February 25, 2013

John Gratton
President
New Mexico State University Carlsbad
1500 University Drive
Carlsbad, NM 88220

Dear President Gratton:

Enclosed is a copy of New Mexico State University Carlsbad's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's Accreditation Liaison a copy of this report.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution.

We ask that you formally acknowledge receipt of this report within the next two weeks, and provide us with any comments you wish to make about it. Your response will become part of your institution's permanent HLC file. Please email your response to AQIP@hlcommission.org.
Sincerely,

Mary L. Green
AQIP Process Administrator

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

NEW MEXICO STATE UNIVERSITY CARLSBAD

February 25, 2013

Academic Quality Improvement Program
The Higher Learning Commission NCA

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Table of Contents

EXECUTIVE SUMMARY FOR NEW MEXICO STATE UNIVERSITY CARLSBAD

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **New Mexico State University Carlsbad**'s achievements and to identify challenges yet to be met.

- NMSU Carlsbad is still in the process of addressing a number of areas such as program outcomes and related assessments, community involvement, and incorporation of standardized requirements into student learning objectives. Many of these processes and items appear to be more individualized and departmentalized rather than part of a comprehensive institution-wide process towards strategic ends for the institution. Information on the outsourced services to students at Las Cruces does not appear to be included, but is an area in which NMSU Carlsbad may consider monitoring effectiveness. Further, the data provided in the tables does not clearly address the outliers, what specific organizational goals are being met (or not met), and how this information is being used to improve the overall objectives of the institution and strategic planning goals. The institution may want to consider means to link with its continuous quality improvement goals and examine the many implemented improvements in order to ensure alignment with strategic planning measures and criteria.

- NMSU Carlsbad has taken positive steps in establishing approaches to accomplishing other distinctive objectives. However, the college has opportunities for improvement through implementing a systemic and comprehensive system to measure the results of its other distinctive objectives and implementing targets for improvement of these objectives. The institution appears to rely heavily on external funding agencies in defining what activities it is involved in, how it administers these programs, and how it assesses the effectiveness of the programs. While the requirements of external agencies must be accommodated, the institution needs to have its own mission aligned processes in place with a resolve to maintain organizational integrity over the long run.

- NMSU Carlsbad has processes in place for addressing complaints and grievances both formally and informally including procedures for formally filing complaints and grievances. The institution appears to have taken an inventory of many of the student and other stakeholder areas resulting in many examples of what currently exists in the institution related to these areas. Less clear are the processes and structures that have produced the lists. Effective continuous improvement is dependent on clearly identified processes and structures which can be included in

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1

the assessment system. The college has an opportunity for improvement in this category by developing systemic and comprehensive processes that will result in predictable outcomes of the goals that it has identified.

- NMSU has experienced significant administrative turnover. NMSU Carlsbad has begun to establish approaches to Valuing People. However, the college has opportunities for improvement by implementing a systematic and comprehensive system in the areas of ensuring consistency of ethical practices for all of its employees, professional development, and employee recognition. The assessment systems for evaluating productivity and effectiveness of the faculty and staff are underdeveloped. This is especially important in light of the work place environment data. Priority attention needs to be given both to addressing the concerns and to develop more sensitive instruments to focus where this attention is best placed. Finally, it is not clear that the college's new executive leadership has instituted a comprehensive and systematic improvement process for Valuing People that is deployed and integrated throughout the organization.

- NMSU Carlsbad has experienced significant leadership instability over a number of years. The impact of the instability is evident in the employee satisfaction results and in the lack of development of processes and systems that one would expect of an institution that has been an AQIP institution since 2000. The leadership instability appears to be subsiding with the hiring of a permanent president and other administrators. Because of the lack of proof of evidence for the *Leading and Communicating* Category, it is suggested that the college address several opportunities for continuous quality improvement related to Items 5P1, 5P4, 5P5, 5P6, & 5P9. The results that the college has accomplished for this Category are satisfactory. However, it may consider preparing its results data and information in the future that shows data trends, benchmarks, and future projects in order to demonstrate institutional transparency.

- NMSU Carlsbad's Portfolio suggests that a structure is in place to address issues that arise in Supporting Institutional Operations. What is not evident is that the college employs a continuous quality improvement system for Category 6 that is operating at its fullest potential, especially in the Results section. Lacking is proof of evidence that the college has implemented a systematic and comprehensive approach where data are presented in a format of trend analysis, benchmarking, and future target achievement -projections that the college can use for continuous quality improvement planning and decision-making.

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2

- NMSU Carlsbad has established and maintains processes to measure its effectiveness as a continuous quality improvement institution. It still may need to implement processes for selecting, managing, and distributing performance data and information to support planning efforts to improve the institution's operation for measuring effectiveness. A positive improvement has been the hiring of a new IR researcher with expertise in institutional effectiveness. The college is making positive strides toward becoming a total continuous quality improvement institution by having key stakeholders and IR personnel take part in setting internal and external benchmarks. Yet, it is unclear what specific performance results and effectiveness measures the college routinely uses to collect and analyze data and information. The college may wish to develop mechanisms to determine whether or not changes improve institutional performance.

- The institution seems to understand the importance of strategic planning and has met the basic requirements of establishing Planning Continuous Improvement Processes. It does not appear to be applying or implementing its processes to the continuous improvement area itself. It is also not clear what criteria the college uses to link its strategic action plans with current and future needs or that the college has a component in its planning process that links its assessment of risks and how they are addressed. Direct measures of continuous improvement processes and the effectiveness of those processes are not in place and performance results are not available. The results presented are not useful to determining the effectiveness of the system. The college may wish to focus on continuous improvement since it is not evident that it has established a systematic and comprehensive approach to measure and report the institution's performance results by using benchmarking, trend analysis, and projections.

- NMSU Carlsbad appears to have a number of collaborative relationships, one of the characteristics of highly performing organizations. It is not clear, however, that systematic processes and structures are in place related to how they are created and maintained. Inadequate measures are in place to allow for precise assessment of the relationship. The college may wish to examine the measures and analysis of selected measures related to this category since it is not evident that it has established a systematic and comprehensive approach, using benchmarking, trend analysis, and projections, to measure and report the institution's performance results.

Accreditation issues and Strategic challenges for **New Mexico State University Carlsbad** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

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3

ELEMENTS OF NEW MEXICO STATE UNIVERSITY CARLSBAD's FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties,

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4

now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed

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5

included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that New Mexico State University Carlsbad has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist New Mexico State University Carlsbad in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that New Mexico State University Carlsbad will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- The portfolio responses are replete with lists but lack connections between the varied, potentially siloed, activities and institutional processes, results, and improvements. For instance, while a variety of activities and initiatives are presented in the form of lists in the NMSU-Carlsbad System Portfolio, they do not appear to form a coherent, comprehensive, systematic collection of processes directed toward institutional mission and strategic goals or institutional goals. Connecting and then aligning the varied elements presented in the lists could allow identified processes to be evaluated based upon connected and relevant measures, the results of which are reviewed and reflected upon prior to the implementation of changes. Changes may then be tracked to determine if improvement actually occurs. Such a cycle of interconnected processes

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6

aligned with accurate measures and monitoring of changes may lead to enhanced institutional effectiveness and performance.

- NMSU is in the early stages of developing its assessment system. It is using a number of widely used instruments and has added some new ones to better assess its goals and processes. The institution is overly reliant, however, on these instruments which, among other things, do not allow for segmentation of the students and other stakeholders. As a consequence, the instruments that are in place either miss important concerns or are being used to draw conclusions about concerns for which the instruments were not intended or do not fully explain. The result of this is that little useful data is available to planners to assess the needs of students and other stakeholders with the precision needed. This in turn undermines the ability of the institution to effectively improve this area. The institution might consider intentional identification of valid and reliable measures, and a standard schedule by which data are collected, that align with issues and processes from which targets for improvements, longitudinal analyses, and benchmark's may be set.

- As an AQIP institution, the review of data is utilized to drive the review and evaluation of effectiveness of processes and the meeting of goals and targets for performance. Part of the measurement process involves analysis and reflection upon results including commenting on whether the institution plans to take action, and tracking changes to determine if the changes put in place improve institutional performance - elements lacking in portions of the portfolio but crucial to institutional improvement.

- It is not clear if there is a definitive process where mission and institutional values, including non-instructional objectives, are defined and reviewed, or if processes are undertaken in ways which maintain and sustain the mission. This includes engaging faculty and employees in planning and improvement, an area where presented results were routinely lower than comparison groups. Without a definite mission review process the institution does not have a reason for being and purpose in guiding its operations – separate or in concert with Las Cruces. Involving a variety of internal stakeholders in the planning and improvement processes may help to sustain the mission and vision of the institution beyond immediate leadership.

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7

USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities), and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

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8

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of New Mexico State University Carlsbad, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes New Mexico State University Carlsbad distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item   Critical Characteristic

Ova   New Mexico State University (NMSU) Carlsbad is a comprehensive community college (founded in 1950), which actively seeks to ensure that the cultural and economic diversity of the region are reflected in its student body. The Hispanic student population continues to rise, as does the number of students enrolling in online courses, attending part-time, eligible for Pell grants, and falling within the 25-34 age range.

OVb   The number of students taking dual enrollment credit is rising. New Mexico has enacted a high school graduation requirement that all graduating students, starting in 2015 must complete an online course, a dual/concurrent course, or an AP course.

OV1   The New Mexico Higher Education Department has mandated general education competencies for five instructional areas to assure that student learning outcomes are equivalent across various institutions. Further, NMSU Carlsbad recently updated the student graduate outcomes to better prepare graduates to transfer and/or enter the workforce, and is undertaking a comprehensive developmental education plan.

OV3   NMSU Carlsbad is the only regionally accredited comprehensive community college in the county. Its competitors are Eastern New Mexico University, New Mexico Junior College, and various web-based instructional programs from other NMSU system campuses. Yet, they have a competitive tuition rate and are currently gaining more online students than they are losing.

OV4   NMSU Carlsbad's faculty is comprised of 40 full-time faculty and 51 part-time instructors. Every employee group (faculty, staff, administrative staff, and students) is represented on all governing committees which are aligned with the AQIP categories.

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9

OV5   NMSU Carlsbad ascribes to the statewide goals for higher education; effective use of resources; service to New Mexicans; and accessible and affordable education. The institution also aligned the strategic plan with the AQIP categories.

OV6   A comprehensive set of student, administrative support services, and facilities and equipment are in place with committees identified that are responsible for aligning the services with the institution's mission and values. Many support services are outsourced to the NMSU Las Cruces campus.

OV7   All student and some HR data are stored in BANNER, which is managed by NMSU Las Cruces. Permissions are determined by campus supervisors who must apply to NMSU Las Cruces for access.

OV8   A Steering Committee is responsible to solicit and oversee three- to four-year strategic initiatives from the AQIP committees. AQIP plans must address the existing constraints and potential problems in meeting commitment and value to the institution.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these "strengths and opportunities" sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping

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10

students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of New Mexico State University Carlsbad that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item   *Critical Characteristic*

OV1   The New Mexico Higher Education Department has mandated general education competencies for five instructional areas to assure that student learning outcomes are equivalent across various institutions. Further, NMSU Carlsbad recently updated the student graduate outcomes to better prepare graduates to transfer and/or enter the workforce, and is undertaking a comprehensive developmental education plan.

Here are what the Systems Appraisal Team identified as New Mexico State University Carlsbad's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

Item   *S/O*   *Comment*

1P1   S   NMSU Carlsbad has comprehensive university-wide shared undergraduate and graduate learning outcomes. Both the Assessment Committee composed of the vice president for academic affairs, administrators (institutional researcher and director of developmental studies, and up to ten faculty members and the collective faculty review and approve graduate outcomes. These shared objectives include NMSU system-wide Faculty Senate General Education Review Committee's learning objectives and the New Mexico Higher Education Department's mandated competencies for each area of general education.

1P2   S   Program learning objectives are determined by multiple groups and processes including department chairs, faculty members, and feedback from Community Participation Action Committees (CPACS) that include local industry and

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11

community members. CPAC reviews the departmental and faculty objectives annually and gives them guidance in developing new program objectives and revising current program objectives. CPAC's review focus is on university, local industry, and community members.

1P3a	S	New program and course needs are determined by internal and external sources such as community stakeholders, local Chambers of Commerce, Development Departments and companies serving the community and local region; discussions between the campus and local community leaders; faculty and staff; K-12 school officials, and the Assessment and Curriculum Committees. STEM and Title V grants, new degree programs, and college programs such as "College Life and Success" are evidence of the involvement of the various stakeholders in this process.
1P3b	O	The impetus for creating or redesigning programs does not appear to follow a systematic process. For example, NSMU Carlsbad does not address whether their new courses or programs are competitive with those offered by other organizations. Changes are made ad hoc through campus leaders' meeting with employers, interactions with area schools, local community, and grant funding. Further, it is not clear how courses are designed to facilitate student learning.
1P4a	S	NMSU Carlsbad uses student and employer surveys, CAAP exam data, student placement tests, and various direct and indirect assessments of student success to determine needs and to design responsive academic programming and curriculum that balances and integrates learning goals, students' career needs, and the realities of the employment market. NMSU Carlsbad mission is based on a dedication to supporting the economic and cultural life of the people of southeastern New Mexico. In addition, NMSU Carlsbad coordinates a variety of decisions with NMSU Las Cruces.
1P4b	O	It is not evident what structures and processes exist to bring focus and priority to the learning goals and students' needs. The institution may want to develop a unified system that brings the many opportunities together for productive and accountable planning and decision-making.

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12

1P5a	S	NMSU Carlsbad utilizes several well established nationally-normed tests, ACT and COMPASS, to assess basic preparedness of students, and prerequisites are used to ensure students can move from one course to another appropriately.
1P5b	O	While preparedness tests are utilized to place students into developmental coursework, there does not appear to be comparable mechanisms beyond the passing of a class to ensure that students have attained the preparation required for specific curricula.
1P6a	S	NMSU Carlsbad has a wide variety of means to communicate preparation requirements. These include: student orientation and pre-registration, academic advising, college website, student handbook, course catalogs (NMSU Las Cruces campus catalog and NMSU Carlsbad catalog) program check sheets, Counseling and Student and Development, ABE, Marketing Committee, and program check sheets (Student Services).
1P6b	O	It is not evident that the college has a process that involves admissions, student support, and registration services aid in communicating with current and perspective students about the required preparation and learning and develops objectives for specific programs, courses, and degrees or credentials. The college may be missing an opportunity of effectively using key internal stakeholders for student recruitment.
1P7a	S	NMSU Carlsbad lists several mechanisms to help students select programs of study that align with their needs, interests, and abilities including College 101 and the Multiple Pathways to Learning Assessment test (required of all new students), a career guidance software program (CHOICES CT), Counseling and Student Development advisors, college library resources, and department services as is the case with Nursing.
1P7b	O	While a variety of information was presented on library and multi-use room space as well as laboratory and square footage, it is unclear how these help students select programs of study that match their needs, interests, and abilities.
1P8	S	NMSU Carlsbad's T.E.A.M. Center and Developmental Education faculty offer tutoring for students in math, reading and writing. Students also have the

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13

opportunity to take advantage of a modularized computer system called PLATO as a learning supplement. Students are placed into developmental courses based on scores on placement tests whereupon each student must pass his/her developmental courses with a "C" or better in order to enroll in the next course in the sequence.

1P9a	S	NMSU Carlsbad's College 101 course sections, except for nursing students, utilize The Learning Evaluation and Assessment Directory (LEAD) to identify students' learning styles. Students are then provided with information and strategies to best address their learning style strengths in particular courses.
1P9b	O	While faculty appear to engage in a variety of mediums to present information, the majority of offerings on understanding learning styles appear to be targeted toward the student as opposed to integrating the faculty and student styles. It is not clear how faculty are brought into the process for fully addressing student learning style needs on a comprehensive course by course basis. Consideration of professional development geared towards addressing the variety of student learning styles may foster enhanced student success.
1P10	O	Students with disability needs are serviced through the Special Needs Services Office of the Counseling and Student Development Office. NMSU Carlsbad has an opportunity to explain how it specifically meets the needs of senior, non-traditional and commuter students and is meeting its commitment as an open door institution.
1P11	O	An inventory of items related to defining, documenting, and communicating expectations related to effective teaching and learning has been provided. Missing are the comprehensive processes that ensure effective teaching and learning is taking place. The institution may want to develop processes that align and integrate the disparate items that are identified.
1P12a	S	NMSU Carlsbad uses student feedback from Student Satisfaction Survey and course enrollment trends to create a responsive class schedule. Course scheduling within programs is done using a time block template to avoid course time overlap. The college also offers a large number of online and hybrid

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14

courses, evening classes, and classes at satellite locations for effective course delivery.

1P12b	O	NMSU Carlsbad has identified a challenge of the need to balance face-to-face and online course delivery. In addition, the semester-by-semester 'hands-on" approach to scheduling classes may respond well to the immediate needs of students, but it is unclear if it builds an effective and efficient delivery system. Opportunity exists in the design and implementation of a comprehensive system that provides assistance in the scheduling of classes as well as analyzes larger patterns that lead to system wide effectiveness and efficiency.
1P13a	S	NMSU Carlsbad's curriculum is reviewed regularly for currency and effectiveness through student course evaluations and opinion surveys, program review, faculty, and community feedback such as Community Participation Advisory Councils, State and federal licensing agencies, faculty input, assessment of students' mastery of graduate outcomes, and NMSU Las Cruces review of each general education course (every 5 years).
1P13b	O	It is not evident that NMSU Carlsbad has a specific approach that validates which of the methods used for monitoring the currency and effectiveness of its curriculum are most effective. For example, is it unclear if Las Cruces is solely responsible for general education review or if NMSU Carlsbad reviews general education courses for effectiveness. By having such an approach within Carlsbad, the college may be able to understand and respond to the changing educational needs of its students in more efficient and effective ways.
1P14a	S	NMSU Carlsbad college faculty and program managers use feedback from program reviews and Community Participation Action Committees (CPAC's) to update and/or eliminate courses.
1P14b	O	It is not evident that there are clearly established thresholds for determining the viability of courses or programs and the processes involved in discontinuing them. Further, it is not clear NMSU Carlsbad has a process to determine whether or not a decision to discontinue a course or program improved the curriculum. By having such a follow up approach, the college may be able to validate the effectiveness of its decision-making processes for maintaining a curriculum that

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15

meets students' learning needs. In addition, the organization might benefit from program and course review that includes input from Library and course textbook update needs to ensure that courses and programs remain current in their chosen industry.

1P15	O	A list of student and faculty support systems at NMSU Carlsbad has been presented in Table 1P15.1. Table lists various Student/Faculty Support Systems showing how student learning needs are identified and responded to; but it does not indicate the approach used to determine and address student's learning support needs. Missing are the processes that are used to determine and address the learning support needs. The institution may want to develop a clearly stated process which identifies how learning support needs are identified and addressed.
1P16	OO	While students are encouraged to participate in extra-curricular activities, it does not appear that NMSU Carlsbad has co-curricular development goals, or if such goals exist, that they are aligned with learning objectives. The institution may want to develop structures and processes to ensure that the goals exist and are aligned in order to ensure that students are acquiring desired learning experiences.
1P18	S	NMSU Carlsbad appears to assess student learning at the course, program, and institutional level through the use of a Student Outcomes Assessment Model (SOA) that guides classroom, course, program, and institutional assessment and involves faculty and administrators responsible for the curriculum. This process covers program outcomes, graduate outcomes, and core competencies. Annual program assessment results are posted to a central, evidentiary file.
1R1	OO	NMSU Carlsbad collects and analyzes various measures of student learning and development data, but it does not present a schedule specifying when data is collected or for what purpose(s). Without these elements in place, it may be difficult for the college to conduct its planning process efficiently and effectively.
1R2	O	NMSU Carlsbad ranks near or slightly better than its peers in the nation on CAAP graduate outcomes identified by the campus. Yet, it is unclear to which level of assessment the table 1R2.1 refers and what the percent in the table include. For example, while several tables with results are presented, the

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16

potential exists for much richer results including longitudinal, benchmarking, trend analysis, and disaggregation by different student groups.

1R3	O	MNSU Carlsbad has identified that they are in the process of establishing program outcomes and assessments for all of its programs.
1R4	OO	While NMSU Carlsbad states in their process responses that learning is assessed throughout the academic experience indirectly and directly, there is no evidence provided that students completing a degree have obtained the desired knowledge and skills. Other than the nursing licensure results, the data provided did not provide evidence that knowledge and skills required had been achieved. What appears to be lacking is the documentation process which would allow for identification of gaps and needs.
1R5a	S	NMSU Carlsbad students rated financial aid, library/learning resources center, student health, college-sponsored tutorial, college orientation, computer, and parking services "significantly above average" in satisfaction on the ACT Student Opinion survey as compared to the national average.
1R5b	O	While a variety of information are provided in relation to the national average, targets for improvement, strategic planning goals, or institutional priorities and mission aligned support processes are not provided. Information on the outsourced services to students at Las Cruces does not appear to be included, but is an area in which NMSU Carlsbad may consider monitoring effectiveness.
1R6	O	Table 1R6.1 provides some comparative analysis of successful course completion, successful developmental course completion, and retention rates. While this is useful information, NMSU Carlsbad may want to develop a much more extensive set of comparative results.
1I1	O	NMSU Carlsbad has made improvements in the area of assessment at the course, program, and institutional levels, what is not clear is how systematic, comprehensive, effective, or important the improvements are to the institution There is no indication what systematic and comprehensive processes and performance results are used in organizing, measuring, analyzing and planning to

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17

Help Students Learn. The institution may want to find a way to link and critique the many improvements that are being made.

| 1I2 | S | A Steering Committee is used by the campus to coordinate and prioritize specific processes to improve and to set targets for improved performance results in Helping Students Learn. |

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of New Mexico State University Carlsbad that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:

Item	*Critical Characteristic*
OVb	The number of students taking dual enrollment credit is rising. New Mexico has enacted a high school graduation requirement that all graduating students, starting in 2015 must complete an online course, a dual/concurrent course, or an AP course.
OV5	NMSU Carlsbad ascribes to the statewide goals for higher education; effective use of resources; service to New Mexicans; and accessible and affordable education. The institution also aligned the strategic plan with the AQIP categories.

Here are what the Systems Appraisal Team identified as New Mexico State University Carlsbad's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

Item	*S/O*	*Comment*
2P1a	S	The campus has clearly identified its non-instructional activities and programs. They include community enrichment and economic development through Adult

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18

Basic Education (ABE), Small Business Development Center (SBDC), Workforce Development, and Continuing Education.

2P1b	O	A variety of non-instructional activities and programs are listed but it is unclear how the non-instructional processes are designed and operated. The college may want to identify and evaluate the processes that are involved in developing and operating non-instructional activities as well.
2P2	O	According to the governance structure, the NMSU Carlsbad's Steering committee initiates and makes recommendations to the college internal community. The portfolio does not indicate if and how external stakeholders are involved in the process. NMSU Carlsbad has the opportunity to be more strategic in determining external stakeholders' needs and in involving them in these determinations. It is not clear if the non-instructional objectives are aligned or supported between the program and institutional objectives. Alignment of objectives to institutional priorities may prove beneficial to planning and achieving targets.
2P4	O	A variety of people and processes are in place to assess and review non-instructional programs. It is unclear how the non-instructional objectives are assessed or if programs are assessed in relation to the two non-instructional objectives identified by the institution on community enrichment and economic development. The college has an opportunity to be more comprehensive in these reviews.
2P5,2P6	O	While processes are in place to determine faculty and staff needs, the basis of the requests are not clear. For example, it is not clear how the information for faculty and staff need requests is justified or who was involved in this initial request process. The college has an opportunity to ensure that identified needs are systematically linked to the various reports and other assessment feedback.
2R1	O	It is not evident that the college has measures or activities that regularly analyze data except data collected to meet the specific funding agency requirements. Without a process, it may be difficult for the college to determine how effectively it is achieving its mission.

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19

2R2	O	The results provide a number of improvement opportunities for the institution to explore. For example, the NMSU Carlsbad SBDC office has seen a decrease in four of their six listed performance indicators. It is also not clear from the information provided on numbers served and hours spent if the programs have met the non-instructional objectives or performance targets.
2R3	OO	NMSU Carlsbad states that comparisons across institutions and stakeholder feedback are important; however, no comparative results were shared.
2R4a	S	Primary effects of NMSU Carlsbad's involvement in programs and projects include higher visibility in the community, showing that the college is an asset to the community, and growth of the college itself.
2R4b	O	NMSU has an opportunity to strengthen the institution by being strategic in its non-instructional initiatives beyond the external grant fund targets, analyzing the results from the data gathering processes, and connecting them back to the mission and goals of the institution as available.
2I1a	S	NMSU Carlsbad has made numerous improvements recently including a new Building Trades Program and enhancing its efforts in GED and ESL support/training. It has also initiated formal discussions with Intrepid Potash and Mosaic Potash in the development and implementation of an Industrial Maintenance Technician two-year associate degree program and collects a wide spectrum of feedback from stakeholders and community-based advisory committees.
2I1b	O	It is not clear whether the college has a systematic and comprehensive program process and performance results for Accomplishing Other Distinctive Objectives. Having a process may improve the ability for the college to determine how effectively it is achieving its mission and strategic goals in this area.
2I2a	S	Setting targets for improvements is ultimately the concern of the Steering Committee. This committee solicits input from the Stakeholders and Collaborative Relations Committee. Campus leadership seeks input from the local Chamber of Commerce, the Department of Development, the Community Development Corporation, the Hospital Board, and various service organizations.

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20

2I2b	O	It is not clear how the college uses its internal environmental culture and infrastructure to help it select specific processes to improve and to set targets for improved performance results in Accomplishing Other Distinctive Objectives. Having a process may improve the ability of the college to determine how effectively it is achieving its mission and strategic goals in this area.

AQIP Category 3: Understanding Students' And Other Stakeholders' Needs

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of New Mexico State University Carlsbad that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

Item	*Critical Characteristic*
Ova	New Mexico State University (NMSU) Carlsbad is a comprehensive community college (founded in 1950), which actively seeks to ensure that the cultural and economic diversity of the region are reflected in its student body. The Hispanic student population continues to rise, as does the number of students enrolling in online courses, attending part-time, eligible for Pell grants, and falling within the 25-34 age range.
OVb	The number of students taking dual enrollment credit is rising. New Mexico has enacted a high school graduation requirement that all graduating students, starting in 2015 must complete an online course, a dual/concurrent course, or an AP course.
OV1	The New Mexico Higher Education Department has mandated general education competencies for five instructional areas to assure that student learning outcomes are equivalent across various institutions. Further, NMSU Carlsbad recently updated the student graduate outcomes to better

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21

prepare graduates to transfer and/or enter the workforce, and is undertaking a comprehensive developmental education plan.

OV3   NMSU Carlsbad is the only regionally accredited comprehensive community college in the county. Its competitors are Eastern New Mexico University, New Mexico Junior College, and various web-based instructional programs from other NMSU system campuses. Yet, they have a competitive tuition rate and are currently gaining more online students than they are losing.

OV5   NMSU Carlsbad ascribes to the statewide goals for higher education; effective use of resources; service to New Mexicans; and accessible and affordable education. The institution also aligned the strategic plan with the AQIP categories.

Here are what the Systems Appraisal Team identified as New Mexico State University Carlsbad's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

Item	S/O	Comment
3P1a	S	NMSU Carlsbad assesses student needs through a number of formal means, most notable of which are: Student Opinion Survey (SOS), Adult Learner Survey (ALNS), Employee Satisfaction Survey (ESS), external evaluations, placement testing, and student surveys of instruction. Results from the feedback are analyzed at the unit level and by the Executive Council. SWOT analysis is used four times per year in which faculty and staff are required to attend at least one session.
3P1b	O	It is not clear if the institution collects students' needs data for its different student population segments, i.e., age, gender, and ethnicity. Segmentation data will make it possible to identify areas of improvement regarding student needs more precisely.
3P2	O	While many approaches to building and maintaining relationships with students are identified, the various items do not appear to be systematic in nature. NMSU Carlsbad has an opportunity to understand relationships with students by developing a unified system for data collection, analysis, and change.
3P3	O	While NMSU Carlsbad has provided many examples of methods it uses to analyze changing needs and to select courses of action, the processes that are

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22

involved are not clear. The institution has an opportunity to increase its effectiveness in this area by developing a systematic and comprehensive approach to analyzing key stakeholder needs and prioritizing courses of action.

3P4	O	The list of methods that the institution uses to build and maintain relationships is extensive. What is not evident are the processes that are involved and how they are unified. By developing a robust inter-connected system with well-defined processes, the institution has an opportunity to become effective in assessing and improving areas that are found to need improvement.
3P5	O	While NMSU Carlsbad evaluates the emergence of new student and stakeholders in a variety of ways, it is not clear how the college organizes and manages its educational offerings and services to target new student and stakeholder groups. This could be an opportunity for the institution to be more strategic and comprehensive in its attempts to anticipate emerging stakeholder needs.
3P6a	S	NMSU Carlsbad has clearly articulated processes in place for dealing with complaints and grievances both formally and informally. It also has procedures for formally filing complaints and grievances. Informal complaints can be posited through meetings with administrators, counselors, or through the suggestion boxes. These are communicated with students and stakeholders through appropriate methods. University policy requires that matters of discrimination be reported to the OIE in Las Cruces immediately.
3P6b	O	It is not evident that the college has a process for analyzing complaint information by students or stakeholders groups and selecting a course of action for resolution. By addressing these issues, the college may be able to improve its service and relationships with student and stakeholder groups and institution-wide process improvement.
3R1	O	As extensive as the lists and instruments are, it is not clear that the college has a well-defined, prioritized, and consistent approach for collecting and analyzing data to measure student and other stakeholder satisfaction. There is no clear definition of which variables are collected and analyzed regularly nor which groups and individuals are included in the satisfaction surveys and measures.

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23

The institution has an opportunity to organize and focus the data that are being collected.

3R2	O	While NMSU Carlsbad's scores for ACT Student Opinionaire Survey (SOS) provided three results which appear to be in alignment with the national average, it is not evident how NMSU Carlsbad student satisfaction performance results compare in a longitudinal manner since only the most recent 2012 SOS is provided. The institution might benefit from a more comprehensive and longitudinal analysis and evaluation of these satisfaction results with application to annual strategic planning goals for the college.
3R3a	S	NMSU Carlsbad outperformed peer institutions in the categories of financial aid, college sponsored tutorials, college orientation, and parking services. With regard to advising, career services, job placement, recreational programs, library services, student employment services, cultural activities, and IT services results were similar to peer institutions.
3R3b	O	It is not evident that the college's analysis of its performance measures in building relationships with its students integrates trend analysis and segmentation into reporting results. Examining this issue may highlight strengths and pinpoint areas for improvement.
3R4a	O	Generally speaking, employee morale has been identified as needing improvement. For example, perceptions of respect given by colleagues and supervisors were comparatively lower than the comparison groups. Employee satisfaction and communication with Las Cruces remain opportunities for NMSU Carlsbad to address.
3R4b	O	NMSU Carlsbad utilizes the Noel-Levitz Employee Satisfaction Survey (ESS), Adult Learner Needs Surveys to identify stakeholder group needs, but it is unclear why the college recognizes Adult Student Learners as other stakeholders rather than a segment of its student population. The institution has an opportunity to develop more cogent reports that can be submitted to respective decision-makers and planners.
3R5	OO	NMSU Carlsbad provides no evidence that it measures and analyzes data or information of external stakeholder groups, such as employers, area high schools,

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24

or community leaders. By addressing this issue, the institution may gain a better understanding of its external stakeholder groups and how effectively it is meeting their needs.

3R6a	O	MNSU Carlsbad employees indicated they were less valued by their supervisors and had fewer opportunities for advancements than their comparative groups. The institution was also significantly below their comparison groups in three other categories of quality and improvement. Overall, NMSU Carlsbad ranked lower than its comparison groups in employee morale. These results provide an opportunity for the institution to improve through the Action Project process or other improvement efforts. Additional measures may enhance the ability of the institution to address stakeholder needs in other areas.
3I1a	S	NMSU Carlsbad has implemented several improvements in addressing student and other internal and external stakeholder needs by improving using the SWOT analysis process into the strategic plan. In addition, administration and staff have become more proactive in meeting and communicating with its external stakeholder groups on a more frequent basis.
3I1b	O	Missing from the discussion is a systematic and comprehensive strategic plan for the monitoring and evaluation of whether these needs are being met in an ongoing manner. The institution has an opportunity to gain additional power in its continuous improvement efforts if comprehensive strategic plans related to understanding student and other stakeholder needs are developed.
3I2a	S	NMSU Carlsbad's culture and infrastructure primarily operates through a committee structure that includes stakeholders from across the college. AQIP committees set and prioritize targets for improvement and submit action projects to the Steering Committee. The committee structure facilitates the exchange of information across all job categories and ensures that targets for improvement in every AQIP area are identified through a careful examination of data.

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25

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of New Mexico State University Carlsbad that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item   *Critical Characteristic*

OV4   NMSU Carlsbad's faculty is comprised of 40 full-time faculty and 51 part-time instructors. Every employee group (faculty, staff, administrative staff, and students) is represented on all governing committees which are aligned with the AQIP categories.

Here are what the Systems Appraisal Team identified as New Mexico State University Carlsbad's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

Item	*S/O*	*Comment*
4P1	S	In 2008, an external firm conducted a comprehensive salary study for all employee positions. The result of the study was an adjustment addressing salary inequities, a new position classification, and a new pay structure.
4P2	S	NMSU Carlsbad's hiring process is articulated in the NMSU Policy Manual and Search Committee Guidelines. The college adheres to a stringent policy that ensures all candidates are treated equally and all employees have the required credentials, skills, and values.
4P3	S	Supervision of personnel functions, including recruitment and hiring, is administered through the NMSU Office of Human Resource Services at the Las Cruces campus. Efforts to retain employees include orientation of new faculty,

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26

position-specific professional development training, salary increases for degree completion, tuition remission, and reduced costs at the campus HealthCare Clinic.

4P4	S	The college has instituted a formalized orientation process for all employees as the result of an AQIP action project. The orientation includes a meeting with the immediate supervisor and formal orientation. Full-time faculty are required to submit an annual "Allocation of Effort," which documents yearly goals and accomplishments in five categories. Exempt and non-exempt staff meet with department chairs or program managers for similar purposes.
4P5	S	The Executive Committee in conjunction with the human resource coordinator, Steering Committee, department chairs and program managers plan for long-term changes in personnel on a semester, annual, and tri-annual basis.
4P6	O	It is not clear how work processes are related to organizational productivity and satisfaction. With the recent shift to PeopleAdmin8, the institution has an opportunity to focus more precisely on how to bring together the quality indicators and the job classification system.
4P7	S	NMSU Carlsbad holds yearly college-sponsored workshops whose purpose is to inform all employees about best practices related to ethics in the work place. It also has processes in place to encourage ethical practice including a Conflict of Interest form that all employees must sign and FERPA training. It also utilizes a confidential reporting line called Ethicspoint through Las Cruces.
4P8	O	It is not clear how the college monitors the formal and informal processes that are used to determine employees' training needs. By not addressing this issue, the college may find it difficult aligning employee training with short-term and long-term planning and determining how training strengthens the college's instructional and non-instructional programs and services.
4P9	O	It is not clear that the college has an organized process to train and develop its faculty, staff and administrators so that they can contribute fully and effectively throughout their time with the college. Further, it is not clear that the college has a process in place that reinforces its employee training.

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27

4P10	S	A clearly designed employee evaluation systems is in place. The NMSU Carlsbad system follows that of NMSU Las Cruces, detailed in the NMSU Policy Manual. This evaluation system has a six-month probation for new non-exempt staff and a one-year probation for new exempt staff. Once the employee has permanent status, the supervisor reviews the employee's annual goals and objectives. The supervisor is responsible to align the goals with the goals and objectives of the college.
4P11	O	As a result of feedback from the college's 2008 AQIP Systems Portfolio, a successful action project focused on developing and establishing an employee recognition system. However, it is not clear how the college's current employee recognition system is organized, maintained, or what criteria are used to recognize employees for their performance.
4P12	O	NMSU Carlsbad uses a variety of methods to assess employee motivation including the annual Noel-Levitz College Employee Satisfaction Survey (ESS). It is not clear how the college determines, analyzes, and implements action plans for improvement on key issues related to motivation of faculty and staff that is conducted as an organized approach and integrated into planning processes.
4P13	S	The Facilities and Instructional Operations (FIO) Committee and the Campus Safety Handbook address campus safety issues. The NMSU Safety Department conducts regular visits and inspections on campus. The FIO Committee continually reviews campus safety concerns and offers suggestions for improvement.
4R1	O	NMSU Carlsbad administers the Noel-Levitz College ESS to its faculty and staff annually. No other measures are identified that are in use to assess valuing people. While standardized instruments have an important role to play in assessment, additional measures that are more specific to NMSU Carlsbad will help focus on issues that are peculiar to the institution. The institution may find more systematic methods including surveys to discover the employee needs that exist.

4R2a	OO	NMSU Carlsbad has had significant turnover in their administrative team. The new team is instituting changes to address the low scores in Noel-Levitz ESS, yet opportunities remain.
4R2b	OO	NMSU Carlsbad has the opportunity to provide additional comparative measures and longitudinal data for valuing people.
4R3	O	As far as is evident, these data have not been organized into a useful form. Other than the workplace environment questions from the ESS, no clear evidence related to productivity and effectiveness are presented.
4R4	O	The work environment results from the ESS place NMSU Carlsbad consistently lower than the comparison groups.
4I1	O	A list of improvements has been identified that suggests changes are taking place. It is unclear, however, what processes were involved in selecting these items and how important they are in light of the pressing issues that the institution faces of valuing people.
4I2	O	While the size of the institution has the potential to allow for widespread involvement in improvement efforts, it is not evident there are systematic processes and structures in place to provide focus to the ideas that are generated in valuing people.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading And Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of New Mexico State University Carlsbad that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item	*Critical Characteristic*
OV5	NMSU Carlsbad ascribes to the statewide goals for higher education; effective use of resources; service to New Mexicans; and accessible and affordable education. The institution also aligned the strategic plan with the AQIP categories.

Here are what the Systems Appraisal Team identified as New Mexico State University Carlsbad's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

Item	*S/O*	*Comment*
5P1	OO	It is not clear that NMSU Carlsbad has a definitive process by which the mission and values are clearly defined and reviewed for its own institution. To ensure that it is proactive in addressing current and anticipated needs of stakeholders and to develop operations that carry out the mission and values in an effective manner, the college may want to assess whether adequate processes and structures are in place to review and define its mission and values.
5P2	O	NMSU Carlsbad has the opportunity to set directions in alignment with its mission, values and commitment to high performance.
5P3	O	The process by which current and potential stakeholders' needs and expectations are considered are not delineated.
5P4	O	It is not clear whether the college has an organized process that helps leaders guide the organization in seeking future opportunities while enhancing a strong focus on students and learning.
5P5	O	The description of the decision-making process has a strong "silo" tone. The role of the teams and task forces with cross-sectional representation including the role of the AQIP action teams does not appear to be integrated in the decision-making process.

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30

| 5P6 | OO | It is not clear that the college has developed a comprehensive and systemic process for using data and information to report its own performance results in decision-making and planning. By not addressing this issue, senior leaders may find it difficult to demonstrate accountability and transparency to the college's various constituency groups. |

| 5P7 | O | Table 5P7.1 provides an inventory and analysis of the common channels of communication. The data and information does not include an analysis or description of how communication occurs between the levels and units of the organization. Based on the information in the table, the institution has an opportunity to further address its communication patterns. |

| 5P9 | O | It is not clear that the college's leaders have developed and deployed a comprehensive and systematic process to encourage the development of leadership skills among faculty, staff and administrators. It is also not clear that the college has a communication process that it uses to communicate and share leadership knowledge, skills, and best practices throughout the organization. By addressing these issues, NMSU has the potential for improving stakeholder morale and satisfaction. |

| 5P10 | O | It is unclear what systematic and defined succession processes are in place other than recruiting individuals from outside the institution. While the limited size of the institution makes succession planning a challenge, the institution may want to make sure contingency plans are in place for administrative changes as a way to ensure the sustainability of the college. |

| 5R1 | OO | There does not appear to be a well developed set of measures that specifically target issues related to leading and communicating. Specific longitudinal measures and evaluation processes may help improve the leadership and communication outcomes at the institution. The college has an opportunity to be more strategic and purposeful in coordinating and analyzing performance measures in this area. |

| 5R2 | OO | An unlabeled and unexplained table was presented in response to the issue of leading and communicating processes and systems. There is no discussion of the importance of the results from NMSU Carlsbad's perspective. |

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31

5R3	O	As noted in the portfolio, the institution needs to locate where and how to improve employee satisfaction.
5I1a	S	A key improvement was the hiring of a permanent campus president and other senior administrators.
5I1b	O	No response was given regarding how systematic and comprehensive the college's processes and performance results are for Leading and Communicating.
5I2	O	No response was given regarding how systematic and comprehensive the college's processes and performance results are for Leading and Communicating.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of New Mexico State University Carlsbad that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item   Critical Characteristic

OV6   A comprehensive set of student, administrative support services, and facilities and equipment are in place with committees identified that are responsible for aligning the services with the institution's mission and values. Many support services are outsourced to the NMSU Las Cruces campus.

OV7   All student and some HR data are stored in BANNER, which is managed by NMSU Las Cruces. Permissions are determined by campus supervisors who must apply to NMSU Las Cruces for access.

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32

Here are what the Systems Appraisal Team identified as New Mexico State University Carlsbad's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

Item	*S/O*	*Comment*
6P1a	S	NMSU Carlsbad uses Student Opinion and Adult Learner Needs surveys to identify student support service needs. It also uses student success rates (retention, passing courses, and graduation); student demographics and enrollment trends; use of library services, computer lab, tutoring services; and course evaluations. Another source used to identify support service needs of other key stakeholders is through its collaborations and memberships on campus and in the community.
6P1b	O	It is not clear what data the student support service surveys collect and how comprehensive their measures are. Also, a disparate list of other means of collecting information is identified, which appear to have varying degrees of reliability and validity. The college has an opportunity to develop a set of measures that more systematically and comprehensively collect meaningful data regarding the different support service needs of its students and other key stakeholders.
6P2	S	NMSU Carlsbad identifies faculty administrative support services needs from the annual faculty evaluations, governance committee structure, and Campus Quality and Employee Satisfaction surveys. It identifies staff administrative support service needs through the annual staff evaluations and Campus Quality and Employee Satisfaction surveys.
6P3	S	NMSU Carlsbad's Facilities Department, working with the Facilities Committee, continuously reviews campus safety and security. The department routinely conducts safety inspections and has prepared an Employee Safety Handbook of safety and security procedures. Safety and security issues are regularly addressed and communicated to campus personnel and students through the Office of Marketing & Publications.

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33

6P4	S	NMSU Carlsbad's Executive Committee manages the daily operations of the college's organizational functions and services. Committee members have an open-door policy to resolve problems. They conduct regular meetings with staff to share information and resolve problems and issues. At least one Executive Committee member is on each of the governance committees to help resolve problems or offer advice on a needed project. A student representative serves on each of the campus governance committees.
6P5a	S	Committee meeting minutes are kept in the Executive Office and posted online. Executive Committee Members are on the Steering Committee to communicate with committee members. A faculty senate representative and student representative attend Executive Committee meetings. Pertinent college information is disseminated at monthly faculty and Town Hall meetings and in the Campus Newsletter. Stakeholder concerns and opinions are addressed through Survey Monkey. Results are disseminated via campus e-mail and other types of communication channels.
6P5b	O	It is not clear that the college has a systematic and comprehensive approach to share knowledge and empower its key stakeholders. By addressing this issue, the college may be better able to achieve its vision of shared governance and open communication.
6R1a	S	Table 6R1.1 outlines the measures of student, administrative, and organizational support service processes that the college collects and analyzes regularly.
6R1b	O	Measures that are collected are not clearly defined, and a method outlining how the college analyzes its collected data is not addressed. To improve support services and effectiveness, the college may wish to establish a well-defined set of measures and framework for analyzing the data for decision-making and planning purposes.
6R2a	S	Table 6R2.1 shows that in NMSU Carlsbad's student satisfaction rating for Financial Aid, College-Sponsored Tutorials, College Orientations, and Parking were higher than the national norms for peer institutions. In the remaining ten student services areas, student perceptions of campus services did not have any statistical significance with national norms of peer institutions.

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34

6R2b	O	Data and information shown in Table 6R2.2 & 6R2.3 do not appear to address performance results. Specific measures for adult learners may be needed to help ensure that the college's student services are meeting the needs of its adult learners.
6R3	O	Survey results indicate employee concerns regarding efforts to improve quality at the campus as shown by the results for Efforts to improve quality are paying off at this institution are low. Since NMSU Carlsbad's managerial approach is on continuous quality improvement, it may wish to examine the factors affecting this result.
6R4a	S	In the college's governance structure, the Steering Committee is responsible for improvements in the campus environment. The Assessment Committee oversees assessment protocols.
6R4b	O	It is not clear how the improvements to services are connected to measures and results. To be more effective, the college may wish to implement a systematic and organized assessment approach that addresses the improvement of its organizational support areas.
6R5	O	NMSU Carlsbad acknowledges that it has an opportunity to focus on responding to employee concerns regarding its performance for Supporting Institutional Operations.
6I1a	S	NSMU Carlsbad made a number of improvements, including a new Allied Health and Student Transfer Center, and classroom and lab upgrades. Improvements have also been made in its safety and security infrastructure.
6I1b	O	It is not evident that the improvements to the college's Supporting Organizational Operations are related to the student services measures or results. Instead, the improvements listed here are primarily related to facilities, which are not operational. The college may want to develop processes that are more directly linked to measures, results, and improvements for all its operational support services.
6I2	O	It is not clear how the Steering Committee prioritizes the list of action projects and determines larger expenditures and employee time. The college has an

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35

opportunity to be more systematic and comprehensive in its approach to selecting

specific processes to improve and set targets for improved performance results in

Supporting Institutional Operations.

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to

manage itself and to drive performance improvement. It examines your institution's processes and

systems related to collection, storage, management, and use of information and data – at the institutional

and departmental/unit levels; institutional measures of effectiveness; information and data alignment with

institutional needs and directions; comparative information and data; analysis of information and data;

effectiveness of information system and processes; measures; analysis of results; and efforts to

continuously improve these areas.

Here are the Key Critical Characteristics of New Mexico State University Carlsbad that were

identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems

Portfolio section covering Category 7, Measuring Effectiveness:

Item	*Critical Characteristic*
OV7	All student and some HR data are stored in BANNER, which is managed by NMSU Las Cruces. Permissions are determined by campus supervisors who must apply to NMSU Las Cruces for access.

Here are what the Systems Appraisal Team identified as New Mexico State University Carlsbad's

most important strengths and opportunities for improvement relating to processes encompassed by

Category 7, Measuring Effectiveness.

Item	*S/O*	*Comment*
7P1	S	NMSU Carlsbad's IR Office has established a standardized system for collecting, managing, and distributing data that is drawn from multiple sources throughout the institution. Data and information are used to manage and support institutional processes, performance, and planning.
7P2	O	It is unclear how performance information related to planning and improvement is selected, managed, and distributed. The college may need to have a clearer

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36

plan for tracking the performance of improvement at its own campus by being more purposeful in using data as opposed to collecting it for others.

7P3	O	NMSU Carlsbad acknowledges that it needs to continue to create a systematic approach to identify, incorporate, and integrate the needs and priorities of key stakeholders in order to ensure that their input is integrated into the college's decision-making process.
7P4	O	It is unclear what performance data are collected at the institutional level or what criteria are used to analyze the results and share them throughout the institution. The college may wish to review how it collects, analyzes, and shares institutional performance results so that all stakeholders can participate in the institution's continuous quality improvement process.
7P5a	S	NMSU Carlsbad determines what data will be used for comparison with other entities from federal and state reports for the IPEDS system and other institutions within the NMSU system.
7P5b	O	It is not clear what process the college uses to determine needs and priorities for comparative data and information. Also, it is not clear what criteria and methods it uses to select the sources of comparative data and information within and outside the higher education community. By addressing these issues, the college may improve its process for determining institutional needs and priorities during the planning process.
7P6	O	It is not clear how departmental and unit data analysis is managed to ensure it is aligned with organizational goals. The institution may want to make sure data tracking is segmented to include performance results at the departmental and unit of analysis so that leadership can have a better understanding of the institution's overall performances at all levels.
7P7a	S	NMSU Carlsbad uses a centralized storage model to consolidate and control its data. This ensures the timeliness, accuracy, reliability, and security of its information system and related processes. The ICT manager is responsible for security and access control of data. The college follows industry standard protocols with regard to securing data both physically and logically. It uses the

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37

Microsoft Live cloud to store data and provide multiple tools and applications to remote sites.

7P7b	O	The timeliness and accuracy of secured data are not clear. By addressing this issue, the college may have more confidence in the validity and reliability of the data and information that it collects.
7R1	O	It is not clear what specific performance and effectiveness measures the college collects and analyzes on a regular basis. The college may need to assess and develop a better approach regarding the appropriate information and knowledge management effectiveness measures it requires for continuous improvement.
7R2	O	It is not clear that the college has implemented a systematic and comprehensive approach to meet its needs in measuring how effectively the organization is accomplishing its mission and goals since the portfolio does not provide complete coverage for this Item. By developing an approach that meets its organizational needs in a more systematic and comprehensive way, the college may be better able to determine how effectively and efficiently it is achieving its mission and goals.
7R3	O	NMSU Carlsbad has an opportunity to delineate more clearly how its processes for Measuring Effectiveness compare with other higher education institutions.
7I1a	S	NMSU Carlsbad has listed a number of changes for Category 7 that include: hiring of an institutional researcher; implementation of a data storage system; and implementation and training of a new Banner system.
7I1b	O	It is not clear what approach the college uses to identify the need for change even though a list of changes is provided for Category 7. It is also not clear whether or not the college reviews how effective these changes have been in improving the institution's operation once they have been implemented. By addressing these issues, the college may be better able to determine how effectively and efficiently it is achieving its mission and goals.
7I2	S	The Steering Committee sets the targets for improvement of performance results, and the Executive Committee approves the funding. Realignment of departments and creation of new unit chairs and program managers have contributed to more

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38

efficient and effective methods for gathering and reporting data, as shown by positive results in the areas of increased recruitment and maintaining financial sustainability. Also, key stakeholders and the IR Office have a role in setting internal and external benchmarks.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of New Mexico State University Carlsbad that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:

Item	*Critical Characteristic*
OV5	NMSU Carlsbad ascribes to the statewide goals for higher education; effective use of resources; service to New Mexicans; and accessible and affordable education. The institution also aligned the strategic plan with the AQIP categories.
OV8	A Steering Committee is responsible to solicit and oversee three- to four-year strategic initiatives from the AQIP committees. AQIP plans must address the existing constraints and potential problems in meeting commitment and value to the institution.

Here are what the Systems Appraisal Team identified as New Mexico State University Carlsbad's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

Item	*S/O*	*Comment*
8P1	S	NMSU Carlsbad's key planning processes implement the college's foundational statements and SWOT analysis, which incorporates input from a variety of stakeholders. Other key processes are the strategic planning of priorities,

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39

objectives, and goals; and development of AQIP action plans, program reviews, facilities, budget, enrollment management, information technology, and communication and marketing.

8P2a	S	Processes for developing both short- and long-term strategies are in place with the long-range strategies developed by the Steering Committee; and short-term strategies established at the college, department, and committee levels. Input is solicited from internal and external stakeholders. Relevant data is considered in developing strategies.
8P2b	O	NMSU Carlsbad recognizes an opportunity, with the advent of new leadership, to continue developing oversight for short- and long-term planning.
8P3	S	NMSU Carlsbad develops AQIP projects that align with the Strategic Plan and integrates them into its operations. Governance committees review data, develop measures for decision-making, and identify action plans.
8P4	S	Alignment and coordination of the planning process are accomplished through the governance structure. Department teams review and discuss strategies for their particular area of responsibility. Committees are responsible for aligning goals and projects with the college's mission. The Steering Committee has oversight of all planning.
8P5	O	The **P**ortfolio did not clearly describe how the campus defines objectives, selects measures, and sets performance targets for its organizational strategies and action plans. It is also not clear how these data are used in a systematic and comprehensive manner for benchmarking, identification of trends, or for a consistent overall organizational performance improvement. This is an opportunity for the campus to clearly describe this process.
8P6	O	While the Steering Committee and the Executive Committee review action plans and budget needs, a comprehensive long-term planning model is not described in the **P**ortfolio, nor is it evident how the process aside from funding allocation is measured, evaluated, or monitored on an annual basis. By identifying processes to link strategic action plans with needs, the college may be better able to match resources with current and future needs.

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40

8P7	O	It is not clear that the college has a component in its planning process that links its assessment of risks and how they are addressed. Development of a strategic and comprehensive risk management protocol may inform planning processes and efforts.
8P8	O	While NMSU Carlsbad has a process to determine if training needs are reasonable and attainable, it appears it is a reactive approach and it does not address what happens to the organizational strategies and action plans in terms of evaluating their effectiveness or if training is not feasible.
8R1	OO	The institution does not identify any direct measures of its planning processes and systems. While examining progress toward its short- and long-term strategic goals is important, the direct measures are needed as well to be able to assess the planning processes and systems accurately.
8R2	OO	Organizational strategies and action plans are not clearly evident. While Table 8R4 provides a number of results, no benchmarks are presented, data in the table is inconsistent in terms of years compared, and no targets or explanations are provided. **Thus,** it is not possible to determine performance or if the results are meeting the goals.
8R3	OO	No appropriate evidence is provided for this item. Table8R3 presents results without targets identified. For performance results to be useful, targets need to be identified so that success or lack of success can be determined.
8R4	O	NMSU Carlsbad shows mixed results with their comparison with New Mexico community college statewide averages. In addition to an enrollment decline from 2010 to 2011 NMSU Carlsbad's retention rates, program success rates, student success rates, employee overall satisfaction rates, and workforce placement rates are lower than the statewide average. The college may want to add a discussion of the data so that the dynamics that are at work are understood.
8R5	OO	NMSU Carlsbad has provided a list of data that are collected and submitted to external organizations, but no additional data are provided to determine whether the organization is meeting its identified goals or is effective. The institution **may need** to consider adding direct measures of its improvement system.

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41

8I1	O	It is not clear how the list of improvements is related to the Planning Continuous Improvement system. Furthermore, it is not clear that the improvements have been dealt with systematically or comprehensively.
8I2	O	A centralized Steering Committee with representation from the governance groups helps to create an infrastructure for shared decision making and communication in this area. However, a culture of planning continuous improvement is not clear in the portfolio. Few processes and targets for improving performance results are evident. The institution may want to assess the improvement systems that it describes as being in place to better understand how to select specific processes to improve and set targets for this area.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of New Mexico State University Carlsbad that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:

Item   *Critical Characteristic*

OV5   NMSU Carlsbad ascribes to the statewide goals for higher education; effective use of resources; service to New Mexicans; and accessible and affordable education. The institution also aligned the strategic plan with the AQIP categories.

OV7   All student and some HR data are stored in BANNER, which is managed by NMSU Las Cruces. Permissions are determined by campus supervisors who must apply to NMSU Las Cruces for access.

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42

Here are what the Systems Appraisal Team identified as New Mexico State University Carlsbad's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

Item	*S/O*	*Comment*
9P1a	S	The relationship with the local Carlsbad Municipal School Board of Education provides a good example of the relationship NMSU Carlsbad has with one other educational organization.
9P1b	O	The general processes and structures that are involved in creating, developing, and building relationships with educational institutions and other organizations from whom it receives students are not evident. To effectively create positive relationships the college may need to establish processes and structures.
9P2	S	Multiple methods are used to build relationships with employers that depend on students and graduates. This includes the involvement of faculty and staff in the community and organizations. In addition, NMSU Carlsbad maintains relationships with other public colleges in the state through the newly created New Mexico Education Department's Assessment Task Force. This helps to coordinate transferability of credits, especially since the task force has mandated the transferability of general education courses from one college to another.
9P3	S	Both individual efforts and systematic processes are used to create, prioritize, and build relationships for services.
9P5	S	NMSU Carlsbad creates, prioritizes, and build relationships with education associations, external agencies, consortia partners, and the general community through its membership and interaction with the New Mexico Association of Community Colleges, partnerships with the Small Business Development Center, Manufacturing Sector Development Program, Carlsbad Community Development Corporation, Artesia Vocational and Technical Training Center, and Artesia Outreach Center, and New Mexico Library Association.
9P6a	S	Members of the Steering and Stakeholders Committees are members of various community organizations. Program directors meet regularly with campus administrators to report on progress they are making toward their objectives. The

dual credit coordinator communicates with high school partners. The college president reports monthly to the local school board and meets regularly with the college's partners. The Executive Committee reviews all partnerships on an annual basis to ensure that our partner needs are satisfied.

9P6b	O	Direct communication is described as the primary method of ensuring that the needs of partners are being met. While this is one aspect, specific measures may be needed to ensure the needs of the partners are being met.
9P7	S	The college has developed a structure to allow for relationships between and among departments. This includes a governance structure in which the chairs of various AQIP focused committees are members of the Steering Committee. Other ways that relationships are built include Town Meetings and monthly meetings of faculty and department chairs. The president addresses the faculty and staff through various communication channels throughout the year.
9R1	O	Data collected with respect to collaborative relationships are outcome data that may be very important to the institution. It does not, however, assess elements related to the relationship the college has with its partners including internal relationships. Measures that are directly related to the needs of the collaborative relationship may be needed to be able to improve the relationship.
9R2	OO	While the college measures a number of inputs (usage, enrollments) of its collaborative relationships; there are no measures of effectiveness indicated in the Portfolio.
9R3	O	It is unclear what the targets are and trends within each relationship. More clearly focused measures may be needed to assess the performance of the processes.
9I1a	S	NMSU Carlsbad has implemented a number of recent improvements to enhance external stakeholder relationships including hiring new staff, developing new programs, and a new structure for the Citizens Professional Advisory Committee. The most noted is the new recruitment/dual credit coordinator.

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44

9I1b   O   A list of changes is presented. It is not clear if the changes are improvements since the basis of the change is not clear and no evidence has been presented to determine if there was a need.

9I2a   S   NMSU Carlsbad's committee structure facilitates the exchange of information across all job categories and ensures that targets for improvement in every AQIP area are identified through a careful examination of relevant data. The Steering Committee sets targets for improved performance results for building collaborative relationships.

9I2b   O   The continuous improvement structure is aligned with the nine AQIP categories. How the campus culture supports processes or the structure for improvement is unclear.