extension officers to address Native American health issues in Bernalillo County, and work toward the reduction in counties qualifying as health care shortage areas through Project Echo, linking expert medical practitioners with remote underserved areas.
- *Advance Discovery and Innovation* – partnerships with national labs to maximize research opportunities.
- *Advance and Accelerate Economic Development* – Innovate ABQ, a partnership between the university, local educational institutions, city and state government agencies and community partners, designed as a UNM community and economic revitalization initiative. Another example is the establishment and management of Albuquerque GigaPop, a non-profit initiative to provide high-speed, high-volume bandwidth internet services, at low cost for the benefit of education and research institutes and non-profit entities.

UNM established the Center for Community Engagement to better utilize university and community assets to meet community identified needs through education, community engagement and leadership

development. The Center's mission is to provide leadership for building community capacity through project and policy initiatives focused on community sustainability, advocacy for social justice and inclusion, and civic engagement and community action. The mission is implemented through linking communities, neighborhoods, large public institutions (public schools, public agencies) and governmental systems (local, tribal, state and federal) with university faculty students and staff around needs and opportunities.

The missions and governance structures of the branch campuses ensure engagement of community constituencies and responsiveness to local needs. Local elected advisory boards are responsible for representing and reporting to their constituents as well as approving the final budget prior to its presentation to the UNM BOR for final approval. All branch campuses have ongoing relationships with their respective communities that address economic development and workforce needs.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.S - Criterion 1 - Summary

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

### Evidence

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The current Mission statement was reaffirmed during the 2013 UNM2020 strategic planning process. Minutes and committee reports documented that both the original mission development and reaffirmation processes were inclusive processes involving members of the UNM community and broader external constituent groups. UNM clearly articulates its mission through multiple documents including its strategic plan, catalog, handbooks and policy manuals accessible to the public through its website. Branch campus missions are posted on each campus website.

The mission statement and strategic plan document the extent of UNM's emphasis on instruction, scholarship, research, application of research, creative works, clinical service, public service, and economic development, emphasizing its commitment to the State of New Mexico and its diverse population. Branch campus mission statements document their unique roles in providing access to higher education and workforce development.

The role of the Budget Leadership Team (BLT) in the institution's budget development process ensures that the budget aligns with the mission and strategic plan and current capacity of UNM. The mission statements and UNM2020 serve as guides for BLT deliberations. Review of the BLT budget recommendations demonstrated how its mission continues to guide its operations and allocation of resources even during times of fiscal reductions.

UNM strongly embraces its identity as the first R1 to be designated a Hispanic-serving institution. The UNM vision and value statements reinforce the institution's commitment to access and diversity. Diversity is a core value on the UNM campus and is embedded throughout UNM2020. Beyond access, UNM addresses its role in a multicultural society and commitment to the public good through its research, scholarship, and community participatory research. Faculty and researchers have consistently produced scholarship and engaged in community research and application including issues of social justice, health inequities, and collaborative efforts at restorative justice.

The University's mission statements, developed through inclusive and participatory processes, are clearly understood, publicly articulated and guide its operations. The strategic plan's implementation strategies and budget allocation processes ensure continued alignment of operations with the mission. The mission and values statements affirm and guide actions reflecting the university's commitment to its role in a multicultural society and to the public good. Therefore, the team determined that Criterion One is MET.

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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

#### Rating

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Met With Concerns

#### Evidence

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Three interrelated documents, the *Board of Regents Policy Manual* (RPM), *University Administrative Policies and Procedures Manual* (UAPPM), and *Faculty Handbook* (FH), state policies and related practices that clearly specify the University's expectations for fair and ethical behavior for the BoR, administrators, faculty, and staff. The Health Sciences Center (HSC) is also governed by *RPM*, *FH*, and *UAPPM* policies and has developed targeted procedures, oversight and compliance standardized to its distinct roles in health education, research, and direct care. The *Board of Regents (BoR) Policy Manual* (RPM) details the board's charge and duties and presents broad principles of ethical and responsible conduct with respect to all university constituents. The *RPM* identifies established policies on conflict of interest with the university for BoR members. The *UAPPM* addresses Administration, Personnel, Procurement, Physical Facility Management, Business Management, Fiscal Management, and Financial Accounting. Policies specifically addressing ethics and integrity, Ombuds Services for Staff (3220), Conflicts of Interest (3720), Reporting Suspected Misconduct and Whistleblower Protection from Retaliation (2200), Prohibited Discrimination and Equal Opportunity (2720), Sexual Misconduct (2740), Contracts Signature and Review (2010), Reasonable Accommodation for Employees with Disabilities (3110), Background Checks (3280), Clery Act Compliance (2745), Risk Management (6100), and a detailed Section 7000 on Fiscal Management. FERPA (Family Educational Rights and Privacy Act) protections are reiterated throughout the *UAPPM*.

The Compliance Office and Institutional Compliance Committee compose UNM's oversight of institutional ethics. The Compliance Office applies compliance measures, maintains a compliance directory tool that links the UNM community to different compliance areas including responsible units and departments, and hosts both a telephone hotline and confidential web reporting tool, *unmethicspoint.com*, for whistle-blowers. A dual reporting line to the BoR (functionally) and the President (administratively) is designed to ensure the independence of the Chief Compliance Officer. The Institutional Compliance Committee provides university-wide support for the Main Campus Compliance Program. Administrative partners on the Committee have responsibility and expertise in the major compliance areas, including athletics, human resources, research, student affairs, facilities

and finance.

The institution's consolidated financial statements are audited annually by an independent accounting firm, Klynveld Peat Marwick Goerdeler, and the results are reviewed by senior leadership and the BoR and approval by the State Auditor. The FY16, FY17, and FY18 auditor's reports were unmodified audits with no institutional significant discrepancies identified. The audits documented that prior audit findings were resolved. Annual financial statements are available through the Office of University Controller Financial Services Division website. To complement the annual external reviews, the institution's internal audit department performs operational reviews of campus units based on risk assessments informed by board and institutional leadership input.

The U.S. Department of Justice (DOJ), the United States Attorney's Office for the District of New Mexico, and the University of New Mexico entered an Agreement on October 17, 2016, involving UNM's obligations under federal civil rights laws to prevent and address sexual misconduct, and to provide clear and consistent policies and procedures for reporting, investigating, and responding to such conduct. UNM engaged in a full review of policies, procedures and practices relating to sexual harassment and misconduct. Referral guidelines and investigation processes were streamlined, mandatory, in-person, interactive sexual harassment training required of all students, continued training provided through online modules, and intensive and specialized training provided for Office of Equal Opportunity staff members, UNM Police Officers, and Dean of Students Office personnel. The institution has been transparent in providing the public notice of the agreement and annual progress reports through the Compliance Office home page. The UNM leadership noted that while proposed changes to federal guidelines generated uncertainty regarding Title IX enforcement, the Office of Equal Opportunity and Title IX Coordinator are working to preserve the robust protections, policies and procedures that have been put in place. Review of the annual reports to the DOJ documented compliance with the agreement and development of a campus culture responsive to Title IX issues raised.

Integrity issues have been raised by the New Mexico Attorney General's Office regarding financial irregularities and transparency concerns. UNM's responses to these concerns document the institution and BOR leadership's commitment to institutional integrity. To fully understand the context and depth of the issues raised, the team reviewed documents from the NM Attorney General, NM State Auditor, UNM required HLC interim monitoring report and staff analysis, UNM independent audit, the DOJ agreement and multi-year progress reports, internal audit reports and Inspection of Public Record Acts (IPRA) procedures. The issues raised by the Attorney General (AG) investigation concerned financial irregularities and violations within the UNM Athletic Department. The AG report on transparency responded to external complaints regarding UNM handling of IPRA requests and open meetings. In its review and deliberations in determining compliance with the core component, the team focused on the extent to which other areas of the university may have been affected, UNM's response to date, continuing actions leading to structural change and accountability, and transparency. To validate progress and current initiatives, the team reviewed progress reports and conducted a series of interviews with the following administrators and staff: President, Interim Provost, Interim VP for Finance and Administration, Interim Internal Auditor, Academic Affairs Fiscal Officer and BoR members. The team's conclusions regarding each issue are documented in the following evidentiary statements supported its overall decision that the threshold for the core component was met with concerns due to the time frame in which core changes have been in place. Interim monitoring is appropriate to ensure the continuing effectiveness of the changes. A significant factor supporting the decision was evidence of the leadership's commitment to direct action and transparency in each instance, giving the team confidence that the issues are being and

will continue to be addressed effectively.

UNM leadership has worked with multiple units in the university to resolve a crisis in fiscal management in the Department of Athletics. The University addressed findings from an investigation by the NM Attorney General and the NM State Auditor. Upon discovery of the issue in Athletics, the University took multiple corrective actions to strengthen and centralize athletics fiscal management. Action included (1) administrative staffing changes, (2) development of a plan and processes to control costs, (3) a comprehensive internal audit of athletics business processes by UNM Internal Audit yielding corrective action plans, (4) transfer of financial oversight for athletics to an independent and autonomous unit, the Academic Affairs Fiscal Shared Service Center, (5) establishment of a realistic debt reduction plan, and (6) program changes to some sports to increase overall participation slots for women to reflect the gender composition of the UNM student body. The Office of Planning, Budget and Analysis is collaborating with Athletics in implementation of the deficit reduction plan. Interviews with the President, Interim Provost, Interim Vice President for Finance and Administration and line staff in the Office of Internal Audit and Director of Financial Services for Academic Affairs confirmed the current implementation status and monitoring of the instituted measures. Review of BoR minutes documented increased oversight through approval of the deficit reduction plan and monthly reporting and review of athletic revenue, expenditures and compliance by the Director of Athletics and the Director of Financial Operations for Academic Affairs. Throughout the process, the president linked all reports related to athletic oversight and reform on the Office of the President website to ensure transparency. Beyond corrective actions specific to the Athletic business practices, the leadership has undertaken a broader review of financial leadership accountability, internal controls, and centralization of core functions.

UNM actions documented a review of the larger institutional systems and leadership accountability while fully addressing the Department of Athletics practices and leadership failures. The President has clarified reporting lines and oversight responsibilities for the Chief Financial Officer and has engaged organizational reviews as a basis for national searches in key positions such as the director of internal audit. These external audits include an assessment of institutional-level internal control. Review of the recent reports of the external auditor indicated an overall effective level of internal control and accurate financial statement presentation. Clear policies and procedures govern the internal audit function. Internal Audit provides training and a self-assessment tool to assist departments in evaluating their existing controls and identify areas of risk. Audit reports from 2003 to 2019 document systematic implementation of the internal audit function, reporting, and corrective action as appropriate. The team determined that the lack of internal controls documented in the AG investigation of the Department of Athletics was not systemic but rather isolated to that ancillary unit.

Based on 11 complaints received over a three year period (2015-2018), the Office of the New Mexico Attorney General issued a report on transparency, specifically a pattern and practice of neglecting responsibility to allow access to public information (IPRA compliance) and access to meaningful discourse and deliberation on public business (Open Meeting Act). Determinations on the Open Meeting Act Complaints found (1) the UNMG Faculty Senate operated as a fact-finding committee and thus not subject to the OMA as it does not make final decisions for the BoR and (2) Associated Students of the University of New Mexico took corrective actions to address the availability of its agenda and minutes. The AG determination regarding the Inspection of Public Records complaints found substantial compliance by UNM. UNM had policies for processing IPRA request in place prior to the report and implemented an electronic portal to track and facilitate IPRA requests since 2016 and in mid-2018 enhanced it staffing by hiring a paralegal devoted to IPRA and an additional

paralegal devoted to requests involving the Health Sciences Center. To ensure that UNM established policies and procedures were being followed and implemented, UNM hosted the Assistant AG for an IPRA training conducted for over fifty UNM department heads and personnel who frequently respond to IPRA requests the on December 10, 2018. UNM reported no further action regarding the Transparency Report findings was requested by the AG. The team determined that UNM demonstrated institutional integrity in its policies and practices, responses to corrective action and updating its professional development efforts in response to the report.

The team determined that UNM operates with integrity in financial, academic, personnel and auxiliary functions. UNM has established policies, administrative structures and processes for fair and ethical behavior on the part of its governing board, administration, faculty and staff. UNM's responses to external investigations demonstrated a commitment to institutional integrity through its corrective actions and use of the issues as an opportunity for broader self-assessment and continuing improvement. Completion of the search for the Vice President for Finance and Administration and Internal Audit positions will further strengthen administrative leadership in overall fiscal oversight and alignment of priorities. The team found that transparency and responsiveness have been a hallmark of the institution's current leadership's response to the challenging issues surrounding institutional integrity. The team determined that the threshold for core component 2a was met; however, interim monitoring by HLC was warranted due to the relative short time that the internal control measures, administrative changes, and monitoring regarding Athletics' fiscal management have been implemented. Thus, the team's final determination for core component 2a is MET with CONCERNS.

### **Interim Monitoring (if applicable)**

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The team recommends a focus visit in 24 months. This review should be a component of a focus visit reviewing this issue and governance concerns identified in Core Component 2c. The focus addressing Core Component 2a is the continuing effectiveness of the internal control and administrative changes instituted addressing the irregularities identified by the AG investigation into the Department of Athletics. Expectations are that the institution would provide evidence of effectiveness through but not limited to ...

- Evidence that the corrective action plans specified in the Internal Audit Report dated May 2018 have been fully implemented
- Evidence of the progress on the debit reduction plan
- Evidence of effective oversight by the Board of Regents
- Evidence that the Athletic Department's fiscal management activities and procedures are in compliance with University and appropriate external agencies policies

## 2.B - Core Component 2.B

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

### Rating

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Met

### Evidence

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UNM presents itself clearly and completely to its student and to the public regarding its program, requirements, faculty and staff, costs to students, control and accreditation relationships. Tabs for future and current students provide access to resource and information links regarding programs, requirements, and costs tailored to each category of student's needs. For prospective students, critical resources such as cost of attendance, program information, and financial aid are linked directly from this page. The *UNM Catalog* is the definitive source for information on admissions and program requirements, prerequisite courses, and other essential academic information. The *Student Pathfinder*, the web-based student handbook, identifies policies on conduct, academic standing, academic honesty, alcohol, and building a "Respectful Campus." Review of the *Catalog* and *Student Pathfinder* documented that the information was current. The UNM website offers information on UNM's current re-accreditation process, including committees, resources and timelines and report drafts and HLC mark of affiliation. Specialized accreditation information for the various programs and departments is linked from the Consumer Information page.

Each academic department or program within the university has its own web-page, giving detailed information of their faculty, program, admissions and graduation requirements. Semester-by-semester course plans for undergraduate degrees were made available online at UNM Academic Programs. The "my UNM system" provides individually-oriented information for students, faculty, and staff in a centralized location.

The university community and public may access policies and procedures on university websites published by the Board of Regents, University Policy Office, Office of the University Secretary, HSC, Office of Faculty Academic Affairs and Services, the Office of Research Compliance, as well as individual colleges, schools, and Branch Campuses. Regular newsletters from the Office of the President, the Office of the Provost, and University Communication and Marketing, are available on office web-pages and e-mailed to the university community, providing timely information about campus affairs and news.

The UNM website design provides comprehensive information easily accessible for prospective/current students, faculty/staff, alumni, parents and families. However, navigation of the website is not as intuitive for the general public. Development of a single portal for consumer information accessible from a home page banner link would provide more straightforward public access to the information about UNM's accreditation relationships, control, costs, programs, safety information, outcomes, enrollment, policies and procedures.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

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

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Rating

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Met With Concerns

### Evidence

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Review of the constitutional authority given by the State of New Mexico, board minutes and Board of Regents (BoR) conflict of interest policy confirmed that the BoR is given sufficient autonomy to make decisions in the best interest of the institution. The board's deliberations reflect priorities to preserve and enhance the institution. The core work of the board is accomplished through four standing committees, the Academic/Student Affairs and Research Committee, the Audit and Compliance Committee, the Finance and Facilities Committee, and the Health Sciences Center Committee. Review of BoR and committee minutes documented a pattern of deliberation and recommendations that support the preservation or enhancement of the UNM. Examples included approval of research and academic institutional funding initiatives, funding to support the initial phase of UNM's student success initiative, approval of legislative packages aligning with institutional priorities and opportunities, the 2017 Presidential search, and the 2018 elimination of several athletic sports and oversight of Athletics through enhanced reporting, *Athletics' Enhanced Fiscal Oversight Program (EFOP) Report and Certification*.

Review of BoR monthly meeting and committee minutes documented that the Board considers reasonable and relevant interests of internal and external constituencies during its decision-making deliberations. Examples reviewed ranged from approval of tuition increases with both student and academic leadership backing in 2017 to the more contentious decisions on HSC governance structure (2016) and elimination of four athletic teams (2018). The minutes documented significant dialog and perspectives from UNM administrators, Regents advisors and public comment in all these examples. In addition the Board and committee minutes documented systematic presentations, comments, and dialog with the Regents from the following UNM administrators and Regents advisors: Administrators – President, Provost, VP for Finance and Administration, Chancellor for Health Sciences, Chief Legal Counsel, VP for Human Resources, Athletic Director; Regents Advisors -- President of the Faculty Senate, President of the Associated Students of the University of New

Mexico (ASUNM), President of Graduate and Professional Student Association (GPSA), President of Staff Council, President of UNM Alumni Association, President of the UNM Retiree Association, Chair of the UNM Foundation and President of the UNM Parent Association. The BoR standing Academic and Student Affairs & Research Committee membership includes administrators and university governance representatives as voting members with Regents advisors assigned representing the Parent Association, GPSA and ASUNM.

The *NM Attorney General's 2018 Transparency Report* raised concerns regarding the BoR's pattern and practice of not allowing robust deliberation with the community UNM serves when making policy decisions, particularly as evidenced in complaints on the elimination of sports decision. The complaints addressed lack of timely notice and specificity of the posted agenda to allow input. However, review of the July 18 BoR minutes documented public comment regarding the proposal eliminating four sports during the meeting's open session. The minutes documented the names and affiliations of those providing comments. Minutes of the following regular meeting, August 17, further documented significant public comment from the following constituent groups – parents of student athletes, members of the NM House of Representatives, ABQ residents, ASUNM representative (student government), alumni, businessmen, Lobo Club members, student athletes, and the Office of the Mayor of Albuquerque prior to formal Regents action. Thus, while team defers judgment on the robustness of the deliberations, the team confirmed in discussions with BoR members and the BoR minutes opportunities for comment and consideration of external constituencies views in reaching the athletic decision occurred.

Section 1.8 *RPM* clearly defines the independence of members of the Board of Regents from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution. Specifically, members of the Board of Regents “are expected to perform their duties faithfully and efficiently and never to give rise to suspicion of improper conflict with interests of the University. Regents shall not accept favors or gratuities of significant economic value from any firm, person, or corporation that is engaged in, or attempting to engage in, business transactions with the University. They must avoid any conflict of interest that may affect their independent judgment in the impartial performance of their duties. They may not use their positions to enhance their direct or indirect financial interest or use confidential information learned as a Regent for anyone's private gain. Regents shall comply with state conflict of interest laws as well as University policies”. The policy requires Regents to provide an annual certification that they have read and understood the policy. The potential for influence from elected officials as a result of the BoR appointment process is not addressed in either Regents or State conflict of interest policy. Although clear policies exist regarding conflict of interest with entities engaged with the University, donors, and ownership interests and were effectively monitored, the potential for influence from elected officials remained subject to the changing State political landscape and dynamics.

The *New Mexico State Constitution, Article XII, Section 13*, which recognizes state educational institutions, establishes the structure and duties of UNM's governing Board of Regents (BoR) and determines rules of appointment. The Constitution describes the appointment and role of the BOR as follows: "The legislature shall provide for the control and management of the university of New Mexico by a board of regents consisting of seven members, six of whom shall be qualified electors of the state of New Mexico, one of whom shall be a member of the student body of the university of New Mexico and no more than four of whom at the time of their appointment shall be members of the same political party. The governor shall nominate and by and with the consent of the senate shall appoint the members of the board of regents." Regents serve staggered six-year terms except for the

Student Regent who serves a two-year term. Since 2011, the appointment of Regents appears to have been impacted by the state political environment resulting in delays or gaps in appointments, a series of temporary appointments, a perceived highly politicized appointment process, and Senate refusal to confirm appointments during the last 2 years. The result was the simultaneous departure of five of the seven Regents at the end of 2018 rather than the turnover related to the staggered six-year terms.

To more effectively understand the implications of this context for BoR autonomy and decisions, the team reviewed BoR minutes and interviewed past and current University administrators and former and current BoR members. The following dynamics were identified from triangulation of these conversations, review of minutes and examples provided from internal constituent group accreditation self-studies: (1) public perception of the BoR as a political vehicle following directives from the Governor's Office, (2) a Regents leadership style marginalizing specific Regents from discussion and decisions, (3) lack of understanding of higher education governance and unwillingness of leadership to address this through offered board development, (4) decisions determined by 3 Regents representing the "majority" due to the open positions, and (5) use of a "rolling quorum" for major decisions (i.e., HSC governance restructuring) which characterized the Board during this period. The team determined that although the BoR continued to fulfill its basic constitutional role and advance and preserve the institution, the dynamics characterizing the Board during this period did not reflect a cohesive unit demonstrating best practice in higher education governance.

In addition to the issue of shared governance and lack of systematic board development, the 2009 HLC accreditation report identified concern regarding the Regents overreach into the day to day administration of UNM. The *RPM* affirms delegation of "effective operation of the University" to the president whom the Regents appoint (*RPM 3.1*) and the role faculty play in implementation of the academic mission (*RPM 5.1*). The policy reaffirms the right of review and action delegated to the faculty to oversee academic matters. Formal Regents approval is required, following review and action by the Faculty and administration for: formulation and revision of institutional aims, creation of colleges, schools and branches, creation and elimination of degree programs, candidates for degrees, policies for appointment, promotion in rank and dismissal of faculty members, faculty welfare issues as these relate directly to fiscal and institutional issues. While the policy is clear, individual former Regents, UNM administrators, the Faculty Governance and Staff Council assurance argument self-studies, and the 2016 Faculty Senate Resolution regarding shared governance consistently documented behaviors that would be deemed as intrusive into the University's operations. Specific behaviors attributed to a subset of Regents included micro-managing specific issues such as relocation of a campus department, demanding changes in the design of a new building, meeting with Deans on specific issues, direct involvement in mid-level personnel actions, and chairing searches for UNM administrators below the President (i.e., Athletic Director and General Counsel). The boundaries between the BoR and the administration were described as "porous" with the Board's justification grounded in its constitutional authority to "control and manage". It was clear to the team that while policies are clear, the underlying dynamics and leadership style of the prior board allowed for the practices of shared governance and boundaries articulated in these policies to not be followed. In interviews with former administrators and former Regents, continuing tensions influencing multiple UNM leadership changes were attributed to the BoR level of micro-management and lack of shared governance during this period.

The changing political landscape in Fall 2018 resulted in a nonpolitical process leading to the appointment of 4 highly qualified and vetted new Regents and a student Regent in February 2019.

The process for appointment of Regents to all NM institutions was the formation of advisory groups that would interview candidates, evaluate them based on criteria for what each institution needs and make recommendations. The process was developed by the Governor's higher education transition team with input from the institution regarding needs. The UNM advisory group, chaired by a former UNM Regent, recommended 8 names for the 4 open positions. The Governor forwarded her selection to the Senate which confirmed the appointments unanimously within a week of receipt. The process led to appointment of individuals who did not have the political conflicts (i.e., spousal appointments to State office following Regents appointment, ongoing financial contracts with State agencies, and expressed loyalty to the Executive Branch) attributed to prior Board members. The student Regent was selected through a separate process that followed prescribed procedures.

The current BoR has demonstrated its potential for a cohesive governance structure grounded in the principles of shared governance and understanding of its governance role. The appointment process, composition and experiences of the new BoR support a well-informed and cohesive governance structure. The new Regents hold advanced degrees from elite institutions and have documented success in careers aligning with UNM aspirational initiative areas; the majority have higher education career experience. Following the UNM Provost Office initial orientation, the Board leadership is reinstating systematic board development utilizing UNM and Association of Governing Boards resources. The NM Higher Education Board has scheduled a March 2019 AGB training for all NM BoR members. The team interviewed the current BoR (5 recent appointments and 2 returning members with terms ending 2020) to determine their understanding of higher education governance and implementation of best practices including shared governance. The conversations revealed a strong incoming leadership team grounded in the principles of effective higher education governance, prior experience on effective higher education governing boards, emerging clarity of the expectations of shared governance, a clear understanding of the UNM mission and priorities, commitment to continued board development, familiarity with Association of Governing Boards resources and opportunities, and commitment to acting in the best interests of the institution. Interviews with the President and new Board President revealed a strong relationship and commitment which will allow more definitive implementation of appropriate BoR boundaries. The Board President demonstrated a clear understanding of prior Board dynamics and boundary issues and stated a commitment to changing the Board culture to reflect best practice in shared governance and responsible board membership. The team is confident the strong leadership now guiding the BoR based upon prior successful higher education experience on the governing boards of two R1 institutions (UNM and Stanford), and campus administrative experience (Dean of UNM's Anderson School of Business from 2009-2014), will continue to move the BoR toward effective practices. The team's impression was confirmed by a broad range of constituencies including current and former senior UNM administrators, campus governance leadership, and former Regents.

The team determined that UNM BoR governing board is constitutionally autonomous to make decisions in the best interest of the institution and to assure its integrity. The governing board's deliberations reflect priorities to preserve and enhance the institution. Review of BoR monthly meeting and its committee minutes documented that the Board considers reasonable and relevant interests of internal and external constituencies. Structures ensuring input include monthly presentations from UNM administrators, staff and faculty, Academic and Student Affairs Committee membership, and identified Regents Advisors. Although the extent of robust deliberations with external constituencies has been contested on particularly contentious issues, public comment is a fixed item on the Regents meeting agenda and documented in the minutes, publicly accessible from the Regents' website. The Regents Policy Manual documents a clear policy and process for certifying conflicts of interest with the institution. The delegation of authority to the President for day-to-day

management and the areas of faculty responsibility for academic matters are codified in the policy manual. Continuation of the dynamics and lack of best practices in shared governance would place the institution at risk of non-compliance; however, impact of the comprehensive and nonpolitical appointment process and the composition of the current BoR and leadership mitigated the level of potential risk. Therefore, the team concluded UNM meets the threshold for compliance with the core component 2c. However, considering the prior persistence of the issues and the limited time of the current BoR's authority, HLC interim monitoring is warranted to verify systematic implementation of governance best practices and on-going BoR development.

The deliberations informing the team's final judgment on compliance with core component 2c included exploration of the context and endemic causes of the prior BoR dynamics to be confident that the core component threshold was met and appropriate identification of the factors to be monitored. The factors reviewed and constituencies interviewed are detailed in previous evidentiary statements. The team concluded that the pattern of intrusion and perceptions of or actual political influence paralleled changes in the State political landscape. While the team does not wish to encroach on State constitutional and political matters, it does acknowledge that this pattern and resulting perceptions appeared to influence the dynamics within the BoR and between the BoR and the UNM administration, faculty and staff during the last decade. The team perceives the resulting tensions to be rooted in a (1) literal interpretation of the Regents Policy Manual statement regarding the constitutional authority to "control and manage", (2) limited "political" distance, (3) multiple transitions and gaps in filling Regents appointments, (4) BoR leadership style, and (5) active resistance to board development by the Regents in place until Spring 2019. Thus, the team concluded that the stabilization of the Board membership, the integrity of the vetting, selection, recommendation and Senate approval processes, the collective credentials of the current Board, strength of the BoR leadership team, and stated commitment to shared governance and board development sufficiently addressed the underlying influences of the previous board dynamics.

The team's final judgment is that core component 2c is MET with CONCERNS. Given the campus' acute awareness of the impact of previous issues and a commitment to best practices in shared governance confirmed by the BoR leadership and members, the UNM leadership and Faculty and Staff leadership, the team determined that the focus visit in 2 years was appropriate HLC oversight to ensure progress toward a culture change not evident over the last decade. Specifically, the team should assess the institution's strategies to effectively respond to ameliorating these concerns, such as but not limited to examination of processes and actions that demonstrate Board autonomy, review of board protocols relative to Board activity and institutional interaction confirming appropriate boundaries and adherence to these protocols by all Board members, evidence of systematic board development and Regent participation, and assess board understanding and implementation of best practice as a part of the Board culture.

### **Interim Monitoring (if applicable)**

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The team recommends a focus visit in 24 months. This review should be a component of a focus visit reviewing this issue and institutional integrity identified in Core Component 2a. The focus addressing Core Component 2c is the degree to which issues of BoR autonomy and overreach have

been addressed. It is expected that the institution will provide evidence of the continued implementation of effective governance practices by the BoR. It is expected that the BoR and institution will provide evidence such as but not limited to ...

- Evidence of processes and actions that demonstrate Board autonomy
- Evidence of protocols relative to Board activity and institutional interaction confirming appropriate boundaries and adherence to these protocols by all Board members
- Evidence of systematic board development and participation of all Board members
- Evidence of the Board's understanding and implementation of best practice as a part of the Board culture

## 2.D - Core Component 2.D

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

### Rating

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Met

### Evidence

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UNM's commitment to freedom of expression and pursuit of truth in teaching and learning is codified in its *Mission, Vision and Values Statement*, the *Regents Policy Manual*, and *Faculty Handbook*. Section 2.1: Free Expression and Advocacy of the *Regents Policy Manual* (RPM) outlines the Regents commitment to freedom of academic inquiry and freedom of expression as indispensable elements of a university and affirms the Regents responsibility to protect and defend the academic freedom of all members of the University community. The UNM policy on academic freedom is grounded in the principles expressed in the statements approved by the American Association of University Professors included in the *1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments* (as revised in 1990). The Committee on Academic Freedom & Tenure, a component of faculty governance, is charged with determining if violations of academic freedom have influenced decisions regarding faculty tenure, promotion, sabbatical leave and employment of tenure-track faculty and regular full-time lecturers.

Regents policy affirms that the freedom to dissent must be balanced with the rights of others, respect for others and the educational process. UNM's Respectful Campus Policy supports academic freedom through its provision that Regents, administrators, faculty, staff, students, among others—work together with a mutual respect for diversity of ideas and opinion. The Center for Teaching and Learning provides faculty resources on strategies for encouraging consideration of diverse views and balanced presentation of issues, particularly regarding difficult topics.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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

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

### Rating

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Met

### Evidence

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The *UNM 2010 Scientific Integrity Plan* provides guidelines and standards for appropriate research and is updated systematically to align with current governmental regulations and requirements. All faculty, staff, students, and research collaborators—regardless of the nature of the funding or affiliation to UNM—are supported and reviewed by offices that oversee the responsible conduct of research. The Offices of the Vice President for Research and the HSC Executive Vice Chancellor proactively require investigators and new faculty to complete training in research ethics. The Office of Research and Compliance (ORC) is the core compliance unit specifically dedicated to promoting integrity through adherence to research regulatory compliance. ORC enforces rules that govern research-related activities at UNM main and branch campuses, as well as provides educational programs, monitoring, and resolution of non-compliance issues. Specific functions include the Institutional Review Board, conflict of interest, investigation of research misconduct and related programs for industrial security and export control, and safety and risk services compliance. The Health Sciences Center (HSC) has a corresponding research oversight structure with distinct units focused on issues unique to its medical research foci.

UNM offers guidance to students in the ethical use of information resources through formal programs, online resources, and support for faculty in creating a climate of academic integrity. Course syllabi contain the UNM policy on academic dishonesty. For online instruction, the online learning management platform, UNMLearn, incorporates SafeAssign and virtual proctoring tools. The Academic Integrity & Research Ethics (AIRE) program in Graduate Studies sponsors courses, modules, workshop series, and annual symposiums that qualify for responsible conduct of research certification. The Office of Research Compliance coordinates with AIRE in providing certification opportunities, new student orientations and research methods classes. Through workshops and peer tutoring, the Center for Teaching and Learning supports students in understanding research-related issues, such as academic honesty and incorporating sources in writing. University Libraries provide information and enforce protocols on research methods, working with references, data archiving, and thesis and dissertation embargo, and strategies to ensure security of intellectual property. The Dean of Students Office provides faculty guidelines for assisting students in understanding academic integrity and creating a culture of academic honesty in their courses.

UNM has and enforces policies on academic honesty and integrity. The *Regents Policy Manual* documents broad policies that define standards for student behavior regarding student conduct and academic honesty and integrity. UNM *Faculty Handbook* Policy E40: Research Misconduct describes the rules and procedures for handling cases of alleged misconduct, and applies to allegations of fabrication, falsification, or plagiarism. Section 2.4 of the *Student Code of Conduct* specifically addresses academic dishonesty as a matter subject to disciplinary action. Disciplinary action may be initiated by the Dean of Students Office, particularly in overt cases of academic dishonesty or if the student has a previous offense on file. Possible sanctions for academic dishonesty include verbal or written warnings, mandatory attendance at appropriate workshops, or disciplinary probation, suspension or expulsion. UNM's summary of academic complaints submitted in response to the federal compliance filing showed no pattern emerging for academic dishonesty or integrity.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.S - Criterion 2 - Summary

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

### Evidence

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The University of New Mexico presented sufficient evidence to demonstrate that it acts with integrity and promotes ethical and responsible actions in its operations. UNM operates with integrity in financial, academic, personnel and auxiliary functions -- apart from the issues raised regarding the Athletics Department. UNM has established policies, administrative structures and processes for fair and ethical behavior on the part of its governing board, administration, faculty and staff. UNM demonstrated that it operates within these structures. The current President and senior leadership team have taken proactive steps to ensuring UNM's organizational and operational integrity. Communication and transparency have increased over the last year. UNM has responded to external agencies regarding Athletic Department fiscal management, access to public information (IPRA compliance) and open meeting procedures, and Title IX prevention and response to sexual misconduct with direct action and transparency. UNM actions documented a review of the larger institutional systems and leadership accountability while fully addressing the Department of Athletics practices and leadership failures.

UNM presents itself clearly and completely to its students and to the public regarding its program requirements, faculty and staff, costs to students, control and accreditation relationships. The university community and public may access policies and procedures on university websites published by the Board of Regents, University Policy Office, Office of the University Secretary, HSC, Office of Faculty Academic Affairs and Services, the Office of Research Compliance, as well as individual colleges, schools, and Branch Campuses. Regular newsletters from the Office of the President, the Office of the Provost, and University Communication and Marketing, are available on office web-pages and e-mailed to the university community, providing timely information about campus affairs and news.

UNM's commitment to freedom of expression and pursuit of truth in teaching and learning is codified in its *Mission, Vision and Values Statement*, the *Regents Policy Manual*, and *Faculty Handbook*. The policy on academic freedom is grounded in the principles expressed in the statements approved by the American Association of University Professors included in the *1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments* (as revised in 1990). The Committee on Academic Freedom & Tenure, a component of faculty governance, is charged with determining if violations of academic freedom have influenced decisions regarding faculty tenure, promotion, sabbatical leave and employment of tenure-track faculty and regular full-time lecturers. UNM's Respectful Campus Policy supports academic freedom through its provision that Regents, administrators, faculty, staff, students, among others—work together with a mutual respect for diversity of ideas and opinion.

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff. The *UNM 2010 Scientific Integrity Plan* provides guidelines and standards for appropriate research and is updated systematically to align with current governmental regulations and requirements. All faculty, staff, students, and research collaborators

are supported and reviewed by offices that oversee the responsible conduct of research. UNM offers guidance to students in the ethical use of information resources through formal programs, online resources and support for faculty to create a climate of academic integrity.

The UNM BoR governing board is constitutionally autonomous to make decisions in the best interest of the institution and to assure its integrity. Review of BoR monthly meeting and committee minutes documented that the Board considers reasonable and relevant interests of internal and external constituencies and that the Board's deliberations reflected priorities to preserve and enhance the institution. Structures ensuring input include monthly presentations from UNM administrators, staff and faculty, Academic and Student Affairs Committee membership, and identified Regents Advisors. The *Regents Policy Manual* documents a clear policy and process for certifying conflicts of interest with the institution. The delegation of authority to the President for day-to-day management and the areas of faculty responsibility for academic matters is codified in the policy manual.

Concerns raised in 2009 and earlier regarding the BoRs' susceptibility to external political influence and porous boundaries in institutional day-to-day management persisted. The period from 2011 through 2018-2019 was marked with a series of challenges focused on BoR governance. While the Board continued to effectively fulfill its constitutional responsibilities in the best interest of the institution, the period was marked by board member transitions, temporary unconfirmed appointments, intrusion in institutional operations, and limited adherence to shared governance best practices. Given the persistence of these concerns despite institutional actions, the team sought to understand the endemic causes to better inform its judgment regarding core component compliance as continuation would place the institution at risk for non-compliance. The team determined that the pattern of intrusion and perceptions or actual political influence appeared to parallel changes in the State political landscape influencing dynamics within the BoR and between the BoR and the UNM administration, faculty and staff during the last decade. The team perceives the resulting tensions to be rooted in the (1) politicized nature of the BoR appointment process, (2) board member literal interpretation of the *Regents Policy Manual* statement regarding the constitutional authority to "control and manage", (3) multiple transitions and gaps in filling Regents appointments, (4) an authoritarian BoR leadership style, and (5) active resistance to board development by the BoR in place until Spring 2019. BoR leadership and membership stabilized with the Fall 2018 election of a new Governor. Using a nonpolitical, objective review and vetting process for vacant or ending Regents appointment at all NM institutions, the Governor recommended 4 highly qualified Regents and a student Regent to the UNM BoR. The newly constituted (February 2019) UNM BoR brought significant knowledge of UNM, understanding of higher education governance and documented higher education Board and/or administrative experience in addition to specialized expertise supporting UNM's mission and aspirations. Prior to its initial meeting, the Board participated in an orientation developed by UNM General Counsel and Provost's offices, engaged with the President and representatives of Faculty Governance, and participated in a conversation with the visiting Team regarding the concept of shared governance. Continuing board development is scheduled as a part of the NM Department of Higher Education's orientation for all the State's BoR conducted by the Association for Governing Boards (AGB). The NM Department of Higher Education, UNM and the UNM BoR have committed to ongoing board development opportunities as a part of current higher education board culture.

Criterion Two is MET with CONCERNS due to concerns identified in core components 2a and 2c. HLC interim monitoring is warranted due to the short timeline that the internal control measures, administrative changes, and monitoring regarding Athletics' fiscal management have been implemented (core component 2a) and to allow sufficient time for implementation of systematic best

practices in BoR governance to be evident (core component 2c).

## 3 - Teaching and Learning: Quality, Resources, and Support

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

### 3.A - Core Component 3.A

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The institution's degree programs are appropriate to higher education.

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

### Rating

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Met

### Evidence

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UNM degree programs are appropriate to higher education and require levels of student performance appropriate to the degree awarded. The comprehensive range of degrees offered by UNM, associate, bachelors, masters, and doctorate, are consistent with its mission as a R1 institution. As identified in the *UNM Catalog* and the *Federal Compliance Review Filing*, the credit hours required for degree completion are consistent with federal guidelines for higher education degrees. The program descriptions in the *UNM Catalog* and on the UNM website further document appropriateness to higher education and the degree level. Review of student learning objectives in course syllabi confirmed appropriate differentiation of learning goals across degree levels. The rigor of UNM academic programs was confirmed by external reviews conducted by specialized accreditation agencies or designated external discipline review committees as a part of the Academic Program Review (APR) process.

UNM has documented processes in place that scrutinize courses and degree programs to assure they are appropriate for higher education, demonstrate sufficient rigor, and are consistent across all delivery modes. UNM Faculty Senate policy defines the primary role of the Curricula Committee, in cooperation with the Senate Graduate Committee and Undergraduate Committee, as responsibility for maintaining and enhancing the quality of the curricula in the main campus, its branches and graduate centers. UNM's *Curriculum Workflow Process* allows a uniform level of scrutiny across all courses and programs including the branch campuses. Online courses receive an additional level of scrutiny, as UNM uses a standard rubric for online course development guided by Quality Matters standards. Dual credit courses, where high school students come on campus to take college courses and receive dual credit, are offered at UNM. Course eligibility is based on New Mexico Public

Education Department criteria and standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP) to ensure rigor and comparability to the college credit standards. All UNM dual credit courses must adhere to the same learning outcomes and UNM equivalent campus courses.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

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

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

### Rating

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Met

### Evidence

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The general education program is appropriate to UNM's educational offerings and is grounded in established state and national frameworks. UNM's learning outcomes for the General Education (GE) program are based on the New Mexico Higher Education Department (NMHED) core curriculum requirements implemented in 2016 for NM institutions and the AAC&U's LEAP (Liberal Education for America's Promise) initiative. The UNM 2018-19 catalog clearly details the purpose and content of the core curriculum requirements. All courses, new and revised, must be submitted through the Curriculum Flow Process, which monitors that student learning outcomes (SLO)s and GE core components are incorporated into the course. Current changes to the general education program mandated by the NMHED core curriculum are being done in a collaborative manner and will be fully implemented in three years. The Associate Provost for Curriculum and Assessment noted that the revision process has allowed UNM to look more closely at its structure for general education and engage in conversations regarding using the mandated opportunity to move toward a more cohesive and program level approach to general education. The *Faculty Senate General Education Task Force Report* documents how SLO's within the previous UNM general education courses are being mapped onto the NMHED competency learning goals. In addition, General Education Faculty Fellows (from multiple campus units) are engaged in communities of practice to develop strategies for embedding the NMHED 5 essential skills into UNM general education courses via high-impact practices framed in areas such as innovation, race and social justice, and global awareness.

UNM degree programs engage students in collecting, analyzing, and communicating information and inquiry and creative activity. The general education program prioritizes information and digital literacy as one of the five required essential skills. Experiential learning opportunities embed "real world" inquiry with community partners, and students can pursue a "Civic and Community Engagement" minor to "solve problems within their own communities." At the graduate level, students are required to engage in scholarly and creative inquiry, mainly through the form of theses and dissertations, which are assessed by graduate faculty.

UNM's value of human diversity within the curriculum is evident in its offerings recognizing the human and cultural diversity of the world. Learning opportunities are integrated into courses ranging from humanities, social sciences to area studies and in certificate programs, such as the graduate certificate in Race and Social Justice. In addition to the general education learning goal of knowledge of human culture and the natural world, all undergraduates must meet UNM's US Global Diversity and Inclusion 3 credit hour requirement. Stringent criteria are applied to courses designed to meet this US Global Diversity and Inclusion requirement.

Expectations for faculty and student contribution to scholarship and creative work are consistent with R1 institution expectations. Faculty contributions to research and scholarship is evaluated through annual faculty evaluation and promotion and tenure review processes. The UNM's Academic Program Review manual addresses faculty research and scholarship and unit involvement in research labs, centers or institutes as a component of the review process. Undergraduate and graduate student research opportunities include the College of Arts and Sciences Undergraduate Research Initiative, McNair/ROP mentorship programs, the Shared Knowledge Conference, and the Undergraduate Research Opportunity Conference. Publications by graduate students lead from dissertation projects and by undergraduates via the Undergraduate Research Opportunities Program and other options including joint research with faculty. The Mentoring Institute 2016 Conference Proceedings on Dissemination of Interdisciplinary Research documented 259 published peer-reviewed papers by students.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

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

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

### Rating

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Met

### Evidence

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UNM had over 3,000 full time faculty and instructors across the main and branch campuses in 2017. Although the Provost Dashboard documented a reduction in faculty and instructors across campuses for 2018, UNM maintained sufficient numbers of faculty (full-time and part-time) to meet its academic needs due to decreased 2018-19 enrollment and continuity of core faculty. Faculty student ratios align with national standards identified by the National Center for Education Statistics. UNM developed a *Three Year Strategic Hiring Plan* to address faculty needs and alignment with its mission. This planning process in conjunction with enrollment management projections will continue to ensure alignment of sufficient resources to meet instructional needs.

UNM sets standards and monitors credentials to ensure that instructors are appropriately qualified. Tenure and tenure-track faculty credentials are specified in the *Faculty Handbook* policy on title and rank, including terminal degree requirements. 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 implemented a Teaching Credential Validation process to ensure that new, visiting, and returning part-time and term faculty have completed relevant and sufficient advanced coursework and/or training well beyond the level of instruction. UNM received an extension from HLC for compliance on dual credit faculty credentials until 2022. Based on the institution's assessment of the number of dual credit faculty not satisfying the requirement of a master's degree and 18 hours of graduate credit in relevant academic

course, UNM determined that all faculty on the main campus met the requirement with deficiencies concentrated at the Gallup and Taos branch campuses. In response, UNM branch campus administrators are directing current associate degree dual credit faculty toward completion of necessary credit hours and degrees with a compliance deadline and limiting new hires to appropriately credentialed candidates.

The *Faculty Handbook* outlines the expectations for annual faculty evaluation including assessment of teaching for tenured, tenure-track and non-tenure track lecturers and specifies that faculty are expected to be available to students through office hours. Student survey responses confirmed availability and interest of faculty in their academic progression. Faculty and teaching assistants must complete training offered by the Center for Teaching and Learning prior to delivery of online curriculum. A wide variety of instructional support for faculty is provided by the Center for Teaching and Learning. The Center provides workshops on current best practices, consultations, graduate assistant teaching certification, and a teaching learning community of practice. The Office of the Vice President for Research provides support for faculty research through a Research and Academic Development seminar program. UNM supports continuing intellectual growth through its sabbatical and professional leave policies, departmental funding for professional development and Faculty Senate competitive teaching and research allocation grants.

Staff members in student support units, such as advisors and transfer evaluators, receive training in their respective units and participate in general trainings by role offered through Human Resources. All academic advisors across the university are required to complete 68 hours of common training. Each semester advisors from all units participate in all day Advisors Institute offered through the Office of Advising Strategies to receive updated information and ongoing professional development.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

### 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

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

### Rating

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Met

### Evidence

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Consistent with the diversity of its enrollment profile and its commitment to access, UNM has developed student support services that align with the social cultural, and economic needs of its student population. Admitted students are evaluated using national and institutional standards to ensure they are placed appropriately upon admission. Learning support and preparatory instruction is provided to first year undergraduates through a variety of college enrichment and outreach programs, such as the College Enrichment Program and Summer Bridge programs offered by African American Student Services, and American Indian Student Services. These programs are designed to immerse incoming students into college life while providing support and social preparation prior to the first-year experience. Targeted support services include the Ronald E. McNair & Research Opportunity Program for graduate education, Student Support Services –TRiO, resource and ethnic centers, and transition learning communities. TRiO programs are provided on the Gallup and Taos campus supporting their student demographic profiles. Based on recommendations from the UNM Redesign Task Force on Student Services the *students.unm.edu* website was revised to be more responsive to student needs centered on common problems encountered such as Lobo Learning Hacks, Find Your Pack, Life Help, Navigate Your Major, Define Your Career. The “What the Heck” link gives students a site to ask questions when they cannot identify where else to go for answers. Effectiveness of student academic support is monitored by the Provost Academic Student Success Committee, composed of the University Deans and other faculty and staff from student support programs at UNM.

The UNM Quality Improvement Initiative restructured the first-year experience across six overarching areas including transition to UNM and student support. Outcomes included a strengthened advisement process and replacement of remedial coursework on the main campus with

a transitional curriculum integrating student support. The redesigned transition process included a new model to address the needs and interests of under-prepared and well-prepared students. Increased coordination between curriculum design and support programs was achieved through embedding mentors in first-year courses, redesigning advising and building a new student website to provide a single portal to information. The reorganization of advising reduced the 770:1 student-advisor ratios in the centralized University Advisement Center to an average student-advisor ratio across campus to 300:1 using a major- or college-centric advising model. This advisement model provides advising that is more consistent with program requirements and focuses on student needs. Faculty and administrators identified the impact of the undergraduate advising initiatives as contributing to the increase in retention and graduation rates.

UNM has appropriate technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections to support its offerings. The institutions has six libraries, arts, performance and natural and cultural venues, and 12 research centers and institutes supporting its educational offerings. Construction and renovation of necessary research and teaching space have been prioritized in the past decade through major capital projects such as the Science and Math Learning Center, the Collaborative Teaching & Learning Building, the MaLL (math learning lab), Farris Engineering renewal, the McKinnon Center for Management, a major upgrade of over 120 classrooms and the new Physics, Astronomy & Interdisciplinary Sciences building (PAÍS), currently under construction. The institutional infrastructure and resources support effective teaching and learning for UNM online programs. UNM's online portal (<http://online.unm.edu>) provides appropriate materials and communications for students regarding distance-delivered programs. The Student Pathfinder system and orientation programs provide online students access to student support services. The Center for Academic Program Support provides tutoring available to both campus and online undergraduate and graduate students. UNM Learn, a Blackboard based learning management system, supports online instruction through a variety of technologies including discussion boards, web conferencing systems, multimedia technologies, and virtual proctoring. 24/7 technical support is offered within each course through a ticketing system as well as 24/7 phone support. The UNM Center for Teaching and Learning provides faculty and staff training on effective teaching across all delivery formats.

Students have access to extensive 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 Learn's targeted resource tool allows instructors to load a curated guide for their course, providing access for both campus and online students.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

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

### Rating

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Met

### Evidence

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UNM provides co-curricular programs that align with its mission as a diverse, R1 institution committed to serving the State of New Mexico and its people. Through these programs it documents its claim for an enriched educational environment. Broad academic co-curricular areas are study abroad/global studies, learning communities, undergraduate research opportunities, and community engagement. Less formal co-curricular opportunities are embedded in 118 of the 417 chartered student organizations, which have a significant academic/departmental or service learning emphasis.

Academic and co-curricular programming is most evident in the 15 living learning communities based on mutual interests and the academic communities focused on the first-year experience, transition to UNM and first generation students. The Global Education Office Education Abroad offers exchange, intensive language, and service learning opportunities in over 50 countries. As UNM considers transitioning to the new mandated core curriculum, the Teaching Fellows for Community-Engaged Learning is developing strategies for best practice to incorporate community-engaged learning into Core Curriculum classes.

As a R1 institution, research opportunities are a significant component of UNM's co-curricular programming core elements of its mission. Beyond the customary faculty-student engagement, specific enrichment programs are offered through the Division of Student Affairs in partnership with Academic Affairs. Through the STEM Collaborative Center program students engage in STEM exploration and enrichment activities and are connected to STEM departments and support programs. The College Enrichment Program's First Year Research Experience (FYRE), a partnership with University College, offers introduction to research courses and pairs students with a faculty mentor. As a requirement of the program, students present an oral or poster presentation during the Undergraduate Research Opportunity Conference. Directly aligned with UNM's mission and strategic goals, the Community Engagement Center facilitates academic community partnerships between faculty, students and staff and community members to participate in shared learning and community problem solving. The program currently serves over 40 underserved communities and neighborhoods statewide. Student Affairs and Academic Affairs collaborate extensively in co-curricular programming through the UNM Service Corps, offering apprenticeships experiencers with community based organizations collaborating on projects building community capacity to impact

educational justice, health justice, economic justice, tribal communities and immigration justice, and institutional change initiatives such as the UNM Institute for the Study of Race and Social Justice, UNM Collaborative for Latino Health Equity, The UNM Health Equity Inclusion and Vibrancy network and the NM Antiracist Youth Leadership Institute.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

### **3.S - Criterion 3 - Summary**

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

#### **Evidence**

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UNM degree programs are appropriate to higher education and require levels of performance by students appropriate to the degree awarded. The comprehensive range of degrees offered by UNM, associate, bachelors, masters, and doctorate, are consistent with its mission as a R1 institution. The rigor of UNM academic programs was confirmed by external reviews conducted by specialized accreditation agencies or designated external discipline review committees as a part of the Academic Program Review (APR) process. UNM has documented processes in place that scrutinize courses and degree programs to assure they are appropriate for higher education, demonstrate sufficient rigor, and are consistent across all delivery modes.

UNM's learning outcomes for the General Education (GE) program are based on the New Mexico Higher Education Department (NMHED) core curriculum requirements implemented in 2016 for NM institutions and the AAC&U's LEAP (Liberal Education for America's Promise) initiative. The stated purpose of the General Education curriculum is to provide the following set of strategies: communication, critical thinking, information analysis, quantitative skills, responsibility towards local and global communities supporting the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills. UNM's value of human diversity is evident in its curriculum offerings recognizing the human and cultural diversity of the world and the US Global Diversity and Inclusion requirement.

UNM degree programs engage students in collecting, analyzing, and communicating information and inquiry and creative activity. The general education program prioritizes information and digital literacy as one of the five required essential skills. Experiential learning opportunities embed "real world" inquiry with community partners. At the graduate level, students are required to engage in scholarly and creative inquiry, mainly through the form of theses and dissertations. Expectations for faculty and student contribution to scholarship and creative work are consistent with R1 institution standards.

UNM's academic programs are appropriate to higher education and it provides adequate faculty and staff to support its academic programs. UNM provides resources and support to ensure the quality of its teaching and learning across all delivery formats. UNM provides academic, health, and counseling support to its students and provides an enriched educational environment, including multiple academic co-curricular areas for undergraduate research, study abroad, service learning, and global studies. Therefore, Criterion Three is MET.

## 4 - Teaching and Learning: Evaluation and Improvement

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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

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it 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 assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Rating

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Met

### Evidence

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UNM utilizes regular academic program reviews (APRs) that are data driven and evidence based. Review of assessment reports documented currency and quality of academic programs through specialized accreditation reviews and the external reviews conducted as a part of the APR process. Appendix A of the *APR Manual* documented the master schedule of each program's scheduled review through 2025 and rubric-based requirements and processes. The UNM's Digital Repository houses all APR documents for each program, including the self-study, external team reports, responses to team reports, and subsequent action plans. Review of APR reports confirmed that units are following the schedule and required process elements. For instance, the 2010 English Department APR provides a 324-page self-study and a 3-page action plan including project start and completion

dates and funds needed. Annual reporting evidence documented that action plans are followed. As an alternative to the APR review process, UNM currently maintains over 40 specialized accreditations across a range of programs, including professional and licensure programs, such as Architecture, Public Administration, Clinical Psychology, Nuclear Engineering, Nurse Midwifery, Dance, Theater, Biochemistry and all teacher education programs. UNM requires APR for branch campus programs and aligns HLC core components via a rubric to their program documents to ensure quality.

Transfer policies and evaluation ensure the quality of transfer credit. UNM's University Catalog outlines transfer credit policies identifying the types of credit accepted for transfer, including technical, military, advanced placement, CLEP, International Baccalaureate, and concurrent college enrollments. UNM accepts credit from regionally accredited institutions and since 2019 uses a shared state number system for common lower-division courses across New Mexico Higher Education. The Registrar's Office is responsible for the determination of acceptable transfer credit of lower-division credit while UNM department faculty within the appropriate academic unit review upper level courses. A table is provided in the Catalog, showing "courses guaranteed to transfer to any other New Mexico public college or university and apply toward associate and baccalaureate degree program requirements." Transfer articulation information is made publicly available on the UNM Admissions website and in the Transfer Equivalency System (TES). The TES was built on historical transfer evaluation data and provides the basis for most credit transfer to ensure quality of credit. Specific course equivalences for training credit, such as Emergency Medical Services or Fire Sciences programs and Military credit, (using American Council on Education guidelines) have been established. The policy does not allow transfer of credit for competency-based education or direct assessment nor accept vocational, personal development, dogmatic religion course credit, or experiential learning. Review of a random sample of Registrar records documented appropriate transcription of credit, including transfer credit and documentation of transfer policy exceptions.

*Regents' Policy Manual* section 5.1 codifies faculty responsibility and authority to oversee the development, implementation, currency, and quality of the curriculum. The oversight of academic excellence extends to assessing and maintaining a consistent level and quality of instruction across all locations and modes of delivery. The *Faculty Constitution* explicitly states faculty responsibilities for courses, rigor, and faculty qualifications. Flowcharts of the curriculum workflow processes for changes to an existing course, new course request, and degree and program change documented faculty governance involvement throughout the multi-stage curricular and program approvals. Review of Faculty Senate Curriculum minutes confirmed that the institution maintains and exercises authority over the quality of its programs on the main and branch campuses through the *Curriculum Workflow Process*. Dual credit courses adhere to National Alliance of Concurrent Enrollment Partnerships standards. Master agreements for all high schools in which UNM offers dual credit outline that dual credit courses shall be the same in content, learning outcomes, course requirements, attendance, grading policies, etc. as those taken by UNM college students.

UNM administrators identified systematic assessment of the success of its graduates as a work in progress, particularly at the institutional level. UNM has struggled to assess data on students' post-graduation outcomes apart from the state of New Mexico workforce data which is limited to students who stay in New Mexico to work. Specialized cohort data required by funding or specialized accreditation agencies is amassed and used for program evaluation. For example, professional schools utilize licensure pass rates, advanced degree attainment, job placement or employer satisfaction as indicators of post-graduate outcomes. The team reviewed sample post-graduation data from the New Mexico's workforce analysis, College of Nursing licensure exam pass rates, Medical

School residency match rates and specialty licensure, and Education NES pass rates. Deans and faculty indicated in the open forum that while the APR criterion asks for graduate data, where they are employed, where they go to graduate school, the information gathered is not consistent across programs not having specialized accreditation. Since 2018, UNM has used a graduate exit survey that tracks the extent to which different services (advising, parking, faculty, campus events, Wi-Fi, etc.) contributed to their graduates' success. The Office of Institutional Analytics and Career Services are streamlining their surveys to capture post-graduation outcomes where students rate and rank their experiences to more accurately identify the long-term impact of high impact practices, particularly relevant for UNM student success initiatives. The Associate Provost for Curriculum and Assessment confirmed that specialized cohort programs (e.g. McNair, Fine Arts, Architecture) are easier to track and assess than overall graduate information across other programs. UNM administrators are committed to continued improvement leading to systematic assessment of post-graduate outcomes through the post-graduate survey and APR processes.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

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

### Rating

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Met

### Evidence

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Since its last HLC visit, UNM has made significant progress in creating an institution-wide culture of assessment. Programs use a university-developed evaluation kit to disseminate course surveys, which ask students to comment on demonstrated learning outcomes. A comprehensive assessment matrix has been developed and used by the Office of Assessment and APR (OA) in the annual review of program assessment. The matrix differentiates assessment maturity levels for programs. The *Academic Programs Institutional State of Assessment Report* documented the evolution of university assessment practices, including the streamlining of processes, the redefinition of the College Assessment Review Committees and revisions of rubrics. APR criteria 3B requires evidence of program improvement based on assessment processes. In AY16-17 assessments were completed by over 85% of undergraduate programs. In 2018, OA was restructured to better support data and assessment needs of instructional units, including alignment of APR and assessment reporting.

UNM assesses achievement of student learning outcomes in the core curriculum of its general education program as well as co-curricular programs such as advising. The Office of Assessment and Program Review systematically analyzes general education assessment using the *General Education Analysis Protocol*. The analysis template documents examples of strengths and possible areas of improvement in regards to learning outcomes, assessment methods, and results use. The Office of Assessment and APR's most recent analysis reported that "the majority of assessment results reported were useful in addressing curriculum and instructional changes." The 2017 General Education Task Force recommended the shift from course to program level assessment. Following implementation of the New Mexico Higher Education (NMHE) core curriculum requirements, assessment of NMHE's five essential skills will use state rubrics focused on overall coursework rather than course level programming. The *General Education Transformation at UNM* documented the new assessment model capturing student outcomes including the timeline for transition from current 3-year assessment cycle and to the new model beginning August 2019. The Office of Advising Strategies' 2016-17 and 2017-18 annual assessment reports documented comprehensive assessment of student

advising across colleges, including student comfort with advising technologies, satisfaction with advising services, and purposes for advising and recommendations for improvement or change.

Programs systematically use assessment data for program improvement or changes. Programs report annually on the assessment of student learning through submission of the Annual Program Report template. The report includes descriptions of student learning outcomes (SLO's), assessment measures, data results and analysis and recommendations for program improvement or change. The open forum on Criteria 3 & 4 confirmed units assess student learning outcomes and use the results for program improvement. Review of annual reports in the UNM's Digital Repository confirmed use of assessment results to improve student learning across programs, including changes in student learning outcomes, prerequisites, courses and curriculum changes.

UNM utilizes methodologies and collects data to assess student learning consistent with good practice; faculty and staff participate in these efforts. The *Academic Program Assessment Manual* (APAM) identifies guidelines and processes based on best practices. These practices have been embedded into the rubric UNM uses to index institutional and program assessment maturity. Aggregated ratings document a college/school/branch's overall maturity during a particular reporting year as well as individual program status. Although impacted by rubric revisions in 2014 and 2018 to align more effectively with unit assessment report and plan templates, the pattern of change documented a positive trend in the use of effective practices as well as overall maturity of institutional assessment. The overall college/school/branch changes follow: 2013-14, 14% of the programs achieved "maturity" status; 22% in 2015-16. Concurrent with this pattern was a decrease in the number of programs at Levels 0 and 1. UNM is committed to an assessment culture reflecting best practices and continuous improvement. The OA website includes assessment templates and access to a broad range of national resources through a link to the Assessment Commons. Faculty and staff participate extensively in these processes and methodologies. Beyond faculty involvement in unit assessment processes described in the APAM, faculty engagement was documented in institutional level initiatives, such as the Faculty Senate General Education Task Force, the STEM Collaborative Assessment and Undergraduate Faculty Fellows.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.C - Core Component 4.C

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

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

### Rating

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Met

### Evidence

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UNM set benchmarks for retention and completion during the UNM2020 strategic planning process.

UNM 20/20 goals of 80% retention and 50% graduate rates are ambitious yet attainable given the institution's mission of access, its status as a HSI and majority-minority student population, its large enrollment first-generation and Pell-Eligible students, and the average reading and math proficiency levels of 8<sup>th</sup> graders in New Mexico. To provide perspective, the President stated in the final Quality Initiative report that "The current four-year graduation rate is over 10% higher than an analysis of the ACT scores and grade point averages of our 2014 cohort would predict." The UNM 2020 2017 performance metric data documented the 4-year graduation rate approaching 34% and the six-year rate at 48.8%. Third semester retention rate was 78.3%.

UNM collects, analyzes and publishes retention and persistence data (including IPEDS) through its Division of Enrollment Management (DEM) and Office of Institutional Analytics (OIA). Retention and persistence data is represented visually through charts on cohort retention rates in the UNM Quality Initiative Report. The UNM2020 Performance Matrix web page identifies target and actual data for 3<sup>rd</sup> semester retention, four and six-year graduation rates, graduate student enrollment, and branch campus transfer data. Analysis of persistence, graduation, enrollment and retention data is embedded in institutional processes such as the Academic Program Review and monitoring of course failure rates.

Retention, persistence and graduation data have informed academic and administrative changes supporting UNM's commitment to student success. The UNM's Quality Initiative Report (QIR)

documented how information on student retention, persistence, and degree completion spurred conversation across faculty and staff members and resulted in specific action items for improvement. Examples of data analysis from this effort included analysis of student performance in math resulting in redesign of intermediate math class taught in the Math Learning Lab; role of the Center for Academic Program Support services in increasing the 6-year graduation rate; analysis of pass and DFW rates in English Stretch and Studio classes accompanied by recommendations for change, and restructuring of the first-year experience. The open forum on Criterion 3 and 4 confirmed additional programs are utilizing retention data for program improvement. For example, an academic advising leader described how students are advised into courses based on historical retention and course performance rates to support their transition to the university.

Enrollment and retention data were analyzed in response to an overall enrollment drop and decrease in third-semester retention in 2018. The Vice President for Enrollment Planning confirmed the following findings: (1) analysis of both retention and enrollment decreases suggested local economic workforce factors, such as low unemployment, may be at play rather than academic issues as non-returning students were in good academic standing; and (2) decreasing tuition coverage levels by the New Mexico Lottery (100% to 80-90). Using Enrollment Management's analysis, the President charged a new Enrollment Management Task Force with considering recruitment and retention strategies, including providing financial aid that supports enrollment, utilizing recruitment support from parents and community members, and retaining students through student support and advising strategies. As a result staff in student affairs units have worked with students to file FASFA forms, thereby supporting their continued enrollment.

Administrators stated that an outcome of the Quality Initiative was the review and overhaul of the institution's analytic capacity. UNM built its capacity to make raw data available, developed the staff expertise and tools required to analyze it, and created easy to use visualizations for faculty, staff and administrators. The information is easily accessed through the OIA and Office of the Provost websites. The data on student retention, persistence and program completion follow the conventions of current good practice (i.e., 4-year graduation rate, 6-year graduation rate, and third semester retention rate) and conform to IPEDS data definitions.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.S - Criterion 4 - Summary

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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.

### Evidence

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University of New Mexico utilizes regular academic program reviews (APRs) that use data driven and evidence based processes, with the results used for program improvement. Transfer policies ensure the quality of transfer credit. Faculty oversight of academic programs extends to assessing and maintaining a consistent level and quality of instruction across all locations and modes of delivery. While comprehensive tracking of post-graduate success has been challenging for non-professional schools, UNM administrators remain committed to continued improvement leading to systematic assessment of post-graduate outcomes through the post-graduate survey and APR processes.

UNM demonstrated a commitment to educational achievement and improvement through ongoing assessment of student learning. Programs use a university-developed evaluation kit to disseminate course surveys, which ask students to comment on demonstrated learning outcomes. A comprehensive assessment matrix has been developed and used by the Office of Assessment and APR (OA) in the annual review of program assessment. The matrix differentiates maturity levels for programs in support of university goals. *The Academic Programs Institutional State of Assessment Report* documented the continuing evolution and maturity of university assessment practices. Programs systematically use assessment data for program improvement or changes. Programs report annually on the assessment of student learning through submission of the Annual Program Report template. The report includes descriptions of student learning outcomes (SLO's), assessment measures, data results and analysis and recommendations for program improvement or change including action plans.

Faculty and staff are engaged in continuous improvement processes at the course, program, college, and university level. In addition to routine processes such as APR, accreditation, and annual program assessment, UNM has engaged faculty and staff in other efforts focused on quality educational improvement, including the Quality Initiative on the First-Year Experience, the Faculty Senate General Education Task Force, the Teaching Fellows for Community-Engaged Learning, and the Enrollment Management Task Force. UNM is also engaged in national initiatives focused on student success, including the APLU Powered by Publics and Student Experience initiatives.

UNM set ambitious yet attainable benchmarks for retention and completion during the UNM2020 strategic planning process. Review of UNM2020 performance metrics documented progress toward achievement of retention and completion goals. Retention, persistence and graduation data have informed academic and administrative changes supporting UNM's commitment to student success. The UNM's Quality Initiative Report (QIR) documented how information on student retention, persistence, and degree completion spurred conversation across faculty and staff members and resulted in specific action items for improvement and continues to inform current conversations regarding recent drops in enrollment and 3rd semester retention rates.

UNM demonstrates responsibility for the quality of its educational programs and evaluates the effectiveness of student learning through processes that promote continuous improvement. UNM documented direct relationships between its assessment or analytical efforts and programs/strategies for improvement. Therefore, Criterion Four is MET.

## 5 - Resources, Planning, and Institutional Effectiveness

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

### 5.A - Core Component 5.A

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

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

### Rating

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Met

### Evidence

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UNM has the financial resources to support its educational programs as documented by a composite CFI score of 1.58 (FY2018), budgetary patterns of significant investment in instruction, academic support, and student services, and responsible budgeting practices. The composite CFI score places the institution in the above the zone threshold for public institutions. Budget reductions in 8 of the last 10 years have been due to reduced state funding and tuition and fee fluctuations based on enrollment. However, UNM is committed to evaluating its operations and expenses and making cuts as necessary to ensure that costs and resources are in alignment and support its core mission and strategic priorities. UNM administrators stated that this continued reinvestment in the academic, student success and research mission was achieved through disproportionately absorbing reductions in administrative budgets, short term use of reserves and increased research revenues. Review of the budgeted usage of unrestricted and restricted funds from FY14 to FY19 in the *2018-2019 Operational and Capital Budget Plan* further confirmed this pattern of reinvesting and continued support of the core missions.

A Fall 2018 decrease in tuition due to a decline in enrollment was slightly offset by a 3.5% increase

in state appropriations in FY19. UNM leaders have proactively responded to the enrollment drop by analyzing the underlying causes and establishing an Enrollment Task Force charged to identify effective strategies to stabilize and grow enrollment. Strategies under consideration include strategic online growth, new marketing opportunities, student retention, engagement of academic units in recruitment, development of a larger applicant pool, improved prospective student development and steps to re-engage currently-enrolled students to support their continued progress toward degree completion. Interviews with the campus leadership team identified implementation of the institution's enrollment management and research strategic plans as key factors guiding the allocation of the institution's resources supporting its strategic priorities in the current and future higher education fiscal environment. Review of the FY16, FY17, and FY18 auditor's reports identified no issues regarding the institution's ability to continue as an on-going concern.

UNM uses the 2020 strategic plan to ensure alignment of resource use with its values and mission as well as achieving continued progress toward strategic priorities. The *2019-2020 Capital Fund Budget Plan* detailed how resources are employed to support the short term operating needs of the campus as well as long term capital plans for maintenance and expansion of university facilities. Sixty-nine percent of the budget is directly allocated to the academic and research missions. These percentages have remained stable over the past five years. This data confirmed that the university prioritizes the educational purposes over all other uses of funds. The Office of Planning, Budget & Analysis (OPBA) policy and procedures on reserves documented a foundation for effective management and a well-defined process to ensure adequate funds are available to university leaders to guard against significant fluctuations in state and tuition funding as well money to invest in strategic initiatives. Meetings with the Budget Leadership Team (BLT) and interim Provost provided evidence of reserves being held at the unit level to achieve a buffer from fluctuating budgets. The leadership's approach to addressing ancillary unit deficits further documented its commitment to prioritizing the educational purposes over all other uses. Examples included (1) elimination of several Lobo sports in August 2018, despite significant public opposition, and implementation of a debt repayment plan and strategies to put the Athletic Department on a financially sustainable path and (2) outsourcing distribution and transforming product storage to rectify the University of NM Press deficit. The team determined that UNM has used its fiscal resources to further its strategic goals and the primacy of its mission and is engaging in prudent fiscal management to ensure that it maintains capacity to meet its fiscal obligations.

UNM has a well-developed process for budgeting and for monitoring expense. The Office of Budget Planning and Analysis (OPBA) has oversight for the budget planning and monitoring activities of the institution. The budget process uses an electronic Budget Planner composed of a salary planner module that addresses salaries and compensation and a budget development module that builds the fiscal year finance budget. The budgeting process is delineated in an annual budget development calendar which outlines specific tasks to be completed, due dates and main, HSC, Branch campus or BoR associated responsibility. Internal budget allocations are managed by OPBA which works closely with each unit in preparing, monitoring, and reporting on the overall university budget. The OPBA also monitors units that have negative balances to ensure progress is being made to eliminate deficits. The branch campuses have access to all enterprise budgeting and reporting software. Fiscal oversight is provided by UNM core offices to assure the appropriate nature of transactions, as well as budget availability. However, due to the separate funding sources of these campuses, each campus has implemented a well-developed system of monitoring its financial performance within the guidelines of the main campus as well as the independent reporting requirements to the NM Higher Education Department and Legislative Finance Committee.

UNM has a sufficient number of faculty and staff to support its current educational programs and support operations and is committed to maintaining an engaged and trained workforce. The institution employs a total of 10,698 FTE, 6,145 at the main campus, 3,979 at the HSC and 574 at the branches as documented in the Employees Count Report for 2018. Staffing classifications reflect 2,416 faculty, 196 part-time instructional staff, 699 graduate assistants, 5,779 staff, and 1,608 student employees. Recruitment and hiring requirements and practices and onboarding strategies for both faculty and staff include best practices to ensure appropriate qualifications and fit. The *Faculty Handbook* and *University Administrative Policies Manual* documented annual performance evaluations and continuing professional development. The UNM Human Resources website, New Employee Toolkit Career Development, links provide information and resources on performance evaluation, education and training, and career ladders. While faculty turnover has remained relatively level, the percentage of staff turnover has progressively increased from 14% in 2012-13 to 18.2% in 2016-17. UNM administrators are paying continued attention to staff turnover as an area requiring monitoring as a result of the administrative unit reductions during the recent rescissions. UNM has responded to staff reductions, particularly in the unit administrative staffs and advising, through restructuring functions for efficiency such as the fiscal shared service centers and development of a reclassification system for advisors yielding a more equitable pay scale to address inter-departmental raiding of advising staff. Comments from administrators, faculty and staff during the open forums confirmed that employees are provided opportunities to ensure they remain highly effective in their jobs and the effectiveness of strategies addressing the impact of staff reductions.

Since 2012 UNM has undergone transitions in its senior leadership positions concomitant with the absorption of budget reductions disproportionately impacting administrative units. In interviews with the current leadership and during the open forum on Criterion 5, the team explored the impact of these transitions, key interim appointments and reduction decisions on the institution's capacity to achieve its strategic priorities. From these conversations, the team determined that the institution continued to progress due to the following factors: (1) *UNM2020* provided a road map supported by an engaged UNM community for charting the institution's direction, (2) interim positions were filled by veteran University administrators, and (3) reduction decisions based on evaluation resulted in restructuring certain administrative functions to achieve efficiencies, accountability and improve customer service (i.e., Fiscal Shared Service centers and IT centralization). Under the leadership of the current President, completion of the key executive searches (Provost, VP for Finance and Administration, and VP for Diversity and Inclusion) this spring will provide a strong and continuing leadership team.

UNM has demonstrated continued investment in its technology infrastructure. UNM invests approximately \$70 million in technology related resources across the main, branch, and HSC campuses (excluding hospitals); of that amount, \$35 million can be attributed to the central Information Technologies Department. For FY18, IT outlay on services for faculty, staff, student, and administrative functions totaled \$53 million for UNM-Main, \$13.5 million for HSC, and \$2 million for the four UNM branches. Enterprise IT at UNM consists of six main departments, Applications, Network, Platforms, Classroom Technologies (physical and online classrooms), Customer Service and Security supporting the UNM's IT administrative and academic needs. The IT strategic plan ensures alignment and guidance in meeting the institution's current and future priorities.

The physical facilities of the university campuses support the UNM instructional, research and community engagement missions. The main campus houses 339 buildings corresponding to 11.3 million square feet of interior space and comprised of spaces devoted to academic, research, clinical, housing, services, athletic facilities. The branch campuses and sites have approximately 78 buildings

and 812,000 square feet of interior spaces for state-wide outreach in teaching, research and student support activities. The *Capital Fund Budget Plan* outlines institutional priorities for building renewal and replacement, equipment renewal and replacement, discretionary capital improvements, projects supported by state funds, branch campus renewal and replacements, and minor capital outlay plans. Construction and renovation of necessary research and teaching space have been prioritized in the past decade through major capital projects such as the Science and Math Learning Center, the Collaborative Teaching & Learning Building, the MaLL (math learning lab), Farris Engineering renewal, the McKinnon Center for Management, a major upgrade of over 120 classrooms on the main campus and a three-phase health education building at the Health Sciences Center. Branch campus priorities addressed included new student services, teaching and auxiliary building development, and building renewal.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Rating

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Met

### Evidence

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The *New Mexico Constitution* defines the Board of Regents (BoR) power to govern the University as 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. Board members are engaged in several committees, allowing them to provide oversight of key activities of the university:

- Academic/Student Affairs & Research Committee
- Alumni Association Board of Directors
- Finance and Facilities Committee
- Health Sciences Center Committee
- Honorary Degree Committee
- Lobo Development Corporation
- Operations Committee
- Sandia Foundation
- UNM Foundation Committee

As documented in Board of Regents meeting and committee minutes, the board engages university leadership, faculty and members of campus governance in these meetings to understand university operations and provide appropriate oversight. The *BoR Policy Manual* clearly defines its commitment to the principles of shared governance. The current Board of Regents (appointments beginning March 2019) is committed to being knowledgeable about the institution, providing oversight over institutional policies and practices and implementing best practices in shared governance. The team judgments of the prior Board's dynamics and lack of implementing appropriate shared governance practices are detailed in Core Component 2a supporting a *met with concerns* decision for that core component. The team determined Core Component 2a was a more appropriate placement based on the identified contributing factors. The vetting of the current Board

members produced a board that has significant knowledge of UNM through prior roles on the BoR and main campus and engagement with UNM-Gallup initiatives. The current board members participated in an initial orientation to the institution and board responsibilities conducted by UNM General Counsel. Interviews with the current members and the Board leadership documented a commitment to continued board development on shared governance best practices and opportunities to understand specific areas of the university's operations.

UNM governance and administrative structures promote effective leadership and support collaborative processes in fulfilling its mission. UNM has structures in place to ensure significant decisions are informed by key stakeholders on the UNM campus. Faculty, staff and students are all represented by shared governance units. The institution has three faculty governance bodies, one for staff and another for student representation. Faculty governance includes the Faculty Senate, Committee on Governance, Committee on Academic Freedom & Tenure and the Operations Committee. Minutes and agendas of the Faculty Senate and committee meetings are posted online and may include videos of the deliberations. The Faculty Curricula Committee is charged with overseeing, maintaining and enhancing the quality of the curricula in the main campus, HSC, branch campuses and graduate centers. Review of institutional governance committee and board minutes and task force reports documented inclusive involvement in setting academic requirements, policies and processes. Beyond these formal structures, both the President and Provost regularly circulate email and website updates on the state of the academic mission to encourage internal communication and involvement across the University. The UNM leadership has convened committees and task forces addressing core administrative and academic subjects, such as the HLC Steering Committee, the Budget Leadership Team and UNM2020 and 2018 Refresh initiative, 2015 Task Force on General Education, 2019 Enrollment Management Task Force. These initiatives involved representation and input from broad university constituencies. Faculty, staff and representatives, appointed by their respective governing bodies, participate in all deliberations of the BoR's Academic and Student Affairs Committee and Board meetings. The four branch community colleges' Chief Executive Officers sit on the UNM President's Executive Cabinet and branch campus deans sit on the Office of the Provost's Deans' Council. Locally elected or appointed advisory boards provide board stakeholder input to each branch campus CEO.

The institution's Budget Leadership Team (BLT) provides oversight of the institution's resource allocation process. Formed in 2010, the BLT was created to provide transparency in budgeting by including students, faculty, deans and staff in budget decision making. As referenced in BLT meeting minutes, team members meet regularly to monitor and forecast the impact of changes in state appropriations, student enrollment, required campus fees, utility costs and employee fringe benefit costs. The BLT has provided an avenue for informing the campus about how resource decisions are made and the variables that impact budget allocations. Participants in the Criterion 5 open forum discussion and data from the *2018 Faculty Governance Survey* identified the need for stronger efforts in disseminating budget conversations and decision made by the BLT and senior leadership. While all BLT agenda and meetings are posted on the university website to ensure transparency, discussions with the BLT confirmed their awareness of the need to more fully commit to their communication role to ensure broader understanding of financial decisions.

The *2009 HLC Report of a Comprehensive Evaluation Visit* to UNM identified shared governance at UNM as an area for improvement. The HLC response to the *2011 UNM Monitoring Report* (required after the 2009 visit) commended the University Community for "its strong work in addressing the governance and administrative issues that had challenged the institution." The team reviewed documentation that the institution has continued to make significant improvement in shared

governance since 2011 through strengthening the relationship of faculty, staff, and student representative bodies with the central administration. Specific actions documented included clarification of procedures for and commitment of resources to carry out protecting academic integrity, freedom of expression, truth in teaching and learning and academic inquiry and sustained efforts to ensure that policy is current, unified, and available to university stakeholders. Review of the Compliance and Policy offices websites documented these actions.

The *2018 Faculty Survey on Shared Governance* documented modest changes and positive trends in faculty views since 2010. General faculty satisfaction with their role in shared governance for those that are either very satisfied, somewhat satisfied or neutral for the Main and Branch campuses has increased from 28% in 2010 to 50% in 2018. Responses on six key dimensions further indicated positive change trends.

*Organizational Management Structure* = “The University’s organizational management structure fosters shared governance between the faculty and Central Administration” 11% agreed and 73% disagreed in 2010 compared to 26% agreed and 32% disagreed in 2018.

*Climate* = “A collaborative decision-making environment exists between the faculty and Central Administration.” 6% agreed and 80% disagreed compared to 21% agreed and 36% disagreed in 2018.

*Timelines of Communication* = “Faculty representatives to the senate, institutional committees, and other representative bodies keep their constituents informed of the agendas of those bodies and solicit constituents’ views whenever appropriate.” 13% agreed and 40% disagreed in 2010 compared to 43% agreed and 15% disagreed in 2018.

*Faculty Voice* = “Central Administration uses established mechanisms to ensure a faculty voice in matters of shared concern, consulting either the faculty as a whole or representatives who have been selected or approved by the faculty.” 16% agreed and 56% disagreed in 2010 compared to 27% agreed and 20% disagreed.

Interviews with the leaders from the Faculty Senate, Faculty Committee on Governance, Faculty Committee on Academic Rights and Freedom, Staff Council and compliance staff confirmed the progress in campus shared governance identified in the faculty survey. BoR overreach was identified as the primary continuing governance issue. The President’s leadership and BoR changes were viewed across these constituent groups and during the open forums as positive elements in continuing UNM’s work to strengthen the shared governance relationship.

Under the leadership of the current President, UNM renewed its commitment to building more effective shared governance particularly by ensuring transparent communication of university governance and financial procedures to the broader community. The 2018 faculty survey documented a broad perception that financial decisions drove academic decisions -- “academic interest guide financial decisions” 10% agreed, 11% neither agreed nor disagreed and 50% disagreed. The President affirmed to the team that academic interests, represented by the Office of the Provost, guides financial decisions and an awareness of the faculty perception and its basis. Prior to retirement, the Executive Vice President for Finance and Administration was perceived as having too much power over the determination of institutional priorities. The President has taken direct action to reinforce academic priority including clarification of reporting lines and shifting the open position of Executive Vice President of Finance and Administration to a Senior Vice President of Finance and Administration. Review of the position description confirmed language which clearly

articulated the expectations regarding the primacy of the academic mission in the key position's key responsibilities. The President stated that the title shift was to allow the *executive* leadership to reflect the primacy of the academic mission – the Chancellor of the Health Sciences Center and the Provost and Executive Vice President – sending a strong message of priorities to the University community.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

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

### Rating

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Met With Concerns

### Evidence

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UNM demonstrated systematic and integrated planning and resource allocation that aligns with its mission and strategic priorities. Since its development in 2013, *UNM2020 Vision* has guided UNM's activities and resource investments, serving as a roadmap to move UNM forward. The seven strategic goals in the plan are

- Become a Destination University
- Prepare Lobos for Lifelong Success
- Promote Institutional Citizenship and Inclusive Excellence
- Promote Health and Health Equity
- Advance Discovery and Innovation
- Ensure Financial Integrity and Strength
- Advance and Accelerate Economic Development

Building on these overarching goals, UNM adopted 19 comprehensive strategies and multiple annual objectives and metrics that guide institutional efforts through the year 2020. Taken together, these form the performance plan for the coming year and the foundation for the President and leadership team's annual goals. The resulting annual strategic plan summaries identify current implementation strategies, objectives, completion target, responsibility, and link to the identified plan metrics. Performance metrics are updated and progress shared with the campus community on the Performance Monitoring Dashboard accessed from the *UNM2020* webpage. The Health Sciences Center and branch campuses align their strategic plan with the main campus plan.

The 2016 and 2017 strategic refresh reports documented the institution's continued reflections on the accomplishments and steps for continuing progress toward achieving the seven strategic priority area goals. In 2017, in anticipation of UNM 2020 ending and recognition of the changing higher

education, the University leadership began conversations focused on reengineering the University for the future. These UNM Refresh discussions lay the foundation for the new strategic planning process projected to begin summer 2019. The President and Interim Provost stated that the new planning process would build on the prior planning efforts and be grounded in awareness of current institutional capacity and projected internal and external factors identified from the redesign conversations. UNM's commitment to systematic and integrated planning was evident. During periods of leadership transition on main campus and at UNM-Gallup and UNM-Taos, the *UNM 2020* strategic plan and the *Beyond UNM 2020* conversation allowed the institution to maintain a targeted course.

UNM 2020 and other planning initiatives were inclusive of the institution providing opportunities for direct engagement or input from both internal and external constituent groups. Review of committee and task force membership, minutes, and reports documented a pattern of inclusive and constituent involvement. The planning processes provided opportunities for input from broader stakeholder groups through open forums or town halls and electronic feedback options. Branch campuses engage faculty, students, and community stakeholders in their processes for setting institutional goals and strategic priorities. The advisory board structure of the branch campuses provides for continual stakeholder input into priorities supporting the campus' mission to serve its region.

UNM plans based on a sound understanding of its current capacity and future aspirations. Interviews with the Interim Vice President for Finance and Administration and personnel from the Office of Planning, Budget, and Analysis confirmed that UNM allocates its resources in line with its mission and priorities. The annual strategic plan summary provides a framework for alignment of resource use with mission and strategic priorities during the budget development process, including the BLT's review of new initiatives. The annual capital requests are informed by *UNM 2020* priorities and the campus master plan (main, HSC, and branches). Review of the capital planning and expense budget and Academic Affairs reinvestments documented that the institution allocates its resources consistent with its mission and strategic goals. In light of the gradual erosion of tuition and fee revenue over the last 5 years, UNM is moving away from across-the-board proportional cuts to programs in favor of a model that simultaneously (1) prioritizes funding for units critical to its student success initiatives, (2) provides incentives for all units to engage in student recruitment and retention efforts, (3) preserves funding flows appropriate to a research university; and (4) constantly scans to reduce administrative expenses without damaging support for the academic mission. Review of BLT minutes and interviews with the committee and Interim Provost confirmed that leadership is considering several different models that would better align resources with changing needs of campus units. Currently, the BLT the long-range planning subcommittee is discussing basic principles to implement in anticipation of the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support. The following principles are under consideration should the pattern of fiscal fluctuations over the last ten years continue: (1) regular benchmarking of institutional support expenditures, (2) right-size auxiliary/administrative units that regularly run fiscal deficits to prevent accrual of large debts taking away from the academic mission, (3) re-allocating resources toward targeted opportunities that generate new resources even in deficit years; (4) directed tuition to allow units to invest in improving student outcomes, become more entrepreneurial and prepare for decentralized financial responsibilities, and (5) pursuing student success/outcomes in the least costly way.

In response to a rapidly changing higher education landscape, the former president engaged the UNM community in a series of campus-wide conversations on how UNM could identify and meet those challenges while retaining its primary mission as a flagship public university. *Beyond UNM*

*2020: The Conversation for Redesigning the University*, the initial conversation in 2017, focused on national best practices for student services, alternative external and internal budget models, changing student demographics and the needs of future learners, community engagement, and academic structure and organization in their relation to knowledge production and learning. After these conversations, the president and provost appointed a Redesign Task Force to engage internal and external constituencies to identify the critical drivers and generate recommendations intended to position UNM for financially sustainable academic success for the next 25 years. The redesign initiative was not viewed as an overarching strategic plan rather an understanding of the emerging factors and development of adaptive strategies. The task force subgroups focused on the following six critical drivers: (1) Changing demographics/needs of student populations and pedagogical innovations to meet those needs and enhance learning; (2) Potential new student/learner populations and markets for new and innovative academic/credentialing programs to meet their needs; (3) New funding scenarios, potential partners (private donors, industry, foundations, other institutions of higher learning, etc.), internal budgeting processes, and employee retirement options; (4) Trends in higher education and best practices of peer institutions with respect to student services and advising; (5) New and better ways of engaging with local and state communities; and (6) Re-consideration of UNM's academic structure and organization. Task Force reports were completed and the recommendations are currently under review through the University's governance processes as the final step in Phase 1 of the initiative. Phase 2 will be the generation, implementation and evaluation of experimental pilot projects.

The Interim Provost noted that the historical patterns of rescissions and state funding processes have limited the BLT and administration's ability to develop reliable fiscal projections. However, the development of the BLT's basic principles and stronger economic modeling advance the committee's move toward its goal of multi-year budget plans. The Interim Provost and Interim Vice President for Finance and Administration confirmed that fiscal forecasting is an area receiving continuing attention as the strategic budget models are implemented. While the UNM Enrollment Management Plan details three statistical models used to forecast enrollments, enrollment projections were not available beyond the FY2019 enrollment funnel goals; the interim Vice Provost for Enrollment Management noted that 5-year forecasting would be difficult due to the changing conditions. Based on conversations with the Interim Provost, the Interim Vice President for Finance and Administration, the team determined that the institution's inability to produce a requested pro forma was due to lack of integrated fiscal planning (enrollment and fiscal projections) and a short-term focus necessitated by the institution's response to the continuing rescissions. Review of the BLT long-term planning committee minutes documented a growing awareness of the need for longer term projections. The President stated that a proposal for long-term budget planning is being advanced from the BLT and the Redesigning the University effort. Given these steps and the administration's clearer understanding of the underlying dynamics and need for a longer-term view, the team recommends interim monitoring in the form of a report documenting the institution's use of longer-term projections in its fiscal planning with the report embedded into the HLC 4-year assurance review .

### **Interim Monitoring (if applicable)**

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The team recommends a monitoring report embedded in the 4-year assurance filing. It is expected that the institution will provide the following evidence of its implementation of more integrated planning involving its fiscal projections:

- A pro forma representing data for the past three fiscal years, the current year projections and projections for at least the next two fiscal years
- Corresponding enrollment data included on the pro forma
- Evidence detailing the assumptions used for both the enrollment and fiscal projections
- Evidence that the institution is using this information in its decision-making processes

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

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

### Rating

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Met

### Evidence

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UNM documented its commitment to self-assessment and continuous improvement across its organization. UNM's approach to the HLC reaffirmation process reflected commitment to a culture of self-study and improvement beyond the standard format. In addition to the main campus criterion-specific work groups and constituent engagement, each branch campus completed a guided self-study questionnaire with the Gallup and Taos campus engaging in a more comprehensive self-assessment as a part of the branch campus review process. As shared governance has been a continuing challenge for the institution in past reviews, the UNM leaders invited former members of the Board of Regents, the Faculty Senate President and Operations Committee, the Committee on Governance, and Staff Council leadership to contribute self-studies from their governance bodies based on HLC Criterion 2 assurance statements. Review of the content of these documents confirmed reflective analysis of the issues and contributing factors and opportunities identified for continuous improvement.

UNM provides oversight for all units and academic programs, evaluating their achievements and efforts toward continuous improvement through its Academic Program Review (APR) process. The institution updated the APR from a narrative only review process to a "reflective/argumentative narrative" that is supported by data and inclusive of action plans for continuous improvement. The APR Manual specifies that the initial action plan should address any issues and/or shortcomings identified by the review team with respect to the relevant APR criterion and consider the review team's findings. Annual updates to the action plans are required until the unit's next APR based on its seven-year cycle.

The institution engaged in a comprehensive assessment of its first-year experience with the goal of improving student retention and persistence rates as its HLC Quality Initiative. Working with the Gardner Institute for Excellence in Undergraduate Education, UNM reviewed student persistence through assessment of its new student orientation, curriculum, student advising services and degree completion rates. UNM's Quality Initiative Report (QIR) documents how information on student retention, persistence, and degree completion spurred conversation across faculty and staff members and resulted in specific action items for improvement. UNM invested significantly in academic advising resources and structural changes. The HLC Student Survey documented that the results of the improvements made in academic advising as supported by ratings of 4.00/5.00 on indicators of accuracy of information, availability to help with questions on courses of study and

appropriate course level placement. Further, the institution improved the four-year graduation rate from 15% in academic year 2009-10 to 32.5% in 2017-18 and third semester retention rate from 76.6% in the academic year 2011-12 to a high of 80% in 2015-16. UNM leadership is currently analyzing the 2016-17 drop in retention to 78.3%.

UNM has strengthened the information technology support provided to campus through self-assessment. UNM engaged Kurt Salmon Associates (KSA) in 2015. KSA to provide an overall assessment of UNM's IT support services and develop recommendations on governance, organization structure, outsourcing options, funding and short-term improvement plans. The university has implemented a majority of the KSA recommendations and is working towards full implementation. Further, to support faculty shared governance, IT has employed a new faculty advisory structure to inform IT decisions ensuring faculty have input into the process.

Ongoing budget reductions have caused the institution to review administrative efficiencies. UNM has reorganized how certain information technology (IT) and financial support services are delivered on the main campus. IT has centralized computer desktop support as well as technology support for classrooms and labs. IT is considering other activities that could be streamlined to reduce overall administrative costs. UNM has streamlined how financial administration services are delivered on campus. For example, Academic Affairs reorganized certain finance staff members that support the 23 units through a Fiscal Affairs Shared Service Center. This team of individuals processes finance and post-award transactions that are across departments with a goal of standardizing processes, reducing administrative burden and increasing oversight and accountability. The Director of the Academic Affairs Fiscal Shared Service Center noted that two million dollars of recurring savings has been realized as a result of this organizational change.

Faced with an unanticipated 7.5% drop in student enrollment in Fall 2018, the university leadership sought to understand the underlying factors as previously analytics had been relatively reliable in predicting student enrollment. Enrollment management personnel analyzed internal data to gain insight into the factors that drove the shortfall to prevent it occurring in the future. The analysis of both retention and enrollment decreases suggested local economic workforce factors and changes in tuition coverage levels by the state lottery impacted the decreases rather than academic issues. The analysis revealed that non-returning students were in good academic standing, suggesting that academic performance was not the key issue for their non-enrollment. Based on the initial data analysis, staff in student affairs units have worked with students to file FASFA forms to support their continued enrollment and the enrollment management team is updating its ongoing plan of action to include strategies to develop a culture around enrollment management including greater collaboration with the academic units. Concurrent with this analysis, the President appointed a university-wide enrollment task force to learn from UNM's and other universities' experience and recommend recruitment and retention strategies based on a more complete understanding of current student population changes and economic factors. Thus, UNM has used the enrollment drop as an opportunity to examine potential underlying factors and its practices and to study the broader implications of the changing higher education landscape.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.S - Criterion 5 - Summary

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

### Evidence

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UNM's resources, structures and processes are sufficient to fulfill its mission, support quality educational programs, and position itself for future challenges and opportunities. UNM has the financial resources to support its educational programs as documented by its composite CFI score, budgetary patterns of significant investment in instruction, academic support, and student services, and responsible budgeting practices. The institution has sufficient faculty and staff to support its current educational programs and support operations and is committed to maintaining an engaged and trained workforce. The physical facilities and technology infrastructure support the UNM instructional, research and community engagement missions. The institution demonstrates fiscal responsibility in its monitoring of its finances and commitment to self-assessment. UNM's resource planning is realistic considering its structures, resources, and external factors. Its planning for the future addresses facilities, technological infrastructure and the efficient and effective allocation of resources. Its governance structures, policies, and procedures are inclusive and collaborative.

UNM demonstrated systematic and integrated planning and resource allocation that aligns with its mission and strategic priorities. *UNM2020 Vision* has guided UNM's activities and resource investments, serving as a roadmap to move UNM forward. UNM's *Beyond UNM 2020: The Conversation for Redesigning the University* initiative documents the institution's focus on understanding emerging factors impacting the higher education landscape including adaptive responses. *UNM 2020* and other planning initiatives were inclusive of the institution providing opportunities for direct engagement or input from both internal and external constituent groups. Interviews with administrative personnel and representatives of the Budget Leadership team confirmed that UNM plans based on a sound understanding of its current capacity and future aspirations. While UNM has a well-developed process for budgeting and monitoring expense, the evidence supporting long-term budget planning was limited. UNM's leadership and the Budget Leadership Team's long-term planning subcommittee are currently focused on multi-year budgeting and stronger integration with enrollment planning.

UNM documented its commitment to self-assessment and continuous improvement across its organization. UNM's approach to the HLC reaffirmation process reflected commitment to a culture of self-study and improvement beyond the standard format. Review of the assurance and supporting documents confirmed reflective analysis of the issues and contributing factors with opportunities noted for continuous improvement. The UNM Quality Initiative assessing the first-year experience and Information Technology's comprehensive assessment illustrated UNM's comprehensive approach to understanding its operations and opportunity for continuous improvement. UNM leadership has used its response to the recent budget recensions to review and implement administrative efficiencies and the Fall 2018 enrollment drop to examine underlying factors as a basis for reviewing its practices and planning for a changing higher education landscape.

While UNM has the resources to support its current programs and plans for future sustainability, has governance structures that promote effective leadership and support collaborative processes that enable fulfillment of its mission, and engages in systematic strategic planning, the evidence reviewed documented a limited ability to demonstrate systematic long-term fiscal planning. The administration is aware and taking steps to move toward longer term budget and enrollment planning models. However, the lack of integrated planning in the form of fiscal projections is a concern requiring HLC interim monitoring. Therefore, Criterion 5 is MET with CONCERN.

## Review Dashboard

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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.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met With Concerns
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met With Concerns
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.E	Core Component 3.E	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	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met With Concerns
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

## Review Summary

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### Interim Report(s) Required

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#### Due Date

3/4/2022

#### Report Focus

The team recommends a monitoring report embedded in the 4-year assurance filing. It is expected that the institution will provide the following evidence of its implementation of more integrated planning involving its fiscal projections:

- A pro forma representing data for the past three fiscal years, the current year projections and projections for at least the next two fiscal years
- Corresponding enrollment data included on the pro forma
- Evidence detailing the assumptions used for both the enrollment and fiscal projections
- Evidence that the institution is using this information in its decision-making processes

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#### Due Date

3/4/2020

#### Report Focus

Federal Compliance Combined Interim Report Addressing the Following Area

##### *Institutional Records of Student Complaints*

The team recommends a report of student complaints received, tracking and resolution and how the information has been used to improve programs and services for the last 5 years. The institutional report is expected to include all academic, student conduct, and other student complaints reaching the major unit or division level in the complaint process (i.e., Provost, Deans, Dean of Students, etc.).

##### *Publication of Student Outcomes*

The team recommends a report of action taken and supporting documentation that UNM has addressed the issues of lack of accessibility from the home page to consumer information including clear information on student outcomes easily understood by the public.

##### *Credit Hour Policy*

The team and federal compliance reviewer recommend a report delineating a more comprehensive credit hour policy statement that addresses expectations for out of class preparation time, laboratory and studio work, internships, practica, experiential learning online and hybrid courses, or other non-classroom learning activities.

## **Focused Visit(s)**

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### **Due Date**

1/3/2022

### **Visit Focus**

The team recommends a focus visit on the institution's implementation of corrective actions and oversight regarding fiscal mismanagement issues in the Athletics Department and Board of Regents shared governance concerns. Specifically, the visit is to include review of (1) the continuing effectiveness of the internal control and administrative changes instituted regarding oversight of finances addressing the irregularities identified by the AG investigation into the Department of Athletics and (2) the implementation of best practices in higher education governance including shared governance.

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## **Conclusion**

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UNM is currently on the Open Pathway. The team recommends that the University of New Mexico (UNM) be moved to the Standard Pathway due to the following conditions: (1) the recommended focus visit on the issues of Board of Regents governance and oversight of Athletics fiscal management and (2) HLC concerns regarding the pattern of leadership transitions and recent external reviews by state agencies.

## **Overall Recommendations**

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### **Criteria For Accreditation**

Met With Concerns

### **Sanctions Recommendation**

No Sanction

### **Pathways Recommendation**

Limited to Standard



## Federal Compliance Worksheet for Evaluation Teams

### *Evaluation of Federal Compliance Components*

This worksheet is to be completed by a Federal Compliance reviewer or by the peer review team that conduct the on-site visit. If a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials in advance of the visit and refer any issues to the team for further exploration and confirmation. The team chair will confirm that the team has reviewed the Federal Compliance reviewer's findings, make any necessary adjustments to the worksheet following the on-site visit, and submit the worksheet as part of the team's final report.

The Federal Compliance reviewer or the team should review each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the [Federal Compliance Overview](#) for information about applicable HLC policies and explanations of each requirement.

Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the team report.

### *Submission Instructions*

**Federal Compliance reviewer:** Email this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* in an editable format to the team chair. The team chair's email address is provided in the Assurance System.

**Team chair:** Send the draft of this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* to the HLC staff liaison for review and then to the institution for corrections of errors of fact. Submit the final worksheets to HLC at [finalreports@hlcommission.org](mailto:finalreports@hlcommission.org).

Institution under review: University of New Mexico

Please indicate who completed this worksheet:

☒ Evaluation team

☒ Federal Compliance reviewer

**To be completed by the evaluation team chair if a Federal Compliance reviewer conducted this part of the evaluation:**

Name: Sandra W Gautt

☒ I confirm that the evaluation team reviewed the findings provided in this worksheet.

## **Assignment of Credits, Program Length and Tuition**

(See FCFI Questions 1–3 and Appendix A)

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1. Complete the [Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours](#). Submit the completed worksheet with this form.
  - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
    - Associate's degrees = 60 hours
    - Bachelor's degrees = 120 hours
    - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
  - Note that 1 quarter hour = 0.67 semester hour.
  - Any exceptions to this requirement must be explained and justified.
  - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
  - ☒ The institution meets HLC's requirements.
  - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

### **Rationale:**

The credit hours required for each degree level at the University of New Mexico (UNM) meet or exceed HLC's requirements. Graduate tuition rates vary by program. Differences in tuition are justified by differences in the cost of program delivery and market demand as approved by the Board of Regents. See Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours and the FCFI.

Additional monitoring, if any:

## **Institutional Records of Student Complaints**

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
  - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
  - Determine whether the institution has a process to review and resolve complaints in a timely manner.
  - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
  - Advise the institution of any improvements that might be appropriate.
  - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - ☐ The institution meets HLC's requirements.
  - ☒ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

### **Rationale:**

The Federal Compliance Filing Information (FCFI) verifies that UNM has established policies and procedures for reporting student complaints that are academic in nature as well as complaints related to discrimination or harassment based on protected class. The student complaint process is decentralized with responsibility vested in the Office of the Provost and Colleges/Schools for academic complaints, the Division of Student Affairs, and the Office of Equal Opportunity. The process academic and student conduct complaints are clearly identified in the Pathfinder, the electronic student handbook with clear links from its home

page. The UNM Catalog links students to the Office of Equal Opportunity website for filing complaints related to discrimination and Title IX.

The team confirmed the existence and tracking of data by multiple units reflecting the UNM's decentralized approach. Complaints are tracked in electronic systems in each of the central administrated units; however, there is not an integrated system facilitating review and systematic use of the data. UNM administrators are aware of the inadequacies of the current decentralized and siloed system and are addressing it through a pilot project in the College of Arts and Sciences. The team reviewed a sample of the data the system is capturing which would provide tracking and monitoring data. Use of the data for policy change and reflection occurs at the College or School level and may be reflected in the Academic Program Review process. This decentralization does not allow for monitoring of institutional systemic issues. The Provost is committed to a more integrated system and campus level report capability. The pilot project is designed as the first step in a more systematic and comprehensive monitoring and use of student grievance data. The scant data provided in Appendix C of the FCFI reflected the impact of this decentralization and lack of integrated systems. The team determined that data is present at all levels and individual units are using the data for curriculum change; however, the inability to systematically capture and monitoring patterns across the institution at the Provost level is a concern. The team recommends additional monitoring to ensure that a more systemic and integrated system has been fully implemented and feedback is systematically used to improve programs and services.

Additional monitoring, if any:

The team recommends an interim report providing integrated evidence of the complaints received, tracked and resolved and how the information has been used to improve programs and services. It is recommended that the report be submitted concurrently with the 4-year HLC assurance review.

## **Publication of Transfer Policies**

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
  - Review the institution's transfer policies.
  - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
  - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
  - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the

information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreement; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.

- Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- ☒ The institution meets HLC's requirements.
- ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
- ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

UNM's transfer policies are published in both online and printed versions of the university catalog (see pages 6-21 of the 2018-2019 UNM Catalog at <http://catalog.unm.edu/catalogs/2018-2019/admissions.html>). Transfer policies are also posted on the admissions website at <http://admissions.unm.edu/future-students/transfer/index.html>.

Prospective students and the public can easily access information about articulation agreements on the Transfer Equivalencies website at <http://admissions.unm.edu/future-students/transfer/transfer-equivalencies.html>. The information is viewable by school, campus, and course, with equivalency guides for each course.

The team verified that UNM adheres to its transfer policies through a review of 20 degree audits containing transfer credit and documentation of exceptions with rationale to a random sample of requests.

Additional monitoring, if any:

## Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
  - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
  - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - ☒ The institution meets HLC's requirements.
  - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

UNM students who are enrolled in distance education courses receive a unique login id and password. In order to access courses and assignments in the learning management system, a student is required to use the unique login and password that is provided by the university and abide by university policies on Acceptable Computer Use (<https://policy.unm.edu/university-policies/2000/2500.html>). In addition, virtual test proctoring via Proctorio is used in some online courses. Information regarding the \$20 per course fee for online proctoring is disclosed to students on several UNM websites, including the Office of the Registrar's Schedule of classes, which includes information on additional course fees for each course: <http://schedule.unm.edu>

Additional monitoring, if any:

## **Title IV Program Responsibilities**

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
  - The team should verify that the following requirements are met:

- **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.
- **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
- **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
- **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
- **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the

institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
  - Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
  - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
  - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
  - If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- ☒ The institution meets HLC's requirements.
  - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion insert appropriate reference).

Rationale:

UNM's Title IV program was recertified in 2013. The Department of Education's most recent review was in 2010. The three most recent audited financial statements contain no

unresolved issues. Loan default rates, which have dropped slightly since FY13, are slightly higher than the national average and about average for public universities in New Mexico. The Satisfactory Academic Progress and Attendance Policies satisfy state and federal requirements, are available to students on the UNM Financial Aid website at <http://financialaid.unm.edu/about/index.html> and in the catalog at <http://catalog.unm.edu/>, and are being appropriately applied. Likewise, Campus Crime Information, Athletic Participation and Financial Aid, and Student Right to Know/Equity in Athletics disclosures (see <http://financialaid.unm.edu/about/consumer0.html>) comply with Title IV requirements.

As a result of a Department of Justice Title IX and Title IV investigation of UNM's handling of sexual harassment and sexual violence complaints, UNM entered into an agreement with the Department of Justice in 2016. The agreement concludes in October 2019 and the Federal Compliance filing provides evidence that UNM has complied with the requirements and remains in compliance. The team verified the current status of compliance with this agreement. UNM is transparent in disclosing the investigation and its outcome to the public. Six-month, 1-year and 2-year progress reports of direct actions taken are linked directly from the Office of Compliance home page.

Additional monitoring, if any:

## Required Information for Students and the Public

(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - ☒ The institution meets HLC's requirements.
  - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

A review of UNM's website, catalog, and bulletins verifies that required information is readily available and communicated in terms that are easily understood by students and the public.

Additional monitoring, if any:

## **Advertising and Recruitment Materials and Other Public Information**

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
  - Review the institution's disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC's web address.
  - Review the institution's disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
  - Review the institution's catalog, brochures, recruiting materials, website and information provided by the institution's advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
  - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - ☒ The institution meets HLC's requirements.
  - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The FCFI contains a description of UNM's processes for assuring timely and accurate information in marketing materials, institutional disclosures, and the university catalog and student handbook. A review of the admissions and recruitment webpages and UNM's viewbooks at <http://admissions.unm.edu> and <http://viewbook.unm.edu> demonstrates that the university provides accurate and appropriate information about its programs, locations and policies. The Mark of Affiliation is displayed at <http://accreditation.unm.edu/>. A summary of specialized accreditations for specific academic programs is available at

<http://accreditation.unm.edu/documents/accredited-programs-2016.pdf>. With some searching, information about specialized accreditations is available on college and/or program webpages. However, there is an apparent lack of consistent information about the relationship between specialized accreditations and the licensure needed for employment in some fields. The Federal Compliance Reviewer and team recommends making this relationship more transparent to prospective students.

Additional monitoring, if any:

## Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
  - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
  - Review the institution's explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - ☒ The institution meets HLC's requirements.
  - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion insert appropriate reference).

### Rationale:

As a public institution committed to increased educational access, retention and graduation rates are key matrices for student outcomes. The Academic Program Review process requires programs to provide an analysis of enrollment, persistence, and graduation trends to inform areas for improvement. Review of a random sample of APRs documented use of this outcome data at the program and course level. For example, departments are provided dashboards with course fail rates on student performance which they use to gauge and improve institutional effectiveness. Programs having specialized accreditation utilize student outcome data (i.e., pass rates and post-graduate success) more systematically for program

improvement. Administrators have identified tracking post-graduate outcomes as a work in progress, noting that specialized cohort programs (e.g. McNair, Fine Arts, Architecture) are easier to track and assess than overall graduate information across other programs. The BOR, Provost, and President have identified collecting and measuring outcomes across demographic categories as a 2020 goal. Student outcome data on retention and graduation has been instrumental in documenting the effectiveness of the first-year experience and advising initiatives. The same data from the College Scorecard are used to document the value of return on investment of a degree from UNM. Retention measures are a metric in the state funding formula.

Additional monitoring, if any:

## Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
  - Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
  - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - ☐ The institution meets HLC's requirements.
  - ☒ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion insert appropriate reference).

### Rationale:

Student outcome data are not readily accessible from the UNM home page. Retention and graduation rates are available on several UNM webpages, the Office of Institutional Analytics, Office of the Provost, Division of Enrollment Management and Financial Aid Office. None of these sites is intuitive to the public to locate student outcome data. UNM Consumer Information page is not linked from the home page and is accessible only from the financial aid website. The Student Outcomes links, Graduation and Retention Rates and Placement

for Graduates: Jobs and Further Education, do not align with the linked data. For example, the graduate placement site link description states the link is to the site that gives information on UNM Graduate Career outcomes, the actual site is Provost's Analytic dashboard which contains no information regarding graduate outcomes. The Graduation and Retention Rates link generates a link not found message. These examples document significant public accessibility issues.

As a part of the team's review, performance metrics on graduation and retention rates are accessible through the website; the issue appears to be lack of an integrated approach to providing easily assessable and monitoring updated consumer information. It is not clear if this is a structural issue reflective of the decentralized institutional environment; however, this is an area that requires immediate attention for UNM to fully meet HLC requirements.

Additional monitoring, if any:

The team recommends a monitoring report of action taken with supporting documentation that UNM has addressed the issues of lack of easy accessibility from the home page to consumer information and provided clear information on student outcomes easily understood by the public within 6 months.

## Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

**Note:** If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
- Verify that the institution's standing with state agencies and accrediting bodies is appropriately disclosed to students.
- Determine whether this information provides any indication about the institution's capacity to meet HLC's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- ☒ The institution meets HLC's requirements.
- ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
- ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

UNM has provided (in Appendix W of the FCFI) a summary of all program-specific accreditations and, for each, the current status and date of next review/action. Review of correspondence from each accrediting agency documented the most recent action and current status. Information about program-specific accreditations is disclosed to students on the university website at <http://accreditation.unm.edu/documents/accredited-programs-2016.pdf>.

Additional monitoring, if any:

## **Public Notification of Opportunity to Comment** (FCFI Questions 41–43 and Appendix Y)

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1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

**Note:** If the team has determined that any issues raised by third-party comments relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the appropriate section of its report in the Assurance System.

- Review information about the public disclosure of the upcoming visit, including copies of the institution's notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
- Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- ☒ The institution meets HLC's requirements.
- ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

- ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
- ☐ The evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Appendix Y documents that UNM posted the required notices to solicit third-party comments using email, electronic newsletters, social media, and print media to solicit comments from parents of UNM students, employers, alumni, and the public. Twelve comments were forwarded to the team from HLC. Although no consistent patterns were evident, the comment topics identified were reviewed within the appropriate core component discussions.

Additional monitoring, if any:

## **Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement**

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)
  - Review the list of direct assessment or competency-based programs offered by the institution.
  - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
  - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - ☒ The institution meets HLC's requirements.
  - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

- ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

UNM does not offer any direct assessment or competency-based programs.

Additional monitoring, if any:

## **Institutional Materials Related to Federal Compliance Reviewed by the Team**

Provide a list of materials reviewed here:

Federal Compliance Filing by Institutions (FCFI)

Worksheet on the Assignment of Credit Hours and Clock Hours

Appendices A-Z

[www.unm.edu](http://www.unm.edu)

<http://catalog.unm.edu>

[http://degrees.unm.edu/name\\_search](http://degrees.unm.edu/name_search)

<http://bursar.unm.edu/documents/2018FallTuitionandFees.pdf>

<https://bursar.unm.edu/for-students/refund-deadlines.html>

<https://policy.unm.edu/university-policies/7000/7250.html>

<http://grad.unm.edu/home/index.html>

<http://catalog.unm.edu/catalogs/2018-2019/>

<http://catalog.unm.edu/catalogs/2018-2019/graduate-program.html>

<https://handbook.unm.edu/policies/section-d/d175.html>

<https://handbook.unm.edu/policies/section-d/d176.html>

<http://catalog.unm.edu/catalogs/2018-2019/admissions.html>

<http://admissions.unm.edu/future-students/transfer/transfer-equivalencies.html>

<https://policy.unm.edu/university-policies/2000/2500.html>

<http://schedule.unm.edu>

<https://fsd.unm.edu/resources/audrep16.pdf>

<https://fsd.unm.edu/resources/audrep17.pdf>

<https://fsd.unm.edu/resources/audrep18.pdf>

[https://nslds.ed.gov/nslds/nslds\\_SA/defaultmanagement/search\\_cohort\\_2015\\_CY.cfm](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/search_cohort_2015_CY.cfm)

<http://financialaid.unm.edu/about/consumer0.html>

<http://financialaid.unm.edu/about/index.html>

<http://accreditation.unm.edu/>

<http://pathfinder.unm.edu/>

<http://catalog.unm.edu/catalogs/2018-2019/student-services-information.html>

[https://unm-student.custhelp.com/app/answers/detail/a\\_id/3796/kw/](https://unm-student.custhelp.com/app/answers/detail/a_id/3796/kw/)

<http://oeo.unm.edu/>

[https://oeo.unm.edu/title-ix/reporting\\_obligations.html](https://oeo.unm.edu/title-ix/reporting_obligations.html)

<https://www.justice.gov/opa/file/843901/download>

<http://oia.unm.edu>

<http://dashboard.unm.edu>

<http://em.unm.edu/dashboard>

<http://admissions.unm.edu/costs-financial-aid/index.html>

<http://registrar.unm.edu/academic-calendar/ten-year-semester-dates-calendar.html>

Syllabi for the following courses (Uploaded to the Addendum to the Assurance Argument):

**Summer 2018:** CE 202-002, COUN-510-002, COUN-515-001, COUN-541-001, COUN-584-001, PH-475-001, PH-521-001, PH-556-001, SOC-101-003, SOC-101-300, SOC-213-001, SOC-371-001, SOC-420-001, SOC-424-001

**Fall 2018:** ANTH-101-101, ANTH-110-002, ANTH-110-004, BIOL-556-001, BIOL-435-001, BIOL-304-001, BIOL-237-002, BIOL-123-101, CJ-101-300, CJ-327-007, CJ-130-036, ENG-219-028, ENG-315-002, PSY-240-006, PSY-332-002

**Spring 2019:** ANTH-110-010, PSY-240-001, PSY-332-001, CJ-101-001, CJ-327-001, CJ-130-001, NURS-203-470, NURS-203-501, NURS-203-800, NURS-332-162, NURS-332-001, NURS-402L-131, NURS-402L-030, NURS-410-020, NURS-510-060, NURS-616-001, NURS-612-001



FORM

## Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: University of New Mexico

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

### Part 1. Institutional Calendar, Term Length and Type of Credit

#### Instructions

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

#### Responses

##### A. Answer the Following Question

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

☒ Yes ☐ No

Comments:

Review of Appendix A and the course schedules for Summer 2018, Fall 2018, and Spring 2019 (<http://schedule.unm.edu/>), including a sample of courses offered in a compressed format, confirm that the University of New Mexico's (UNM) academic calendar and term lengths, including the lengths of non-standard terms, are within the range of good practice as specified in federal regulations for credit hour assignment.

##### B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

☐ Yes ☒ No

Rationale:

Identify the type of HLC monitoring required and the due date:

## Part 2. Policy and Practices on Assignment of Credit Hours

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### Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
  - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
  - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
  - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
  - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.
4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
  - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
  - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
  - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
  - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
  - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
  - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
  - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?
  - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public

institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
  - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
  - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
  - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

### ***Worksheet on Assignment of Credit Hours***

#### **A. Identify the Sample Courses and Programs Reviewed by the Team**

Syllabi were reviewed for the following courses in **Summer 2018**: CE 202-002, COUN-510-002, COUN-515-001, COUN-541-001, COUN-584-001, PH-475-001, PH-521-001, PH-556-001, SOC-101-003, SOC-101-300, SOC-213-001, SOC-371-001, SOC-420-001, SOC-424-001; **Fall 2018**: ANTH-101-101, ANTH-110-002, ANTH-110-004, BIOL-556-001, BIOL-435-001, BIOL-304-001, BIOL-237-002, BIOL-123-101, CJ-101-300, CJ-327-007, CJ-130-036, ENG-219-028, ENG-315-002, PSY-240-006, PSY-332-002; and **Spring 2019**: ANTH-110-010, PSY-240-001, PSY-332-001, CJ-101-001, CJ-327-001, CJ-130-001, NURS-203-470, NURS-203-501, NURS-203-800, NURS-332-162, NURS-332-001, NURS-402L-131, NURS-402L-030, NURS-410-020, NURS-510-060, NURS-616-001, NURS-612-001

Program and course descriptions were reviewed for the following programs: Anthropology (B.A.), Biology (B.S.; M.S.; Ph.D.), Business Administration (B.B.A.; M.B.A.), Civil Engineering (B.S.), Communication (B.A.), Counseling (M.A.), Nursing (B.S.N.; M.S.; D.N.P.; Ph.D.), Philosophy (B.A.; M.A.), Psychology (B.A.; B.S.), and Sociology (B.A.; M.A.)

## B. Answer the Following Questions

### 1. Institutional Policies on Credit Hours

- a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

☐ Yes ☒ No

Comments:

UMN did not provide evidence of a comprehensive policy on credit hour assignment. Rather, an excerpt from the catalog was provided, which defines credit hours in terms of class time and refers only to lecture and "recitation" hours. The policy does not sufficiently address laboratory and studio work, internships, practica, experiential learning, online and hybrid courses, or other non-classroom learning activities leading to the award of credit hours.

- b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

☐ Yes ☒ No

Comments:

UNM's policy on awarding credit hours appears to include only expectations for class time (and not homework) as they relate to the credit hours awarded and does not address online delivery or other alternative formats.

- c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

☐ Yes ☒ No

Comments:

As stated above, the policy provided includes expectations for only classroom contact time.

- d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☐ Yes

☒ No

Comments:

## 2. Application of Policies

- a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☒ Yes

☐ No

Comments:

As noted above, course syllabi in a range of programs and courses were sampled and examined for compliance with federal regulations. These included syllabi for courses offered in face-to-face, hybrid and online delivery formats and courses offered in both standard and compressed time frames. All syllabi reviewed were reflective of the university's policy on the award of credit and good practice in higher education. Supplement A1 includes a detailed summary of class meetings and instructional time for courses of varying types and credits in both standard and compressed formats.

- b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

☒ Yes

☐ No

Comments:

Syllabi contained learning outcomes that were appropriate to the course levels and programs reviewed and reflected UNM's policy on awarding credit.

- c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

☒ Yes

☐ No

Comments:

See above.

- d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

☒ Yes ☐ No

Comments:

See above.

- e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☒ Yes ☐ No

Comments:

See above.

**C. Recommend HLC Follow-up, If Appropriate**

Review the responses provided in this worksheet. If the team has responded "no" to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution's credit hour policies and practices?

☒ Yes ☐ No

Rationale:

UNM appears to have an insufficiently detailed policy on the assignment of credit hours. The policy does not sufficiently address laboratory and studio work, internships, practica, experiential learning, online and hybrid courses, or other non-classroom learning activities leading to the award of credit hours.

Identify the type of HLC monitoring required and the due date:

The team and federal compliance reviewer recommend an interim report delineating a more comprehensive policy statement be developed and submitted within the next 12 months.

**D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour**

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

☐ Yes ☒ No

Identify the findings:

Despite an insufficiently detailed policy, all courses and programs reviewed were within the bounds of standard educational practice in the assignment of credit hours.

Rationale:

### Part 3. Clock Hours

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#### **Instructions**

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

☐ Yes

☒ No

**If the answer is “Yes,” complete the “Worksheet on Clock Hours.”**

**Note:** This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction

1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

#### **Worksheet on Clock Hours**

##### **A. Answer the Following Questions**

1. Does the institution's credit-to-clock-hour formula match the federal formula?

☐ Yes ☐ No

Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

☐ Yes ☐ No

Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes ☐ No

Comments:

**B. Does the team approve variations, if any, from the federal formula in the institution's credit-to-clock-hour conversion?**

☐ Yes ☐ No

**C. Recommend HLC Follow-up, If Appropriate**

Is any HLC follow-up required related to the institution's clock hour policies and practices?

☐ Yes ☐ No

Rationale:

Identify the type of HLC monitoring required and the due date:





## Multi-Campus Reviewer Form

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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 email a copy of all Multi-campus Reviewer Forms to HLC at [finalreports@hlcommission.org](mailto:finalreports@hlcommission.org). 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

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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.

## Report Template

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Name of Institution: University of New Mexico -- Gallup Campus (UNM-Gallup)

Name and Address of Branch Campus: 705 Gurley Ave, Gallup, NM 87301

Date and Duration of Visit: March 1, 2019

Reviewer: David L. Cutri

### 1. Campus Overview

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

UNM-Gallup was established as a branch campus of UNM in 1968. In recognizing the 50th anniversary of the campus in 2018, gratitude was paid to the early founders who were a group of education-minded Gallup civic leaders who pushed for a local community college in the 1960's. These local citizens came together to provide land, buildings, approval of local mill levies and a strong desire to meet the needs of students who wanted higher education within their own community.

UNM-Gallup, as a chartered branch community college, functions as both a career and technical education hub and a transfer center. Its mission spans to meet the needs of multiple groups and takes into account the fact that approximately 90% of its students are the first in their families to attend college and its service area is defined as one of high poverty. As a community college, it serves a very diverse population that allows students from all walks of life to start, continue or finish their education.

Inasmuch as community involvement has always played a prominent role in the history, planning, design and growth of the campus, UNM-Gallup still maintains an active place in contributing to the development of the local community in multiple ways. Currently, UNM-Gallup is actively involved in a multi-agency Kellogg Foundation grant proposal as well as innovative workforce development options for local industries. As a member of the Gallup Executive Directors' Alliance, campus leaders are actively involved in areas of education, economic development, legislation and healthcare.

Through several collaborative programs operating with the Gallup McKinley County School District, UNM-Gallup hosts several successful early college models that improve access to college coursework to concurrently enrolled high school students. The Center for Career and Technical Education, Middle College High School and the McKinley Academy are all located on the campus and provide innovative opportunities for high school students to simultaneously obtain high school and college credits.

#### **Additional Locations**

In addition to the main campus location of UNM-Gallup, the Adult Education Center is located at an off-campus location within the city. The Adult Education Center at the UNM-Gallup north campus offers a comfortable learning environment where experienced instructors offer classes in basic skills needed for job and college preparation. Classes are offered in a variety of languages including Navajo, Zuni, Spanish and English. Services include coursework in English as a Second Language, high school equivalency preparation classes and basic skills refresher skills coursework for adult learners.

## 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:

#### Governance

Governance of UNM-Gallup begins with the UNM Board of Regents who direct and oversee all aspects of University operations. At the local level, UNM-Gallup receives guidance from a locally elected board of advisors. The five members of the Local Advisory Board are responsible for representing and reporting to their constituents. The board members are responsible for approving the annual UNM-Gallup budget before it is presented to the UNM Board of Regents for final approval.

Operationally, the branch campus is managed by a leadership team which includes the Chief Executive Officer (CEO); Dean of Instruction; Director of Business Operations; and Director of Student Affairs. Each administrator oversees the work of managers, faculty and staff members.

In regards to shared governance, the Faculty Assembly at UNM-Gallup acts for the entire faculty in coordinating faculty governance. In cooperation with the UNM Faculty Senate, the Gallup Faculty Assembly exercises the faculty’s responsibilities for education, care of students and contributions to the academic excellence of the institution. Elected officials of the Assembly include President, Vice-President, Secretary, and 3 Operations Committee members. Additional committees include Student Affairs, Budget Review, Curricula, Long Range Planning, Library, Ethics and Academic Freedom, Teaching Excellence and College Assessment. All committees report regularly to the Assembly. The policies and procedures by which the Gallup Faculty Assembly is organized are found in the Constitution and Bylaws.

Two representatives from Faculty Assembly represent UNM-Gallup at regular meetings of the UNM Faculty Senate to allow for additional shared governance between campuses.

A specific example of how shared governance was used to develop a new educational program is illustrated by the development of UNM-Gallup’s newest program. In response to community response and desire, UNM-Gallup’s newest program is Emergency Medical Services where students may obtain either a certificate or an associate’s degree. When need for this program was communicated to campus leadership, the chair of Education, Health and Human Services presented a plan to the CEO to introduce the certificate program. The plan was presented to the Curriculum Committee for review, then to departmental chairs and senior leadership (specifically the Dean of Instruction and Director of Student Affairs) and finally to all faculty members. With approval, curriculum development began which included the involvement of the UNM Curriculum

Committee. With their approval, the certificate and most recently the associate's program received full approval of the UNM Faculty Senate and the Board of Regents.

### **Budget and Revenue**

Revenue streams come from several areas including local, state and private funding sources. As a branch campus of UNM, UNM-Gallup receives an allocation from the state that is based on a series of performance measures which include:

- Graduation rates
- Program completion rates
- Number of nursing students
- Persistence rates
- Retention rates

Tuition and fees are established locally. The current rate of tuition and fees is \$80.50 per credit hour for residents and \$196.16 per credit hour for non-residents. Tuition and fees account for 15.6% of UNM-Gallup's total budget.

The county of McKinley votes to approve local mill levies that support the operation of the campus. Successful general obligation bond elections have supported the growth of infrastructure throughout the history of the campus. Most recently, a 2016 general obligation bond is being used to construct a new physical plant building on the campus.

Additionally, the campus benefits from grant and donor funding to fill specific needs of the campus.

The campus budget is constructed by UNM-Gallup administrators under the direction of the Director of Business Operations.

### **Enrollment Data**

#### *General Enrollment:*

Enrollment at UNM-Gallup for the most recent semester on record (Fall 2018) shows headcount at 2,215 which is a slight increase over the same time the previous year. Student credit hours were 20,675 which was a 3.68% decrease from the previous year. This is thought to reflect the number of UNM-Gallup students who combine careers and academics.

**Based on the information contained in the UNM–Gallup Campus Institutional Report and interviews conducted with the UNM-Gallup staff, we conclude that the institution's planning, governance, and oversight processes at the campus and in relationship to the broader systems of the institution are effective, particularly as they relate to enrolment, budgeting and resource allocation at the institution.**

## **3. Facilities and Technology**

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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 Department of Student Affairs at UNM-Gallup is designed to be a prime source of information for students as they navigate through their college experience. Student Affairs is housed in the Student Services Technology Center and is designed to be a “one-stop” shop for students as they register, enroll, receive advisement, explore financial aid options, take placement tests and take care of payment issues.

The Accessibility Resource Center provides assistance and support to students with verified disabilities to equalize their opportunities to successfully access UNM-Gallup programs and services. The trained staff use an integrated approach to maximize and simplify students’ opportunities for success. Their strategies include the use of technology, mental health counseling services via computer, and a wide range of accommodations to remove barriers to education.

**Based on the information contained in the UNM–Gallup Campus Institutional Report and interviews conducted with the UNM-Gallup staff, we conclude that the institution’s facilities and technology at the campus are suitable to the needs to the students, staff, and faculty, as well as the educational offerings. Classrooms and laboratories (size, maintenance, temperature, etc.); parking and access to public transit; bookstore and text purchasing services; security; access for people with disabilities; and other services and facilities (food and snack services, study and meeting areas, etc.) are considered suitable.**

## 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:

### Staffing

Governance and oversight of staffing needs at UNM-Gallup is dynamic and based on budgetary resources and campus needs. Each employee has his/her performance evaluated on an annual basis based on an established performance model used by the university. UNM-Gallup is able to respond to foreseeable staffing needs in an agile fashion utilizing Human Resources procedures as established by the institution.

There are many policies and procedures available that guide and protect all faculty and staff members. The Faculty Handbook, University Administrative Policies and Procedures Manual and the Board of Regents Policy Manual are all available online. Professional development opportunities are plentiful and allow employees to advance within their positions.

### Faculty

UNM-Gallup currently has a total of 116 faculty who instruct students across multiple disciplines and programs.

Faculty also may gain tenured status if they meet the criteria for such as seen in the Faculty Handbook and are recommended by their Division Chair, Dean of Instruction, CEO and are approved by the University Provost.

### Administrators

The administrative leadership team at UNM-Gallup is comprised of four onsite administrators: the CEO, Dean of Instruction, Director of Business Operations, and Director of Student Affairs.

Note that evidence supporting selecting and training at UNM-Gallup and credentials of faculty is discussed in the core UNM assurance argument.

**Based on the information contained in the UNM–Gallup Campus Institutional Report and interviews conducted with the UNM-Gallup staff, we conclude that faculty and staff qualifications are appropriate, staff and faculty are sufficient for the campus, and the processes for supporting and evaluating personnel at the campus are appropriate. Effective processes are in place for selecting, training, and orienting faculty at the locations, as well as the credentials of faculty dedicated to the campus and other faculty.**

## 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:**

#### **Means of Access to Services and Resources**

Students at UNM-Gallup have full access to a wide range of student services and resources.

Enrolled and potential students have full access to the entire range of student services resources including enrollment, registration, financial aid, advising and testing services.

Students and the general community can utilize the resources of the Zollinger Library by obtaining a student or guest library card. Gathering and study spaces within the library are also available to the general community for meetings, study groups or other gatherings.

#### **Student Services**

##### *Website*

The UNM-Gallup website ([www.gallup.unm.edu](http://www.gallup.unm.edu)) provides both a starting point for students to become aware of the campus and a repository of information for all resources and aspects of university life. The design of the website is strategic and research-based to provide interactive opportunities for website visitors to learn about UNM-Gallup. Students can also submit an online application, review class listings and access information pertinent to their educational journey.

##### *Registration*

The Office of the UNM-Gallup Registrar assists students in submitting admittance applications, requesting transcripts and directing them to and through the next steps needed to become a registered student. The registrar also keeps records of students who have registered but not enrolled so communication can stay current should roadblocks be identified.

##### *Financial Aid*

The Office of Financial Aid guides students through the process of obtaining financial aid to assist in paying for college. Financial aid officers conduct workshops in submitting the Free Application for Federal Student Aid to help students, many of whom are first generation college students, become aware of financial aid opportunities. They also monitor scholarship, work study, loan and grant possibilities and match students with these opportunities as needed.

##### *Advisement*

Trained academic advisors develop partnerships with students to build their knowledge of degree requirements and campus resources to ensure their successful progression and completion through certificate and degree programs. They monitor students' progress as they work towards either immediate admittance into a career or transfer to a four-year institution to continue their education.

Advisors also run New Student Orientation sessions to welcome students and to provide valuable campus resource information for student success. Sessions cover topics such as how to navigate a college system, student code of conduct, Lobo-RESPECT and resources available throughout the campus.

##### *Grey Area Training*

All UNM students are required to participate in a Grey Area workshop which provides training to students regarding institutional policies about sexual misconduct. This sexual misconduct prevention training is an in-person and interactive training.

#### *Center for Academic Learning*

The Center for Academic Learning offers free academic support for all enrolled UNM-Gallup students. The center is staffed by education specialists and peer tutors who supplement classroom work with tutoring services in a variety of disciplines. Center employees collaborate closely with faculty to ensure that students meet course and assignment expectations effectively and independently.

#### *Transfer Resource Center*

The UNM-Gallup Transfer Resource Center strives to meet the needs of students preparing to transfer to a four-year college or university by providing accurate, up-to-date information and a set of coordinated resources, activities and services that support the transfer process.

#### *Veterans Resource Center*

The Veterans Resource Center at UNM-Gallup works to raise awareness of military education benefits.

#### *TRIO Student Support Services*

The federally funded TRIO Student Support Services program believes in motivating, serving and supporting culturally diverse students through programmatic initiatives that encourage social, cultural and leadership development.

#### *Zollinger Library*

The Zollinger Library provides a variety of services and resources that support the University's instructional programs and users' needs for personal enrichment and literary recreation.

#### *Student Life*

Students are encouraged to supplement their academic journey with student organizations that provide a way to join, lead and learn.

Note that evidence supporting the resources needed by UNM-Gallup faculty is discussed in the core UNM assurance argument.

**Based on the information contained in the UNM–Gallup Campus Institutional Report and interviews conducted with the UNM-Gallup staff, we conclude that student and faculty services and academic resources at the campus are effective, as well as the processes to evaluate, improve and manage them. The level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services are considered strong. The level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns, is effective. The resources needed by faculty to provide the educational offerings is strong.**

## **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:**

**Instructional Delivery Methods**

The delivery of its curricula takes a variety of forms for students to access learning:

- Face-to-face instruction
- Fully online (distance learning) instruction
- Hybrid distance learning instruction
- On- and off-campus workshops and web-learning instruction

At UNM-Gallup, the spring 2019 semester will offer 73 online sections which represents 17% of total sections offered. 50 sections, or 11% of the total number, will be offered as either hybrid or web-enhanced (<https://www.gallup.unm.edu/academics/schedule.php>).

To determine their best match of delivery options, students are asked to consider preferences in scheduling, in-person interactions, program access and academic planning. Advisors and faculty mentors are available to assist in deciding personalized education strategies.

**Programs**

Programs offered at UNM-Gallup meet the needs of the campus as both a career and technical education center and a transfer center. Certificates and degrees are designed to either allow students to enter directly into the workforce or matriculate to a four-year institution to continue their education.

**Based on the information contained in the UNM–Gallup Campus Institutional Report and interviews conducted with the UNM-Gallup staff, we conclude that the institution has the capacity to oversee the educational offerings and instruction at the campus. The institution has adequate controls in place to ensure that information presented to students is ample and accurate. Curricular expectations and policies are consistent, courses needed for program and graduation requirements are available, performance of instructional duties are effective, faculty are available to students, faculty are effectively oriented and are developed professionally, and sufficient attention is dedicated to student concerns.**



## 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:

Evaluation of existing programs is based on a number of factors including regular program assessment, alignment with strategic planning initiatives, student success rates and linkages with local economic needs. These processes utilize the most current data available to assess current standards and predict future implications including areas of anticipated growth and decline.

By further utilizing data-based decision making, UNM-Gallup strategically plans for future initiatives. Using program assessment data, leaders are able to determine the success of existing programs and see where resource allocation, program of study adjustments and institutional reorganization can contribute to improved student success.

Most recently, the campus undertook two evaluative and predictive exercises that have driven decision-making. A program prioritization project plotted resources against departmental and program effectiveness and efficiency. As a result, a budget shortfall was successfully navigated with no interruptions in service delivery.

An environmental scan is currently being conducted which is looking at several key aspects of the service area including economics, workforce needs, community satisfaction and infrastructure capacities. The study is using interviews, forums, surveys and research to collect data and the results of this intensive study will be used to find areas of need including academic and student services gaps.

In order to effectively plan for future needs, the campus maintains a continuously updated five-year capital plan. This plan is regularly evaluated and receives commentary and approval from both UNM and the NM Higher Education Department (HED). Availability of current and future resources, space utilization data and program assessments figure prominently into the design of this five-year plan.

Additionally, the UNM-Gallup Faculty Assembly maintains an active long range planning committee. This working group works closely with other faculty committees, including the curriculum committee, to make sure programmatic decisions are reflecting strategic initiatives of the campus, the community and student needs.

The governance process discussed in this section of the Multi-Campus Reviewer Form help to ensure that the processes for assessment and evaluation at the UNM-Gallup branch campus are equivalent to the UNM main campus.

**Based on the information contained in the UNM–Gallup Campus Institutional Report and interviews conducted with the UNM-Gallup staff, we conclude that the institution has effective 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. The setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality is strong. The processes at the branch campus are equivalent to those for assessment and evaluation of the main campus.**

## 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:

Institutional effectiveness is the commitment an organization undertakes to continuously and critically examine its processes and how well it achieves its mission. At the UNM-Gallup, its goal is to engage in a cyclic process of continuous improvement: it determines what outcomes it wants; it performs; it evaluates its performance; it identifies strengths and weaknesses in its performance; it celebrates its successes; it examines its weaknesses for opportunities to improve; it implements those improvements; and then it begins again. To accurately optimize its performance, it collects and analyzes data annually to inform as well as drive its decisions, improvements, and program reviews. Each academic and administrative unit at the University is expected to demonstrate its commitment to UNM-Gallup’s students and their academic success through its documented participation in a cyclic process of continuous improvement. This process aids UNM-Gallup in ensuring that the mission and purpose of the University are being achieved.

### Assessment at UNM-Gallup

To assure the highest academic quality of its curricula, academic assessment rests with the Assessment Committee and the Curricula Committee of the Faculty Assembly, the Division Chairs, and the Dean of Instruction. Its assessment system uses a wide variety of methods to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students. It assesses that through a multi-layered approach which has become a

traditional standard nationally: program review, course level assessment, core curriculum common Student Learning Outcomes (SLO), and UNM Learning Goals.

Program Review: All academic programs should have an assessment plan and process that: 1) reflects the six steps of a continuous assessment cycle (an “Annual Assessment Cycle Process”) and 2) includes at least: one program goal, three SLOs, and four key program assessment measures (three direct/one indirect measures). The program’s goal(s), SLOs, and key program assessment measures should span (or reflect) students’ learning, development, and progression from the beginning to the end of the program.

Course Level Assessment – General Education Assessment (HED): By using a Core Course Assessment Report Template and Rubric it sees the quality of UNM Core Curriculum Common SLOs by Area: Area I - Writing and Speaking; Area II – Mathematics; Area III - Physical and Natural Sciences, Area IV - Social and Behavioral Sciences; Area V - Humanities ; Area VII - Fine Arts; and the UNM-HED Core Areas and Competencies (Communication, Mathematics, Laboratory Sciences, Social and Behavioral Sciences, Humanities and Fine Arts).

The results of those measurements and the results of Faculty Teaching Performance Evaluations (student, peer, and Chair observations) go to the Faculty Assembly Assessment Committee and Curricula Committee, the Division Chairs, and the Dean of Instruction for review and necessary revision of programs and possible personnel actions.

The administrative leadership team at UNM-Gallup also plays prominently in assurance of quality education delivery. Campus leaders meet daily for a morning “huddle” to discuss academic and operational opportunities and challenges. This allows for prompt attention to issues of academic quality regularly and in adherence with university policies and regulations.

The delivery of the academic mission of UNM-Gallup is ethically supported through multilayered approval processes that oversee all aspects of curricular development or program alterations. Local and main campus approvals are required for all changes, additions or deletions regarding academic programming. Posting, selection and hiring of all academic positions likewise follows a prescribed policy as mandated by main campus and requires the search committee and the Dean of Instruction to work closely with the UNM Provost’s office and the UNM Office of Faculty Contracts.

Communications between state, university and local stake-holders takes place often and regularly through a system that encourages all UNM-Gallup faculty, staff and administrators to represent the campus. The CEO represents UNM-Gallup to HED as needed to inform, collect information or ask for approval for new projects. The CEO is often accompanied by members of the leadership team on these visits to HED. With a recognition of the value of collaboration and shared services, UNM-Gallup communicates and partners regularly with key departments on the UNM main campus to provide and supplement academic and support services. Elected members of the UNM-Gallup Faculty Assembly travel to the UNM Faculty Senate meetings to share and bring back information.

Based on the information contained in the UNM–Gallup Campus Institutional Report and interviews conducted with the UNM-Gallup staff, we conclude that the institution encourages and ensures continuous quality at the campus. The institution’s planning and evaluation processes ensure regular review and improvement of the campus, and the branch campus is aligned with the mission and goals of the institution as a whole.



## Multi-Campus Reviewer Form

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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 email a copy of all Multi-campus Reviewer Forms to HLC at [finalreports@hlcommission.org](mailto:finalreports@hlcommission.org). 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

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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.

## Report Template

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Name of Institution: 8/8//8University of New Mexico -- Taos Branch

Name and Address of Branch Campus: 1157 Co Rd 110, Ranchos De Taos, NM 87557

Date and Duration of Visit: March 1, 2019

Reviewer: Mamie T. Thorns

### 1. Campus Overview

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

As established by state statute, University of New Mexico (UNM)-Taos is a branch campus of UNM. It is in Taos County within the Rio Grande basin in northern NM and is divided between two locations:

- Klauer Campus (administration, Kids Campus, Student Support Services, Library, Department of Instruction, classrooms and ancillary services) and six miles outside of the city of Taos
- The downtown site on Civic Plaza Drive. The downtown location includes Bataan Hall (event center), workforce Complex, and the Health Careers Training Center. In addition,
  - High School Equivalency Programs (HEP and Taos Education and Career Center (TECC))
  - the Southwest Research Center, Digital Media Arts
  - Upward Bound for Veterans, and
  - the Small Business Development Center (SBDC) are housed there

UNM-Taos subscribes to the concept of comprehensive community college education. Consistent with this philosophy, it is the goal of the college to provide, within available resources, programs and services to meet the post-secondary educational needs, of all citizens of the community. The college encourages life-long learning and thus maintains an admissions policy that allows for open entry by all segments of the community.

The goal is to provide students with the education and skills to enter the workforce and/or transfer to four-year universities. As such, the relationship with UNM and alignment with its overall mission is critical. Its mission spans to “open-access, affordable college offering dual credit, transfer, career-technical, workforce training, college-level achievement, and lifelong courses and programs”.

As of Spring, 2018 semester, UNM-Taos students are comprised of 62% female, 57% Hispanic, and 5% Native American. The average age their students are 29, with 32% of its students being 18 or under, 49% between ages 19 and 54-year-old, and the remaining 11% are 55 years of age or older. 50% of the students are in degree-seeking programs (for a certificate or associate degree). 13% are non-degree seeking (“life-long learners”) and 36 % are dual enrollment/early college students, earning college credit while still in high school. 67% of the students are enrolled part-time, and the average course load is seven credit hours. The majority of the students are from Taos and Rio-Arriba counties (77% and 9%, respectively), but they also serve students from as far south as Dona Ana and Otero.

Being in a rural demographically dispersed community, UNM-Taos serves as an access to many students who would otherwise not have the opportunity to obtain a college degree. Most of the students are minority, first generation, and low socio-economic status. However, the faculty and staff can offer personalized support to students in everything from admissions, to holistic advising, to tutoring and other support services.

There have been many recent additions to the campus, the Science, Technology, Engineering, and Math (STEM) Center, coupled with continually expanding technology. Taos community college now serves an average of 1300 students ages 18 and up ranging from underserved populations with economic challenges and limited literacy and numeracy skills. It also services students prepared to enter well-paying professions or continue their education at major institutions of higher learning throughout the nation.

## 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:

- UNM-Taos has added several degree UNM-Taos became an official branch of UNM in 2003. Prior to that it served as the Taos Education Center and continues to serve as a branch campus as an extension of UNM to offer classes for an underserved area of the state.
- Programs, each approved by UNM-Taos, UNM main campus, and NM Higher Education Department (NMHED), have been added over the years according to the institutional goals of the campus to ensure broad access to high-quality innovative programs, services, and training opportunities for the residents of Taos County and Northern NM.
- To carry out its plans for the future, UNM-Taos works collaboratively in following its Strategic Plan (2014-2019). It is currently working on revising Version 2.0 for 2020-2025 that are in alignment with its institutional goals. UNM-Taos will review programs and faculty to effectively match the needs of enrollment and revenues.
- Governance of UNM-Taos begins with the Board of Regents who direct and oversee all aspects of University operations. At the local level, the UNM-Taos branch receives guidance from a local elected board of advisors. The five members of the Local Advisory Board are responsible for representing their constituents.
- Operationally, the branch campus is managed by an Administrative Leadership Team, which is comprised of eleven senior leaders from various functional areas. Each member reports back to his/her respective department to keep staff/faculty informed of important campus developments.

- In regard to shared governance, on the faculty end, all faculty comprise the Faculty Assembly. The Faculty Assembly meets twice a year at Faculty Orientation to voice ideas and concerns and to vote on faculty-related matters. UNM-Taos additionally has a governing body for the faculty assembly, referred to as the Faculty Council.
- Shared governance on the campus also exists on the staff side. The UNM-Taos Staff Council is made up of elected staff members to serve as representatives to the administration on staff related issues. And with regards to the inclusion of students in the governance of the campus, the UNM-Taos Student Government encourages student participation in university affairs.
- In addition, shared governance between UNM-Taos and UNM-Albuquerque, the Chief Executive Officer (CEO) is a member of the President's Executive Cabinet at main campus.
- Revenue streams come from several areas including local, state and private funding sources. As a branch campus of the University of New Mexico, UNM-Taos receives an allocation from the state. The allocation is based on a series of performance measures, including: graduation rates, program completion rates, number of nursing student persistence rates and retention rates.
- Tuition and fees are established locally and for the academic year 2017-2018 the tuition and fees are \$1,974 for New Mexico residents and \$4,854 for other students in average.
- Additionally, the campus benefits from grants and donor funding to fill specific needs of the campus. Donor funds predominantly provide scholarship assistance to students as prescribed by the individual contributors.
- UNM-Taos benefits from state and federal grant funding to support student programming, professional development, curriculum development and faculty and staff positions.
- Currently, UNM-Taos has four Hispanic Serving Institution/"Title V" Institutional Development Grants. Three federal TRIO grants, including Veterans Upward Bound (the only one in the State of New Mexico); Upward Bound Math/Science; and Student Support Services. Other federal grants include HEP, and the Northern New Mexico Climate Change Corporation.
- The UNM-Taos Operating Budget is reviewed and approved by the UNM-Taos Advisory Board. Additionally, the budget is also reviewed and approved by the Regents of UNM. Once approved by the Regents, it is then submitted to NMHED.

### 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:**

- UNM-Taos is located in two sites, one in the Town of Taos and one outside of the city in Taos County. The main site is Klauer campus, which houses:
  - Administration
  - Student Support Services
  - Library and tutoring services
  - UNM-Taos Kids Campus
  - Department of Instruction
  - Physical Plant
  - Information Technology (IT)
  - the majority of classroom space

There are some ancillary services located at Klauer, including Upward Bound Math and Science, Career Services, and TRIO Student Support Services. In Spring, 2019, UNM-Taos will have the grand opening of its STEM Center on the Klauer campus to be open for classes in fall 2019. In downtown Taos, UNM Taos maintains a presence with the:

- Health Career Training Center
- Digital Media Arts program
- TECC and HEP
- Southwest Research Center
- SBDC
- Veterans Upward Bound Program
- the event center, Bataan Hall

In Fall, 2018, Taos County approved a Bond to build a Career Pathways building on the Klauer Campus to begin 2020.

- Classrooms are designed for 30 or less students. Classroom technology is the state of the art at Health Care Training Center (HCTC) and Klauer campus. Most classrooms have smart technology, zoom capability, and upgraded instructional technology.
- The new STEM center will come online in fall 2019, also with state-of-the-art technology and science laboratories (life science and physical science). A Mathematics Learning Lab (MALL) will also be located in the STEM center wherein mathematics faculty and student tutors will be available on a daily basis. All STEM faculty will be located in the STEM building, as all Health Sciences faculty are located at HCTC. Both campus sites are also host to multiple student study and meeting spaces and conference rooms.

## **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:**

- A careful review of the organizational chart indicates that UNM-Taos is organized to meet the Human Resource (HR) needs of students, staff, and faculty. Many individuals serving in these staff positions are long serving in their roles, experienced, and qualified with appropriate educational background and training. UNM-Taos employs one full-time staff position as HR and utilizes the Senior Operations Manager in the Department of Instruction for all of faculty contract related items. HR provides onboarding training to new staff. All new members participate new faculty orientation and online onboarding trainings. In many areas, close coordination and standardization of policies and procedures is evident between personnel at UNM-Taos and their counterparts at UNM.
- UNM-Taos utilizes a faculty credential screening form/ spreadsheet that records all credentials of faculty, including Curriculum Vitae evaluation and transcript evaluation. All data from this form is electronically input into the UNM Office of Faculty Affairs and Services faculty credentialing online system. This is done for both dual credit and collegiate level faculty. Initial screening is done within the context of the hiring process. Minimum qualifications have been set to meet Higher Learning Commission (HLC) guidelines for faculty, therefore there is multi-layered review process. Department Chairs, in conjunction with the Dean of Instruction, review course requests from returning faculty in alignment with HLC standards.
- All faculty attends a required faculty orientation and training twice yearly. Faculty effectiveness is assessed in accordance with the evaluation system used at UNM-Taos. All full-time faculty are evaluated by the Dean of Instruction on an annual basis. Department Chairs also evaluate the faculty that are within their department, with formal evaluations for full-time faculty within a department. Recruitment is conducted in a manner consistent with policies and procedures of UNM. Faculty are comprised of:
  - full-time continuing faculty (Assistant Professors, Associate Professors, and Lecturers)
  - full-time non-continuing appointments (Term Teachers)
  - Temporary Part-Time Instructors (adjunct)

UNM-Taos is in the process of increasing the presence of full-time faculty on its campus. The UNM-Taos campus current has a total of 116 faculty who instruct students across multiple disciplines and programs.

- Currently, UNM-Taos employs 104 faculty and 76 staff. Of the 104 faculty, 78 are adjunct faculty and 26 full-time faculty. Two of the full-time faculty are on a tenure track and nine are tenured, including two faculty Executives CEO Dr. Patrick L. Valdez and Dean of Instruction, Dr. Randi Archuleta. Of the 76 staff 64, are full-time (32 exempt and 32 non-exempt) 5 are part-time and 7 are on-call.

## 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:

- Student services are located on Klauer campus and within easy access for students. The registrar/student records, admissions, financial aid, recruitment, and the Director of Student Services are clustered in the same location. In other words, all enrollment services are located together and in the most accessible building on campus. TRIO students support services are also located in that hallway. Academic advising services are in the Department of Instruction, which is easily accessible with proximity to the classrooms on campus. Library and tutoring services are located on the East side of the major classroom building (across from Department of Instruction (DOI)). Tutoring and library services are offered during normal business hours and often beyond. Writing Studio, Testing Center, Educational Technology Support Services and MALL are located near these services (Center for Academic Success and Achievement (CASAA)).
- Systems are in place that allow individuals to contact staff and faculty members in person, by phone, or via email. Many faculty members are also available by teleconferencing with Zoom capability of the campus. The UNM-Taos website ([www.taos.unm.edu](http://www.taos.unm.edu)) is organized around departmental information and is accessible in explaining services offered. The library utilizes electronic resources that are available to students, staff and faculty and are easily accessible in person or online. The Office of Educational Technology also offers in person, on call, and online assistance to faculty and students.
- UNM-Taos utilizes a Professional Staff Advisor model to provide academic advising to all students. Three academic advisors (Academic Advisement Specialist and two Senior Academic Advisors) and three advisors for the TRIO program serve in these roles. The TRIO Student Support Services program provides academic advisement for their 170 students. The three advisors manage caseloads of approximately 150-200 degree seeking students and provide pathways advisement for dual enrollment students when necessary. Since Advising began integrating with the DOI over three years ago, the graduation rate has improved from 11% to 28%.
- There are regular professional development opportunities offered to faculty throughout the academic year. UNM-Taos Department of Instruction has a Center for Faculty Development in which professional development funding and opportunities are located.

## 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:

- Programs offered at UNM-Taos meet the needs of the campus as both academic/transfer and career technical focused. Certificate and degrees are designed to either allow students to enter directly in to the workforce or transfer to a four-year institution to continue their education. Certificate and Degree programs offered include:
  - Applied Arts and Crafts
  - Business Computers
  - Certified Nursing Assistant
  - Commercial Driver's License
  - Construction Technology
  - Culinary Arts
  - Dental Assisting
  - Digital Graphic Design
  - Digital Media Arts
  - Early Childhood Multicultural Education
  - Education
  - Emergency Medical Services
  - Entrepreneurship
  - Fine Arts
  - General Studies
  - Holistic Health and Healing Arts
  - Human Services
  - IT
  - Integrative Massage Therapy
  - Liberal Arts
  - Nursing
  - Office and Business Technology
  - Pre-Business Administration
  - Pre-Science
  - Woodworking

Certificates and degrees are designed to either allow students to enter directly into the workforce or matriculate to a four-year institution to continue their education.

- The UNM-Taos Curriculum Committee (CC) is the main entity at UNM-Taos that oversees the curriculum. Changes or additions to curriculum may be instigated by multiple avenues. Advisors who learn of changes to main campus curriculum that impact branch curriculum, CC representatives from the branch to main campus are apprised of:
  - changes in branch impacted programs or general education or core requirements
  - change in community need for workforce development may inspire changes to curriculum to better align with a changing workforce

Once a modification is brought to the attention of a Department Chair or other academic officer, the proposed changes are brought to CC and reviewed. Once approved, it is entered the curriculum workflow at the main campus and reviewed.

- The Dean, Senior Operations Manager of DOI, Department Chairs, CASAA, and Academic Advising team together are responsible for:
  - course matrices
  - scheduling
  - graduation, retention, and student success initiatives

DOI is responsible for the oversight of curriculum, faculty assignments, faculty contract, faculty evaluation, faculty office hours, and program and course level assessment.

## 7. Evaluation and Assessment

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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-Taos engages in annual assessment for both core course level and program level. The Assessment coordinator and the Department Chairs supervise the process for both forms of assessment. Reports are submitted to the Assessment coordinator and DOI for review. Feedback is provided for continuous quality improvement within the process. All general education core courses are assessed every semester. All programs are assessed on a rotating matrix. Reports are submitted to main campus in the repository.

- UNM-Taos works with its Digital Media Services (who manage the website) to ensure that information presented to students and the community is ample and accurate. DOI oversees all faculty and provides campus resources information on faculty office hours, curriculum and advising initiatives, and faculty related concerns. DOI hosts faculty orientations for all faculty once a semester. DOI's Center for Faculty Development sponsors professional development activities for faculty. It is the vehicle through which funding (internal and external) is made available to faculty to engage in professional development.
- Evaluation of existing programs is based on several factors. These include regular program assessment, alignment with strategic planning initiatives, student success rates and linkages with local economic needs. These processes are undertaken in a scientific method. The most current data available is utilized to assess current standards and predict future implications including areas of anticipated growth and decline.
- By further utilizing data-based decision making, UNM-Taos strategically plans for future initiatives to meet the needs of students and the community. Using program assessment data, leaders can determine the success of existing programs. Leaders can also see where resource allocation, program of study adjustments and institutional reorganization can contribute to improved student success.
- To effectively plan for future needs, the campus maintains a continuously updated five-year capital plan. This plan is regularly evaluated and receives commentary and approval from both UNM and NMHED. Availability of current and future resources, space utilization data and program assessments figure prominently into the design of this five-year plan.
- Additionally, the UNM-Taos Faculty Assembly maintains an active long-range planning committee. This working group works closely with other faculty committees, including CC. The working group makes sure programmatic decisions are reflecting strategic initiatives of the campus, the community and student needs.
- Academic assessment rests with the Assessment Committee and the Curricula Committee of the Faculty Assembly, the Division Chairs, and DOI. This assures the highest academic quality of its curricula. Its assessment system uses a wide variety of methods to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students. It assesses that through a multi-layered approach which has become a traditional standard nationally.
- **Program Review:** All academic programs should have an assessment plan and process that:
  - 1) reflects the six steps of a continuous assessment cycle (an "Annual Assessment Cycle Process") and
  - 2) includes at least: one program goal, three Student Learning Outcomes (SLO), and four key program assessment measures (three direct/one indirect measures)

The program's goal(s), SLO, and key program assessment measures span/reflect students' learning, development, and progression from the beginning to the end of the program.

- **Course Level Assessment** – General Education Assessment (NMHED): By using a Core Course Assessment Report Template and Rubric it sees the quality of UNM Core Curriculum Common SLO by Area:
  - Area I - Writing and Speaking
  - Area II – Mathematics
  - Area III - Physical and Natural Sciences
  - Area IV - Social and Behavioral Sciences
  - Area V – Humanities
  - Area VII - Fine Arts
  - the UNM-HED Core Areas and Competencies (Communication, Mathematics, Laboratory Sciences, Social and Behavioral Sciences, Humanities and Fine Arts)

## 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 integrity of academic mission is assured by adherence to the policies and procedures of the University. The following documents are utilized in adhering to these standards:
  - Faculty Handbook (<https://handbook.unm.edu/>)
  - Pathfinder (<https://pathfinder.unm.edu/>)
  - Course Syllabus guidelines
  - Course Catalog (<http://catalog.unm.edu/catalogs/2018-2019/>), to name a few

DOI monitors adherence to these policies and procedures are it relates to:

- ongoing assessment of student learning and advising
- student course evaluations and reviews for faculty teaching
- adherence to the Faculty Handbook

The Pathfinder and Faculty Handbook contain academic code of conduct to prevent violations such as Plagiarism. Compliance with FERPA regulations ensure the privacy of student academic records. Further oversight is provided by the presence of the DOI service on major committees and leadership teams across campus and in the strategic planning process of the branch. UNM-Taos considers the academic mission to be the overarching principle of its work.

- UNM-Taos has set forth institutional goals and strategic priorities that are developed in conjunction with faculty, students, and community stake-holders (see Strategic Plan 2.0). These priorities support the campus' mission to serve its region. The strategic plan and its specific objectives are available on the website. The document is a dynamic one which allows participants to update their objectives and data via the campus Institutional Research. The planning process is robust and supported by the UNM-Taos strategic planning workgroup. The workgroup is comprised of the Taos community, Taos Pueblo, UNM-Taos Advisory Board, Students, Faculty, Staff, and the Center for Educational Policy Research.
- UNM-Taos utilizes several means of ensuring the provision of quality educational programming at all levels. These include:
  - adherence to the institutional strategic plan
  - regular program assessment
  - management collaboration
  - ethical delivery of academic mission
  - strong interaction and communication with university and statewide stakeholders

The institutional and academic mission of UNM-Taos figures prominently in all decisions regarding coursework, support services and campus operations. Academic goals are firmly embedded within the UNM-Taos Strategic Plan.

- The administrative leadership team at UNM-Taos also play a key role in assurance of quality education delivery. Campus leaders meet weekly and daily to discuss academic and operational opportunities and challenges. This allows for prompt attention to issues of academic quality regularly and in adherence with university policies and regulations.
- Ongoing communications between state, university and local stake-holders takes place often and regularly. This is accomplished through a system that encourages all UNM-Taos faculty, staff and administrators to represent the campus. The CEO represents UNM-Taos to HED as needed to inform, collect information or ask for approval for new projects.
- A planning group is scheduled to work on the next draft of the Strategic Plan 2020-2025 next academic year. The campus has a vision its future, driven by CEO Dr. Patrick Valdez and his administrative leadership team. The campus is pursuing that vision through the efforts of its faculty, staff, students, and community supporters.



## Institutional Status and Requirements Worksheet

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<b>INSTITUTION and STATE:</b>	University of New Mexico, NM
<b>TYPE OF REVIEW:</b>	Open Pathway Comprehensive Evaluation
<b>DESCRIPTION OF REVIEW:</b>	The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date. A multi-campus visit will occur in conjunction with the comprehensive evaluation to University of New Mexico - Taos, 115 Civic Plaza Drive, Taos, NM 87571; and University of New Mexico - Gallup, 200 College Road, Gallup, NM 87301. Visit to include a Federal Compliance Reviewer: Dr. Anne Blackhurst.
<b>DATES OF REVIEW:</b>	3/4/2019 - 3/5/2019
<input type="checkbox"/> No Change in Institutional Status and Requirements	

### Accreditation Status

Nature of Institution

Control: Public

**Recommended Change: No Change**

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

**Recommended Change: No Change**

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Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2008 - 2009

Year of Next Reaffirmation of Accreditation: 2018 - 2019

**Recommended Change: 2028-2029**

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### Accreditation Stipulations

General:

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

## Institutional Status and Requirements Worksheet

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**Recommended Change: No Change**

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Additional Location:

Prior HLC approval required.

**Recommended Change: No Change**

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Distance and Correspondence Courses and Programs:

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

**Recommended Change: No Change**

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Accreditation:

The institution has been designation as Under Governmental Investigation. The institution is under increased monitoring. Please see the Public Disclosure Notice for more information.

**Recommended Change: No Change**

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### Accreditation Events

Accreditation Pathway

Open Pathway

**Recommended Change: Standard Pathway**

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### Upcoming Events

#### Monitoring

Upcoming Events

None

**Recommended Change:**

**Interim Report due 3/4/2020 on institutional response to student complaints, publication of student outcomes, and development of a comprehensive credit hour policy.**

**Embedded Report (to be embedded in Year 4 Review) on Integrated Planning with a focus on enrollment and finances.**

**Focused Visit due 1/3/2022 on the implementation of corrective action regarding fiscal mismanagement issues with Athletics and the Board of Regents shared governance issues.**

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### Institutional Data

## Institutional Status and Requirements Worksheet

Educational Programs		Recommended Change: No Change
<b>Undergraduate</b>		
Certificate	98	_____
Associate Degrees	93	_____
Baccalaureate Degrees	95	_____
<b>Graduate</b>		
Master's Degrees	89	_____
Specialist Degrees	4	_____
Doctoral Degrees	48	_____

### Extended Operations

#### Branch Campuses

University of New Mexico - Gallup, 200 College Road, Gallup, NM, 87301

University of New Mexico - Los Alamos, 4000 University Drive, Los Alamos, NM, 87544

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

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

**Recommended Change: No Change**

#### Additional Locations

UNM West in Rio Rancho, 2600 College Blvd, Rio Rancho, NM, 87144 - Active

**Recommended Change: No Change**

#### Correspondence Education

None

**Recommended Change: No Change**

#### Distance Delivery

05.0102 - American/United States Studies/Civilization, Bachelor, BA American Studies

05.0107 - Latin American Studies, Bachelor, BA Latin American Studies

09.0401 - Journalism, Bachelor, BA Journalism & Mass Communication

11.0101 - Computer and Information Sciences, General, Associate, AAS Network Administration

11.0101 - Computer and Information Sciences, General, Associate, Certificate Network Administration

11.0301 - Data Processing and Data Processing Technology/Technician, Associate, Certificate

## Institutional Status and Requirements Worksheet

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### Information Technology

- 13.0101 - Education, General, Certificate, Certificate Education
- 13.0401 - Educational Leadership and Administration, General, Master, MA Educational Leadership
- 13.0607 - Learning Sciences, Master, MA Organization, Information, and Learning Sciences
- 13.0901 - Social and Philosophical Foundations of Education, Master, MA Language, Literacy and Sociocultural Studies
- 13.1202 - Elementary Education and Teaching, Bachelor, BSED Elementary Education
- 13.1202 - Elementary Education and Teaching, Master, MA Elementary Education
- 13.1205 - Secondary Education and Teaching, Master, MA Secondary Education
- 13.1210 - Early Childhood Education and Teaching, Associate, AA Early Childhood Multicultural Education
- 13.1210 - Early Childhood Education and Teaching, Bachelor, BS Early Childhood and Multicultural Education
- 13.1307 - Health Teacher Education, Associate, AS Health and Fitness Education
- 13.1319 - Technical Teacher Education, Bachelor, BS Technology and Training
- 14.1001 - Electrical and Electronics Engineering, Master, MS Electrical Engineering
- 15.1201 - Computer Engineering Technology/Technician, Associate, AAS Information Technology
- 15.1302 - CAD/CADD Drafting and/or Design Technology/Technician, Associate, AAS Computer-Aided Drafting
- 16.0104 - Comparative Literature, Bachelor, BA Comparative Literature and Cultural Studies
- 16.0104 - Comparative Literature, Bachelor, BA Comparative Literature and Sociocultural Studies
- 23.0101 - English Language and Literature, General, Bachelor, BA English
- 24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, AA Liberal Arts
- 24.0101 - Liberal Arts and Sciences/Liberal Studies, Bachelor, BA Liberal Arts
- 24.0102 - General Studies, Associate, AAS General Studies
- 30.0000 - Multi-/Interdisciplinary Studies, General, Bachelor, BA Integrative Studies
- 30.2001 - International/Global Studies, Bachelor, BA International Studies
- 42.0101 - Psychology, General, Bachelor, BA Psychology
- 43.0102 - Corrections, Bachelor, BA Criminology
- 43.0201 - Fire Prevention and Safety Technology/Technician, Associate, AA Criminology
- 43.0203 - Fire Science/Fire-fighting, Associate, AAS Fire Science
- 44.0401 - Public Administration, Master, MA Public Administration
- 44.0401 - Public Administration, Master, MPA Public Administration
- 45.0201 - Anthropology, Bachelor, Anthropology
- 45.1001 - Political Science and Government, General, Bachelor, BA Political Science
- 45.1101 - Sociology, Bachelor, BA Sociology
- 50.0701 - Art/Art Studies, General, Associate, AA Studio Art
- 51.0602 - Dental Hygiene/Hygienist, Bachelor, BSDH Dental Hygiene
- 51.0602 - Dental Hygiene/Hygienist, Master, MS Dental Hygiene
- 51.0907 - Medical Radiologic Technology/Science - Radiation Therapist, Bachelor, BS

## Institutional Status and Requirements Worksheet

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### Radiological Sciences

51.1004 - Clinical/Medical Laboratory Technician, Bachelor, BSML Medical Laboratory Sciences

51.3801 - Registered Nursing/Registered Nurse, Bachelor, BSN Nursing

51.3801 - Registered Nursing/Registered Nurse, Master, MSN Nursing

51.3808 - Nursing Science, Doctor, PhD Nursing

52.0201 - Business Administration and Management, General, Bachelor, BBA Business Administration

52.0201 - Business Administration and Management, General, Certificate, Certificate Business Administration

52.0201 - Business Administration and Management, General, Certificate, Certificate Business Administration

52.0201 - Business Administration and Management, General, Master, MBA Business Administration

52.0408 - General Office Occupations and Clerical Services, Associate, AAS Office and Business Technology

52.0408 - General Office Occupations and Clerical Services, Associate, Certificate Office and Business Technology

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### Contractual Arrangements

None

**Recommended Change: No Change**

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### Consortial Arrangements

None

**Recommended Change: No Change**

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