

**New Mexico State University – Carlsbad  
Accreditation Criteria Index**

**Criterion One – Mission and integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.**

**Core Component 1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.**

- The College’s Mission statement appears on its web site and clearly articulates its two main goals, providing access to education and contributing to the economic and cultural life of the community (O.1)
- In direct support of its mission, NMSU-C has identified “open access” and “community economic, social, and cultural development” as its distinctive objectives (2C2).
- The College’s planning process ensures that all short- and long-term goals and action projects align with the mission (8P1).
- NMSU-C’s executive committee is responsible for ensuring that all employees are familiar with the College’s mission statement (4C1).

**Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies and the greater society it serves.**

- The College’s mission to provide open access stems directly from the demographics of the region it serves—non-traditional students, many of whom are Hispanic and many of whom are under-prepared (O1).
- The College’s mission to contribute to the economic, social, and cultural development of the community stems directly from its location in a comparatively poor and isolated community for whose members the college may be the only road to a better life (O1).
- The College’s mission to provide open access to all learners drives its strategies for ensuring student success (1C2; 1C3; 1C4; 1C5; 2R1; 2R2; 2R3).
- The mission statement recognizes the College’s role in contributing to the cultural, economic and social life of the community (O1).
- The College encourages faculty members to develop teaching techniques that address diverse learning styles (4P4, 4P5, 4P6).
- “Open access” as one of NMSU-C’s distinctive objectives complements numerous of the school’s processes and systems for helping students learn (2C3).

- “Community economic, social, and cultural development,” as the second of NMSU-C’s distinctive objectives, complements processes and systems for helping students learn (2C3).
- Processes exist to incorporate input from all constituents in setting objectives (2C3).

**Core Component 1c. Understanding of and support for the mission pervade the organization.**

- The College’s mission is integral to the strategic planning process, which, under the College’s new governance system, is shared by all employees (5C1, 8C2; 8P1).
- Faculty members include the mission and vision statement on all syllabi.
- Administrators ensure that all employees are familiar with the mission statement (4C1).
- Processes are in place to ensure that key support systems and processes align with NMSU-C mission and goals (6P2, 6P3).

**Core Component 1d. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.**

- NMSU-C’s work processes and activities contribute to communication, cooperation, empowerment, and skill sharing (4P3).
- The College’s revised governance system empowers employees, promotes collaboration, and allows for “bottom to top” decision-making (5C1; 5P1; 8P1).
- NMSU-C aligns institutional practices with the views of senior leaders in several ways (5C2).
- Processes are in place to ensure that key support systems and processes align with NMSU-C mission and goals (6P2, 6P3).
- The College has implemented several systems that recognizes and encourage outstanding contributions to the college and the community (4P7).
- Employees are given the opportunity to develop job and leadership skills (5P7).

**Core component 1e. The organization upholds and protects its integrity.**

- The core values serve to guide the institutions values and expectations regarding ethics, equity, social responsibilities and community service (O1; 5C3).
- NMSU-C ensures the ethical practices of employees in several ways (4P3).
- Students are provided various formal and informal channels for complaints and grievances (3P6).

- NMSU-C follows a stringent policy designed to ensure that all job candidates are treated equitably and that the best candidates are chosen (4P1).
- Senior leaders foster legal and ethical behavior by clearly communicating school policies and regulations to faculty, staff and students (4I3).

**Criterion Two – Preparing for the Future. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.**

**Core component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.**

- The College is knowledgeable about the area it serves and about its competitors (O 3-4).
- Four of the College’s learning objectives ensure that students have the opportunity to learn specific skills that prepare them for modern society (1C4).
- Academic programs are designed in consultation with area employers, the Chamber of Commerce, and local schools (1P2).
- Its distinctive objectives, open access and community economic development, ensure that NMSU-C incorporates input from the community and local schools into its planning processes (2C3; 2P1).
- The College regularly collects data on its community economic development processes (2R1; 3R3).
- The College maintains linkages with the community and other stakeholders through its Citizens’ Professional Advisory Committee, through feedback from the directors of Community Services and Small Business Development, and through employee memberships in various important community organizations (3P3; 9C2).
- NMSU-C’s new committee structure places responsibility for developing short- and long-range action projects related to shifts in societal and economic trends on the Student, Stakeholders, and Collaborative Relationships Committee and the Strategic Planning and Continuous Improvement Committee ((5C1; 8P3; 8P4).

**Core component 2B. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

- A new funding formula will help to guard against funding fluctuations (6R2).
- The College is fully aware of and carefully tracks economic conditions that may affect funding (6R2).
- College revenues currently exceed college expenses ((6R2).

- A new process has been emplaced that will allow the college to carefully track department staffing (6R2).
- The College tracks program health and stability and discontinues or revises unstable programs (6R2).

**Core component 2C. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**

- NMSU-C's student assessment processes are aligned with state and national standards (1P11).
- NMSU-C's new governance structure is designed to facilitate AQIP's continuous improvement model (5C1).
- The College tracks pass rates on national certification exams (1R3).
- NMSU-C measures student performance in many different ways at class, program, and institutional levels (1P6; 1P13).
- Improvements in processes and systems for improving student learning are the primary responsibility of the Academic Affairs and Assessment Committee, which tracks relevant data and identifies areas for improvement (2P1).
- Improvement in NMSU-C's processes and systems for achieving its distinctive objectives are the primary responsibility of the Strategic Planning and Continuous Improvement Committee, which tracks relevant data and identifies areas for improvement (2P4).
- The Student, Stakeholder, and Collaborative Relationships Committee reviews relevant data to identify opportunities for improvement in building relationships with students and other stakeholders (3P2).
- NMSU-C uses nationally-normed survey instruments to measure employee, stakeholder, and student satisfaction (3P6; 3P7; 4P10).
- The Strategic Planning and Continuous Improvement Committee is responsible for tracking data that measures the institution's effectiveness in measuring effectiveness to identify opportunities for improvement (7P4).
- The Institutional Leadership and Communicating Committee is responsible for tracking data that measures how well the institution values its people and for identifying opportunities for improvement (4I1).
- NMSU-C does not have a system-wide means of measuring the extent to which students have mastered the nine graduate outcomes (1R1).

**Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.**

- Three of the College's nine graduate outcomes derive directly from the mission statement (1C1).

- NMSU-C's new planning process ensures that all action projects, short-range goals and objectives, and long-range plans are aligned with the College's mission (8P1).
- The College's two distinctive objectives derive directly from the mission statement (2C2).

**Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.**

**Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

- The College has identified nine graduate outcomes (1C1).
- NMSU-C monitors the currency and effectiveness of its curriculum through program reviews, student evaluations, student retention rates, student graduation rates, student course completion rates, exit testing (developmental English and math), transfer rates, scores on state and national licensure exams, workforce placement of graduates, and employer satisfaction surveys (1P11; 1P12; 1P13).
- Faculty members are responsible for aligning course syllabi with graduate outcomes (1C2).
- Trending data and comparative data (state and national) help the College to track the effectiveness of its curriculum (1R2).
- NMSU-C does not have a system-wide means of measuring the extent to which students have mastered the nine graduate outcomes (1R1).

**Core component 3b. The organization values and supports effective teaching.**

- The College has processes in place to evaluate teaching performance.
- NMSU-C is revising its faculty evaluation procedure to accommodate NMSU-Las Cruces's directive that merit pay system be implemented (4P6).
- The College gives a yearly teaching excellence award (4P7).
- NMSU-C administers the Campus Quality Survey instrument to measure faculty satisfaction (4P10).
- Through Title V's teaching technology lab, the faculty has the opportunity to learn more about designing instructional methods for diverse learners (4P4).

**Core component 3c. The organization creates effective learning environments.**

- NMSU-C embraces its role of helping the citizens in its service area achieve their educational goals (O1).

- NMSU-C offers students a large selection of teaching formats, including online classes, itv classes, and self-paced, computer assisted classes (1C4).
- Through Title V's teaching technology lab, the faculty has the opportunity to learn more about designing instructional methods for diverse learners (4P4).
- NMSU-C has a well-developed technology infrastructure, including smart classrooms and a state-of-the-art digital media center (1C3).
- NMSU-C's new committee structure is designed to foster a climate of openness and mutual respect between employees and students (1C5).
- The College collects survey data from students regarding their educational experience and incorporates those data into planning improvements (3P7).

**Core component 3d. The organization's learning resources support student learning and effective teaching.**

- Student Services develop programs such as College 101, early intervention, and orientation to better assist under-prepared students (1P9; 6C1; 6C2; 6P3).
- Financial aids office disburses funds to qualified students (1P9; 2R3).
- The Counseling and Student Development Center advises, counsels, tests and refers students to outside agencies for other services (mental health, child care, transportation, etc.) [1P9; 6C1].
- The Library and Media Center orders instructional materials and teaches faculty and students to use research software (1P9; 6C1).
- The T.E.A.M. Center provides tutoring, computer services, exit testing, and instructional software (1P9; 6C1).
- Grant programs such as Title V support student learning and student retention objectives (1I2).
- Information Systems upgrades, maintains, and repairs faculty and staff equipment (1P9).

**Criterion Four - Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.**

**Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff that it values a life of learning.**

- The College has identified "critical and creative thinking skills" as one of its graduate outcomes (1C1).

- NMSU-C's developmental program encourages an active learning approach to course work (1I2).
- NMSU-C prepares students to enroll in bachelor's degree completion programs (O2).
- NMSU-C's Department of Community Services offers non-credit educational classes and various enrichment programs (O2; 2C3).
- NMSU-C's history department offers travel programs designed to enrich students' cultural milieu (2C3).
- Phi Theta Kappa, NMSU-C's honor society, provides books to economically disadvantaged children (2R1).
- Through its Title V grant, the College provides workshops, a technical training lab, and faculty release time to enhance the faculty's professional development opportunities (2I2; 4P4).
- The "Teaching Academy" (Las Cruces based) makes available (some through itv and some brought directly to campus) approximately two dozen workshops each academic year (4C4).
- All full-time employees are given a tuition waver for up to six hours per semester to continue their education (4C4)
- The college provides time and funding for educational training and personal/professional development (through conferences and workshops) and expects faculty and staff to apply their increased educational and technological expertise in the classroom and work area (4P4).

**Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational process.**

- All programs at the College require students to take general education courses and to be proficient in its nine graduate outcomes (1C1).
- The college provides time and funding for educational training and personal/professional development (through conferences and workshops) and expects faculty and staff to apply their increased educational and technological expertise in the classroom and work area (4P4).
- Through its Title V grant, the College provides workshops, a technical training lab, and faculty release time to enhance the faculty's professional development opportunities (2I2; 4P4).
- All full-time employees are given a tuition waver for up to six hours per semester to continue their education. Once the employee has earned the requisite credentials, s/he is eligible to apply for a higher position (4C4)

**Core component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

- All of NMSU-C's graduate outcomes help students to meet the demands of a global, diverse, and technological society (1C1).

- The College monitors the currency and effectiveness of its curriculum through reviews, evaluations, and surveys (1P8).
- The impetus for creating new academic programs stems in part from feedback from regional business leaders (1P2; 2P1).
- NMSU-C's placement tests and developmental programs ensure that students are prepared for college-level work (1P3).
- NMSU-C gathers workplace data (employer satisfaction rates and workforce placement of graduates) to ensure that it is preparing students to successfully live and work in society (1R2; 2P4).
- NMSU-C administers student satisfaction surveys that ask students to rate how well they feel they were prepared for employment or transfer into a degree completion program (1R2).
- NMSU-C track student performance on licensure exams to ensure that it is preparing its students to succeed in the workplace (1R2).

**Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**

- NMSU-C is in compliance with all regulatory agencies pertaining to publicly funded institutions (EEOC, USDOE, OSHA and EPA) [O3].
- NMSU-C ensures the ethical practices of all employees through yearly workshops (ex. "Communicating and Interacting with Students and Employees with Disabilities"; Minority Student Needs and Learning Differences"; "Discrimination in the Workplace") [4P3].
- Policy manuals inform faculty and staff about rules and expectations regarding their behavior, as well as about procedures that ensure they are treated fairly and equitably (4I3).
- The student code of conduct informs students about rules and expectation regarding their behavior, as well as about procedures that ensure they are treated fairly and equitably (4P3).
- To foster a climate of intellectual freedom and respect for diverse opinions, NMSU-C's governance committee structure empowers employees and students to make changes in all critical organizational areas (5C1).
- Faculty members are self-governing within their own divisional structures and have the freedom to develop courses within the general course guidelines outlined by NMSU-Las Cruces (1C5).
- The NMSU policy manual includes a statement about academic freedom: "It is profoundly important that . . . diversity of ideas be not only tolerated, but encouraged" (1C5).

**Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.**

**Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

- The College monitors the currency and effectiveness of its curriculum through reviews, evaluations, and surveys of students, employers, and other stakeholders (1P8; 3P7).
- NMSU-C gathers workplace data (employer satisfaction rates and workforce placement of graduates) to ensure that it is preparing students to successfully live and work in society (1R2; 2P4).
- NMSU-C tracks data to ensure that it is making progress toward its goal of serving its constituents (2P5; 3P1).
- NMSU-C administers student satisfaction surveys that ask students to rate how well they feel they were prepared for employment or transfer into a degree completion program (1R2).
- Changes in the College's key objectives are made in response to significant changes in stakeholders' needs (2P1; 3P3).
- The College has a number of collaborative relationships that help it fulfill its mission (9C2).
- NMSU-C has a number of processes in place to create and build relationships with educational institutions, employers, organizations that provide services to students, and external agencies, consortia, partners, and the general community (9P1).

**Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.**

- The organization's student and administrative support processes provide the resources needed to serve both internal and external constituencies (6C1; 6C2; 6P1; 6P2).
- The College's governance system ensures that input from all constituencies is considered in the planning process (2I2; 5C1).
- The job descriptions of key college personnel include keeping in contact with employers and the community (3P3).
- NMSU-C personnel are members of a number of community and education groups, including the Regional Education Consortium, Region 8, the Center for Excellence for Hazardous Material Handling, and the Permian Basin Regional Fire Training Academy (3P5).
- NMSU-C's nursing department is in constant contact with hospital administrators (3P5).

- NMSU-C has representation at the Carlsbad Department of Development, the Carlsbad Chamber of Commerce, and the Artesia Chamber of Commerce (3P5).
- NMSU-C personnel meet regularly with service area school districts (3P5).

**Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

- In response to its perception that student learning processes needed to be improved, the College designed and implemented three action projects (1I2).
- In response to its perception that employee morale needed improving, the College created a new governance structure designed to empower employees.
- In response to perceived needs of the community, the College created (1) a media degree; (2) a program to help teachers' aides meet the requirements mandated by "no child left behind; and (3) an open house to introduce the school to the community (3I2).
- In response to perceived needs of employees, the College created an action project, "creating a more user friendly campus" ((4I2).

**Core component 5d. Internal and external constituencies value the services the organization provides.**

- Students are satisfied with the preparation they are receiving in their major area of study (3.98/5.0) and the preparation they are receiving in their chosen occupations (3.81/5.0) [1R2].
- Students are satisfied with the overall quality of their education (27% excellent; 49.4% good; 17.6% average) [3R1].
- Employers are satisfied with the skills NMSU-C's students exhibit in the workplace (3R3).
- Employee satisfaction ratings are high. Most recent data showed NMSU-C to be above the norm in employee recognition, empowerment, and teamwork (4R2).
- Workforce placement of graduates was 82% in 2005/2006 (8P8).