

# New Mexico Military Institute - NM

HLC ID 1503

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OPEN PATHWAY: Reaffirmation Review

Review Date: 9/14/2020

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## Context and Nature of Review

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### Review Date

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9/14/2020

#### Mid-Cycle Reviews include:

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

#### Reaffirmation Reviews include:

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

### Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)
  
- COVID-19 Response Form

## Institutional Context

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New Mexico Military Institute (NMMI) is a four-year college preparatory high school fully integrated with a junior college and service academy preparatory program. NMMI is located on 45 acres on the North Hill in Roswell which has a population of approximately 48,000 and which is in southeastern New Mexico. The school serves a highly diverse student population which prepares them for a place within a global society. The NMMI students, called cadets, are organized in the tradition of a military cavalry regiment composed of a regimental headquarters, squadrons, and troops. NMMI cadets may seek to become United States army officers through membership in the Early Commissioning Program, other students may plan careers in the military, complete a high school education and then continue to earn an associate of arts or science degree. A portion of the student body attends for the full six years.

## Interactions with Constituencies

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Note: The majority of the peer review team conducted the review virtually, with one team member on-site due to the COVID-19 pandemic.

Opening Session with President and Staff: Academic Dean/CAO, Chief of Staff, Chief Financial Officer, Athletic Director, Acting Commandant

Session with the President and two peer reviewers

Open Forum Session - Criterion 5: Associate Dean (AD) Humanities, Assurance Argument Writer, Director of Admissions, Chief Financial Officer, Comptroller, Director Toles Learning Resource Center, Librarian/Department Director of Horgan Library & McBride Museum, Librarian II, Alumnus

Staff Employees Session: Assistant Human Resources Director, Protocol/Entertainment Coordinator, Special Projects Analyst, Administrative Assistant, Skilled Trades Manager

Federal Compliance Session: Institutional Research Officer, Assistant Director of Admissions, Director of Financial Aid, Registrar

Open Forum Session - Criteria 3 and 4: Faculty Curriculum Planning, JROTC SAI, Faculty Chinese and Spanish Language, Faculty English (1), Director Toles Learning Resource Center, Alumnus

Online and IT Session: Deputy Director Toles Learning Center, Director of IT, Academic Technologist, IT Data and Systems Administrator, Computer Lab Manager and Division Technician

On-Campus Luncheon with 12 student cadets and peer reviewer

Finance and Administration Session: Chief Financial Officer and Asst. Chief Financial Officer, Comptroller, Internal Auditor

Faculty/Faculty Senate/Faculty Development Session: Faculty English (2), Faculty Securities Studies, Faculty History, Faculty Political Science and HS Government, Faculty Mathematics and Computer Science, AD Math and Science

Student Services Session: Director Toles Learning Resource Center, Deputy Director Toles Learning Resource Center, Director of Domestic Admissions, Director of Financial Aid, Academic Success Coordinator, Registrar, Director of Franklin Counseling Center, Athlete Academic Advisor, Director of International Affairs

Institutional Effectiveness/HLC Academies Session: Academic Dean/CAO, Institutional Research Officer, Faculty Curriculum Planning, Director Toles Learning Resource Center, Registrar, Faculty English, Faculty Math

Associate Deans Session: AD Math and Science, AD Social Sciences, AD Humanities, Vice Dean, AD Physical Fitness

Transcript Review: Registrar and on-campus peer reviewer, Special Projects Analyst

Open Forum Session Criteria 1 and 2: SPCO (Chief), Service Academies Preparatory Director, Faculty Communications, Head Coach - JC - Basketball/HPER (Director of Programs), Director Toles Learning Resource Center, Faculty Cadet Academic Services, Alumnus

Curriculum and Standards Committee Session: Vice Dean, AD Humanities, AD Physical Fitness, Director Franklin Counseling Center, Faculty Senate Chair, Faculty English

Assessment Task Force Session: Institutional Research Officer, Faculty Curriculum Planning, Faculty, Faculty English, Faculty Computer Literacy/Computer Science, AD Math and Science, AD Social Sciences, Director Toles Learning Resource Center, Acting Commandant, JROTC SAI, Faculty Mathematics, Academic Counselor, Faculty Chemistry

Board of Regents Session: Board of Regents Secretary, Board of Regents Member, Institutional Research Officer

Facilities/Economic Development/Foundation Session: Director of Facilities, President and CEO of the Foundation, Director of Alumni Relations, and Institutional Advancement

Human Resources Session: Assistant Human Resources Director, Human Resources Benefits and Compensation Analyst, Chief Financial Officer

Closing Remarks Session: President, Academic Dean/CAO, Chief of Staff, Chief Financial Officer, Athletic Director, Acting Commandant

Meeting with a total of 15 faculty (excluding ADs who also teach) and 12 student student cadets

## **Additional Documents**

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Additional evidence relating to criteria 4 were requested by the HLC review team. NMMI submitted the information which located as 4 separate entries in the addendum.

# 1 - Mission

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

## 1.A - Core Component 1.A

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

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

## Rating

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Met

## Rationale

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New Mexico Military Institute's (NMMI's) mission was developed through a process suited to the context of the institution. NMMI is a member of the Association of Military Colleges & Schools of the United States (AMCSUS) which underscores the investment in cadets of the future and the whole person in a global society. This is complemented by the NMMI Board of Regents Policy Manual in 2019, and Vision125 in 2017.

NMMI supports the overarching mission of the association as demonstrated in its 2020 Strategic Goal A objectives. The mission is prominently displayed on its website, as well as in its learning system composed of a three-pronged learning model, and the Academic Academy foundational minutes (2018). Meetings with Board of Regents members verified NMMI as an institution that continually strives to follow its mission and vision.

The strategic planning process integrates its mission and value throughout many facets. This includes NMMI's overarching goals/objectives, learning outcomes, programs and initiatives, curriculum, assessment, evaluation, and accountability. It also has a closing the loop feature of feedback and gap analysis.

NMMI clearly displays its mission through public information. There are several examples from

billboards to the annual snapshot poster to parent briefings.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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

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

### Rating

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Met

### Rationale

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New Mexico Military Institute's (NMMI's) educational role is to serve the public in many ways. The Community Service Annual Summary Report (2019-2020) highlights various educational community events such as the Celebration of Roswell, Alzheimer's Walk Opening Ceremony, Veterans Programs, Western Alliance for Community College Academic Leaders. Also, Science Nights, the Science Olympiad and the Cadets for a Cure, a month-long series of events campaign to increase awareness of all types of cancer, support the institution's educational role internally and externally.

Events such as Big Brothers and Big Sisters, blood drives, youth groups and sport groups, Habitat for Humanity show that NMMI's educational responsibilities take primacy over other purposes. There is evidence that the institution engages with its external constituencies and responds to their needs. Above all, it is part of NMMI's mission to prepare future leaders and to participate in internal and external activities. NMMI provides a list of Cadet community activities. The NMMI newsletter Dispatches gives a thorough insight into the institution's local, regional, and global engagement.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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

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

### Rating

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Met

### Rationale

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New Mexico Military Institute (NMMI) clearly shows that inclusiveness is one of its main foci. The institution's diverse population is highlighted in the Census Bureau Quick Facts and in the Corps Profile and Yearbook Compilation. The latter highlights a variety of all-inclusive events that is all gender as well as international teams and clubs.

As part of the Strategic Plan 2020, one of NMMI's strategic goals is to maintain and develop organizations and processes to meet .... the challenges and educational needs of a global society and those who will become its leaders. The Strategic Plan highlights NMMI graduates as relationship builders between learning institutions.

The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations. Examples include NMMI's close relationship with the military services through the federal service academy preparatory and voluntary early commissioning programs. Responses on a Likert Scale relating to cultural diversity on the Cadet Life Survey indicate a climate of respect among all genders. During the visit, it was determined that female cadets make up an increasing number of leadership positions within the cadet corps. NMMI is also a member of the Hispanic Association of Colleges and Universities (HACU).

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **1.S - Criterion 1 - Summary**

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

### **Rationale**

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New Mexico Military Institute's (NMMI's) mission is clear and articulated publicly and guides the institution's operation as documented in the assurance argument and verified by online interviews with students, staff, and faculty. The mission was developed through a process suited to the context of the institution and approved by the appropriate governing bodies.

Clear evidence exists that NMMI's strategic planning process encompasses the mission and related statements. Pre-COVID-19 community events and outreach have been documented and provide support that NMMI serves the community and public good. The enrollment profile is consistent with the mission documents as evidenced by publicly accessible data and information.

NMMI focuses on integrating its mission and value statements as demonstrated in its 2020 Strategic Goal A objectives. The mission is prominently displayed on its website, billboards, annual snapshot and recruitment materials.

Evidence is provided that highlights a variety of all-inclusive events that is all gender as well as international teams and clubs. Furthermore, the institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

## 2 - Integrity: Ethical and Responsible Conduct

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

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

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

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

### Rating

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Met

### Rationale

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New Mexico Military Institute (NMMI) is guided by New Mexico State Statutes and aligns its mission and purpose with that of the Association of Military Colleges and Schools of the United States (AMCSUS) for military schools. Selected Board of Regents members confirmed their responsibilities which include governing authority, fiduciary obligations, and approving goals and policies that guide the institution. NMMI makes its policies available through its governing documents, handbooks, policy statements, as well as the website.

The Finance and Audit committee of the Board includes no fewer than two Regents who provide oversight of financial, academic, personnel, and auxiliary functions. The rules and policies governing the business and financial functions of the institution are expressed with significant detail in the accounting and business policies and procedures manual.

Evidence of the policies and ethical functions of academic operations are exhibited in the course catalog, Faculty Handbook, and Operations and Procedures Manual. The supporting system, Ellucian Power Campus, ensures secure processing of registration, grades, and payments. Using Canvas as their Learning Management System, students have access to course materials through this enhanced learning environment. Students are assigned an academic advisor to ensure they are guided through their studies as efficiently as possible. Student plans for graduation are audited to affirm all academic requirements have been met in their final semester leading up to graduation.

A review of the provided policies and those on the Human Resource's webpage demonstrates and clearly communicates the institution's integrity through their equal opportunity employment, non-discrimination, Title IX, whistleblower protections, confidentiality, and records retention.

Student conduct conveyed in the Blue Book (student handbook) (sections 1.9, and Chapter 8) outlines

the expectations of student (cadet) code of conduct. The process for reporting infractions to the honor code and all forms of misconduct, including disciplinary actions, are laid out in the Blue Book.

A review of the institution's policies for its Board of Regents, administration, faculty, and staff, and students demonstrates a commitment to fair and ethical behavior. The Board of Regents Policy Manual articulates the duties and responsibilities of the Board as well as each committee and conflict of interest. The institution provided complete copies of various policy and procedure manuals to demonstrate a commitment to fair and ethical operations.

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

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*No Interim Monitoring Recommended.*

## 2.B - Core Component 2.B

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

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

### Rating

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Met

### Rationale

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New Mexico Military Institute (NMMI) regularly updates information regarding programs, faculty, costs to students, governance structure, and accreditation through its webpages. The institution's webpage is the primary tool for communications to current and potential students, stakeholders, the public, and accreditors. Additionally, information is shared through the course catalog, marketing and admissions materials, handbooks, magazines, and financial information. Tuition and fees are reviewed by the Board of Regents annually in December and updated across the institution by mid-January. The catalog is available on the webpage and serves as a source to communicate academic and enrollment policies, course descriptions, and program requirements.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

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

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

### Rating

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Met

### Rationale

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New Mexico Military Institute (NMMI) provides orientation to the Board of Regents members that covers the institution's history, familiarization with the operational matters, staff, and expectations. The training includes additional information on board policies, institutional policies, and several state acts that impact the Board. This was confirmed during the visit with members of the Board.

Board policies outline the requirements for oversight and approval of the annual budget and financial information, tuition and fees, as well as sub-committees that address operations of the institution, academics, cadet life, student services and support, finance, athletics, and alumni relations. These policies ensure the Board and administration maintain strategic focus and fiscal responsibility relative to the operations of the institution.

The Board of Regents encourages reasonable input of relevant interests of both internal and external constituents during its decision-making deliberations through various means. Through its sub-committees, the Board has internal constituents to examine the various institutional matters related to cadet life, academics, finance, support, and alumni.

The Board appears to be sufficiently autonomous to undue influences, allowing it to make decisions that best fit the interest and needs of the Institution. This was confirmed during the visit.

The Board of Regents delegates the daily administrative duties to the president (BORPM page 13, Sections 8 and 9). Faculty are entrusted to oversee the curriculum. Board minutes reveal a commitment to improving the institution and fulfilling its mission.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

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

### Rating

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Met

### Rationale

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New Mexico Military Institute (NMMI) is committed to the principle of freedom in teaching, scholarly work, and publication. These principles are outlined in Section M of the Faculty Handbook. The vision compels faculty to lead students to “be leaders capable of critical thinking and sound analysis”. To realize this aim, faculty have the freedom in research and in publication. The Faculty Handbook, consistent with AAUP principles, includes language regarding academic freedom and professional ethics in the pursuit to teach their subjects in a manner that best meets the needs of students.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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

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

### Rating

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Met

### Rationale

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New Mexico Military Institute (NMMI) places emphasis on academics, athletics, and leadership development. The institution conducts a variety of surveys and focus groups, through its Institutional Research Office, to better understand the institutional climate for both students and employees, student college readiness, accreditation and federal compliance data, and other items associated with quality improvement. Evidence of the types of surveys and accountability are found in the Strategic Plan 2020 Annex 3, page 256.

NMMI faculty and/or staff completing thesis or dissertation research involving human subjects, yield to the IRB of the degree-granting institution. Permission to conduct research is given by the office of the Chief Academic Officer. Support for professional development is awarded through faculty development grants as well as professorships and endowed chairs.

NMMI's Academic Academy Integrity Curriculum teaches all incoming first-time students about academic integrity. Prior to the start of classes, students learn about plagiarism, cheating, unauthorized collaboration, and other forms of academic dishonesty. The Cadet Honor Code provides expectations of behavior and are reinforced through each course syllabus. Additional training through the First Year Seminar includes information on skills and habits for success and ethical conduct of research and the use of information resources.

The institution enforces policies for academic honesty and integrity in several publications, webpages, and manuals. Students are provided training and issuance of the Blue Book which contains a section on the Cadet Honor Code. Student violations of the honor code may be reviewed by the Honor Board. Members of the faculty and staff are held to the policies of honesty and integrity set forth in the Board of Regents Policy Manual and Operations and Procedures Manual.

### Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

## **2.S - Criterion 2 - Summary**

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

### **Rationale**

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New Mexico Military Institute (NMMI) demonstrates that it operates with integrity in its day-to-day operations, as well as its interactions with faculty, staff, students, and community. It was evident and clear through the interviews that integrity is at the core of NMMI. NMMI's materials and website accurately reflect an honest view of the institution's academic offerings, admissions requirements, costs, governance structure, and accreditation relationships. The governing board acts independently with intentionality to govern through policy and not day-to-day management. The faculty of NMMI are committed to a quality educational experience with the highest regard for integrity.

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

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

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

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

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

### **Rating**

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Met

### **Rationale**

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Evidence gathered at meetings during the visit supports the mission of New Mexico Military Institute (NMMI) as a secondary and post-secondary learning institution that prepares its graduates to lead in a global society through completion of AA/AS degrees. NMMI achieves this goal through curriculum development that instills knowledge, skills, characteristics, traits, values, competencies, and experience necessary to become a leader. NMMI's curriculum is developed through the use of learning goals and utilizes a five-tiered learning outcomes approach. These learning goals can be found in NMMI's catalog and on course syllabi.

During the visit associate deans revealed that NMMI's student learning outcomes are assessed through the collection of artifacts. In the fall of 2019, NMMI adopted the revised New Mexico state standards for general education which include basic skill outcomes modeled after the VALUE Rubrics from AAC&U and a common course numbering system. The outcomes align with NMMI's four-year partners in 2-2 articulation agreements and are in the catalog, course syllabi, and website. The common course numbering system allows NMMI to transfer course work seamlessly to other New Mexico public or participating tribal institutions.

In addition to the specific assessment tools developed and utilized by the Assessment Task Force, the faculty and associate deans employ student feedback tools and locally developed surveys such as the Cadet Life Survey. Currently NMMI does not offer dual credit courses and in response to COVID-19, has only recently added online courses to the 2020 fall schedule.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

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

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

### Rating

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Met

### Rationale

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New Mexico Military Institute's (NMMI's) General Education program utilizes a framework that provides a broad exposure to content areas and essential skills which follows the State of New Mexico's general education model. Each general education course must contain three essential skills from communication, quantitative reasoning, critical thinking, information and digital literacy, and personal and social responsibility.

NMMI is a residential school that practices the elements of a structured military lifestyle. The institution promotes diversity by housing students with different ethnic backgrounds. Per a conversation with the President, NMMI hired a Director of International Affairs to serve as a diversity coordinator and establish programs that support global learning. During the visit NMMI's commitment to promoting diversity was evident. NMMI's culture-oriented clubs such as the Native American Club and South Pacific Islander Club recruit from all the student body and host cultural awareness events throughout the year.

During the visit the executive leadership team, faculty leaders, and Faculty Senate confirmed that faculty routinely engage in graduate-level coursework. Also, the NMMI Foundation and Alumni Relations verified support for scholarly efforts and professional development. NMMI supports student discovery of knowledge through a variety of activities and events.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

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

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

### Rating

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Met

### Rationale

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New Mexico Military Institute (NMMI) maintains a complement of full time faculty and employs adjunct instructors. NMMI is designated as a Hispanic Serving Institution serving a combined Hispanic student population (Hispanic + Hispanic-Multi) of 32.1%. However, the institution employs a full-time faculty staff comprised of 77.78% Caucasian and 14.29% Hispanic. Furthermore, the total minority population at NMMI is 69.4%. While these numbers may not reflect an overall composition of its faculty representing the constituencies it serves, meetings with the President, associate deans, and faculty suggested that NMMI is committed to hiring new faculty that better align with its demographics.

NMMI employs a total of 87 tenured and non-tenured faculty. All college faculty are required to have a master's degree and 18 hours in a specialized discipline, or to complete academic requirements within five years of employment. This was confirmed during the onsite review of faculty credentials.

Probationary faculty disclosed that faculty assessment is an embedded continuous process for understanding, confirming, and improving cadet success. The faculty evaluation process is overseen by a team of peers and includes announced and unannounced classroom observations, review of duties, and volunteer efforts. Students have access to faculty through regularly designated times. This was confirmed during the visit.

All NMMI employees are required to submit a background check and provide official transcripts and documents related to their position. Members who work in the financial aid office are required to participate in two annual trainings.

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

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*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

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

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

### Rating

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Met

### Rationale

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New Mexico Military Institute (NMMI) provides comprehensive learning support services to meet student learning needs at all skill levels. Student support services include new student orientations, testing services, academic advising, counseling services, and tutoring. Students are assigned an academic advisor to plan short-term and long-term class schedules. Students have continuous access to advisors while enrolled. The financial aid office is adequately staffed and assists students in determining school-based and federal-based aid.

Recently, NMMI added an academic success coordinator who monitors cadet success via the Early Warning System. During the visit associate deans and faculty members disclosed that data collected via the Early Warning System identifies students who may be experiencing difficulties adjusting to the rigor of college life. Placement testing is available for math and English and is conducted prior to the begin of the semester. During college orientation students are assigned an advisor for the duration of their time at the institution.

Data from the Cadet Life Survey, in conjunction with the site visit, confirmed modern facility planning. The Director of Facilities disclosed that over the course of the last decade, the institution has been updated with \$78,725,748 in capital expenditures for physical plant renewal. The onsite team member confirmed with a faculty member that the geology lab was current and that resources were readily available by request.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

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

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

### **Rationale**

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New Mexico Military Institute (NMMI) has a well-developed student support system that considers the skill levels and financial context and spans the entire student experience. It includes new student orientations, testing services, academic advising, counseling services, and tutoring. Furthermore, NMMI views assessment as a focal point. Recently, NMMI added an academic success coordinator who monitors cadet success via the Early Warning System to provide timely support to cadets. This was verified during the visit.

NMMI hired a Director of International Affairs to establish and maintain programs that support global learning and to demonstrate the institution's commitment to diversity. This position coordinates NMMI's efforts to recruit and support international students and to provide international study opportunities for NMMI students.

Scientific laboratories are well supplied and fitted with the latest equipment. During the visit, the onsite peer reviewer noted the use of UV light for sanitizing instructional space. The Paul Horgan Library provides support to faculty and students in the proper use of information and the access to electronic resources.

## 4 - Teaching and Learning: Evaluation and Improvement

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

### 4.A - Core Component 4.A

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The institution ensures the quality of its educational offerings.

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

### Rating

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Met

### Rationale

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New Mexico Military Institute (NMMI) demonstrated the responsibility for the quality of its educational offerings, learning environments, and support services through its annual strategic and continuous improvement efforts. The institution has made significant strides in developing and revising its program review process and is working to implement and use the results to inform decision making. While the full implementation was delayed from spring 2020 due to COVID-19, the institution is completing the AA program review this fall.

NMMI evaluates all credited transcripts according to generally accepted higher education processes. It accepts credit from regionally accredited institutions and has a process for faculty to evaluate credit on a course by course basis from non-accredited institutions and for interpreting international credit. Numerous pieces of evidence support this process. NMMI uses standards set by the American

Council on Education for CLEP exams and provides additional opportunities for credit through the ACTFL exam.

NMMI maintains authority over the prerequisites, academic rigor, and expectations of student learning outcomes through a process that begins in a Curriculum and Standards committee with faculty representation. Acceptable proposals are routed for approval or denial by the Faculty Senate. If approved, the proposal is sent forward to the Academic Dean/CAO and President.

Faculty qualifications are evidenced by the Faculty Handbook and meet HLC guidelines. NMMI does not offer an external dual-credit program but does allow its own eligible high school students to co-enroll in college-level courses for both high school and college credit through approval of the vice academic dean.

NMMI does not offer vocational or technical programs that would be eligible for specialized accreditation. The NMMI ROTC program complies with the standards set by the U.S. Army Cadet Command.

NMMI evaluates the success of its graduates using data from the National Student Clearinghouse (NSC), alumni surveys, and review of academy preparatory student cohorts. The current IPEDs graduation rate is 38% and the institution continues to work on persistence and retention. NMMI demonstrated through NSC data that students transfer successfully to over 100 institutions.

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

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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

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

### Rating

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Met

### Rationale

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New Mexico Military Institute (NMMI) as evidenced in its mission statement and academic catalog is committed to the student success and outcomes of its students. It has participated in HLC's Assessment Academy and the Persistence and Completion Academy with efforts that focused on data collection, assessment, and institutional improvement. Based on comments from the HLC review in 2011 and confirmed in interviews during the visit, NMMI has made significant strides in designing and implementing a robust assessment process.

NMMI has an assessment of student learning process that incorporates the institutional and general education outcomes (Tier 1 and 2), departmental outcomes (Tier 3) and course level outcomes (Tier 4). The process has been enhanced by a more deliberate data collection through an assessment database and Canvas learning management tools. Training is provided to faculty and staff, and the Assessment Task Force (including faculty representation) is responsible for maintaining and growing active participation

The institution has a plan to collect more actionable data on Leadership and Physical Well-Being, two of the Tier 1 institutional outcomes. Course level assessment appears to be robust with data collected over several years. Data are analyzed at both the course level and the individual student level.

NMMI uses information from the annual strategic planning process to improve student learning for Tier 1 and Tier 2 outcomes. There is little evidence to suggest at this time data are used to inform future teaching, curricula or assessment methods or allocation of resources. In discussions with the Assessment Task Force, departments and faculty use the data from assessment to inform curriculum decisions, textbook adoptions, and changes to assignments.

NMMI uses fundamental good practices in assessment with substantial input from faculty and educational staff. The Faculty Handbook declares all assessment of student learning outcomes as central to its role. Student learning outcomes are required on each syllabus.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.C - Core Component 4.C

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

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

### Rating

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Met

### Rationale

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New Mexico Military Institute (NMMI) has pursued educational improvements in retention, persistence, and completion by participating in HLC's Persistence and Completion Academy beginning in 2014. At its conclusion, NMMI joined the Student Success Academy in 2019.

NMMI's defined goal for persistence and completion is that all students are given the opportunity to complete their program. However, as NMMI works through the refinement of this goal through the Student Success Academy, evidence indicates that students are achieving their goals, but not necessarily completing the program.

There is evidence to support that NMMI uses information on student retention and persistence to make systemic improvements. Of note, an Early Warning System was developed, data are collected and reviewed as part of the Cadet Life Survey, and in 2019 a planning unit responsible for this information was added to the strategic planning process.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **4.S - Criterion 4 - Summary**

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

### **Rationale**

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New Mexico Military Institute (NMMI) has systems in place to ensure the quality of its educational offerings and the ongoing assessment of student learning. There is ample evidence that the institution also evaluates and develops strategies to improve retention, persistence, and completion.

While NMMI has not had the opportunity to fully implement its newly designed program review process for the AA/AS degrees, it recognizes the importance of this activity and is actively engaged this semester.

The institution uses information gained from assessment to improve student learning. Current efforts have focused on the academic outcomes but NMMI has plans to work on the other critical institutional outcomes of Leadership and Physical Well-Being.

The institutional efforts are evidenced by NMMI's participation in the HLC academies and the associated planning and implementation of strategies developed through these experiences.

## 5 - Institutional Effectiveness, Resources and Planning

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

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

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

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

### Rating

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Met

### Rationale

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New Mexico Military Institute (NMMI) upholds the principle of shared governance by engaging stakeholders in the strategic planning process. This is evidenced by the involvement of the Board of Regents in approval of the Faculty Handbook and related policies and procedures developed by the Faculty Senate and confirmed during the visit. Faculty Senate attends the Board of Regents meetings and has standing monthly meetings with NMMI's leadership. Furthermore, the Operations and Procedures Manual aligns with shared governance principles. Evidence indicates employees have discussed matters related to the institution's policy and procedures.

Strong evidence exists that the institution uses data in making informed decisions. The Strategic Plan 2020 and related components have a well-defined process of planning that includes establishment of benchmarks, measurement, and decision making. Furthermore, the process has many levels of collaboration and input into the strategic planning process. Multiple surveys and data sources are used in annual measurement and planning exercises. Notable is the Strategic Initiative Project process that begins with data driven evidence, presentation of the issues and input from a varying perspective in making final recommendations.

The adoption of the Faculty Handbook is evidence of a cooperative effort by the administration and the faculty in setting academic requirements, policy, and processes. Furthermore, academic divisions present changes before the Curriculum and Standards committee for vetting and approval. The

Faculty Senate provides final approval for curriculum changes and course approval as provided by the Curriculum and Standards committee. While evidence exists, that students are engaged and have avenues for shared governance on non-academic issues, the institution notes that Regimental Staff will be involved in academic issues in the future.

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

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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

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

### Rating

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Met

### Rationale

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New Mexico Military Institute (NMMI) has qualified and trained operations staff as indicated by establishment of hiring guidelines, staff development policies and related human resource goals. Further evidence is provided by NMMI's Accountability Plan (IAP) related to Human Resources which identify eight benchmarks related to retention of employees, compensation targets, sabbatical funding, faculty award funding, maintaining effective employee to cadet ratios, staff development, staff diversity, human safety, Title IX, and sexual harassment preventing training. These benchmarks are measured and reported in the Annual Purpose Accountability Report (APAR) section of the Strategic Plan 2020 Annex 3 - Accountability.

The institution provides evidence supporting the planning for and attention to facilities, equipment, and technology. The five-year funding plan outlines short-term and long-term facility needs. The Technology Plan details vision, purpose, and principles toward the support of the institution's mission and vision into 2024. The institution documented support of resource planning by Strategic Goal C, as well as other related goals as in Strategic Goal A relating to internal and external communications. NMMI's Accountability Plan and related Annual Purpose Accountability Reports identify goals, benchmarks and accountability directly related to facilities and information technology.

NMMI has a well-developed budgeting process. The process begins with a "call for budgets" that links requests to strategic planning; furthermore, the budget process aligns with prioritized strategic initiatives. Budget documents provide flexibility for funding requests within the framework of strategic planning as evidenced by the "Supplemental Budget Request Narrative." During the visit evidence that the institution's fiscal allocations are broadly applied and aligned with the Strategic Plan was affirmed.

The Financial Statements with Independent Auditor's Report provides a comprehensive look at NMMI's financial position. The Board of Regents internal auditor allows additional evidence of

effective monitoring of finances. The institution provides further evidence of monitoring finances via the IAP and associated APAR.

Annual analysis indicates expectation of a clean audit opinion for 2020. NMMI's rating has exceeded the annual benchmark of greater than A1. April 18, 2019 NMMI's rating was affirmed by Moody's Investor's Service. The outlook is stable, and Moody's expects NMMI will maintain operating cash flow margins in the 10-12% range to maintain good debt service coverage.

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

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning and improvement.

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

### Rating

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Met

### Rationale

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New Mexico Military Institute (NMMI) provides evidence which was confirmed during the site visit that the institution allocates and aligns resources within the mission and vision statements. The strategic planning process provides a comprehensive system that engages stakeholders at all levels. Data are used to provide feedback and corrective actions. The planning framework captures all of components expected in a systematic and integrated planning and improvement system.

The institution aligns and allocates resources within a structured system considering its mission and values. This was confirmed during the visit. The Early Warning System and CRM modifications are two examples.

The Strategic Plan implemented since 2010 shows a comprehensive measurement and evaluation system. Specifically, Strategic Plan 2020 Annex 1 - Organization and Process provides evidence of a system of measurement that allows broad input and a process for understanding the current capacity and direction within the bounds of the mission and vision statements. This was confirmed during the visit.

During the visit with multiple stakeholders it was confirmed that the institution is planning toward greater enrollment stability and assessment of external forces.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **5.S - Criterion 5 - Summary**

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

### **Rationale**

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New Mexico Military Institute (NMMI) upholds the principle of shared governance by engaging stakeholders in the strategic planning process. This process is comprehensive and uses multiple surveys and data sources to complete the annual measurement and planning exercises.

NMMI has qualified and trained operations staff as indicated by establishment of hiring guidelines, staff development policies and related human resource goals. The planning for and attention to facilities, equipment and technology is supported by Strategic Goal C and related Technology Plan.

The institution has a well-developed process in place for budgeting. Budget documents provide flexibility for requests for funding that are broadly applied and aligned with the Strategic Plan.

Clear evidence is provided, and visit confirms that data exist for the measurement of student learning. Strategic Plan 2020 Annex 1 - Organization and Process provides evidence of a system of measurement that allows broad input and provides the process for understanding of current capacity and direction within the bounds of the mission and vision statements.

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

## FC - Federal Compliance

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### Rating

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Does not require monitoring

### Federal Compliance Filing Form

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- Federal\_Compliance\_Filing\_June\_30\_2020\_FINAL

### Rationale

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#### 1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

**Conclusion** (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

**Rationale:** NMMI operates on a semester scheduling system and schedules course such that there is about 733 class meeting minutes per credit hour. Courses are assigned between 1 and 6 credit hours each. NMMI's associate degree require 60 credit hours of instruction which is consistent with other two-year institutions. Tuition costs at NMMI are well documented on its webpages. Examination of NMMI's schedule of courses for the Fall 2020 semester confirm these findings.

#### 2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

**Conclusion** (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

**Rationale:** NMMI's complaint policies and procedures are well documented in Chapter 6 of its "Blue Book", a manual given to all cadets on matriculation to the institution. These policies and procedures are consistent with HLC expectations. NMMI has few complaints on an annual basis and the ones that are logged into their system are resolved according to their complaint log.

#### 3. PUBLICATION OF TRANSFER POLICIES

**Conclusion** (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

**Rationale:** NMMI's policies are well documented in its catalog and are consistent with standard practices of similar institutions. These policies are fair and comply with HLC guidelines.

Articulation agreements with several outside institutions are well documented on its website.

#### 4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

**Conclusion** (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

**Rationale:** As with many institutions reacting to the COVID-19 pandemic, NMMI is currently offering online sections of their curriculum. They must ensure that they are taking adequate steps to ascertain that the identity of students taking online courses are in fact the students registering for those courses and assess the effectiveness of their verification methods.

NMMI should plan on submitting an appropriate substantive change request for distance education to the HLC should the institution plan on extending their online offerings beyond the waivers currently in place from the Federal government and HLC for distance education.

#### 5. TITLE IV PROGRAM RESPONSIBILITIES

**Conclusion** (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

**Rationale:** NMMI's Title IV programs were last certified on 12/21/2016 and there have been no adverse opinions issued in the last three reviews.

All recent financial audits have been free of any adverse findings.

Crime and Fire statistics are published on the institution's website for public review.

Student Right to Know information is published on the institution's website in accordance with HLC expectations.

NMMI's policies in regards to satisfactory student progress and success are well documented and taken into account with respect to disbursement of any Federal financial aid..

#### 6. PUBLICATION OF STUDENT OUTCOME DATA

**Conclusion** (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

**Rationale:** IPEDS data for NMMI is provided within three clicks of its home page and includes student body demographics as well as retention, transfer, and completion rates for the institution.

#### 7. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

**Conclusion** (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

**Rationale:** NMMI's HLC accreditation status is correctly published on its website.

While no other accrediting agencies are mentioned, NMMI participates in AdvancED which offers

school improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students.

The North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

NMMI is in good standing with the New Mexico Board of Education.

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

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*No Interim Monitoring Recommended.*

## Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

## Review Summary

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### Conclusion

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New Mexico Military Institute's (NMMI's) mission is clear and articulated publicly and guides the institution's operation as documented in the assurance argument and verified by online interviews with students, staff, and faculty. Clear evidence exists that NMMI's strategic planning process encompasses the mission and related statements. Pre-COVID-19 community events and outreach have been documented and provide support that NMMI serves the community and public good. Furthermore, the institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

NMMI demonstrates that it operates with integrity in its day-to-day operations, as well as its interactions with faculty, staff, students, and community. It was evident through video conferences and in-person interviews that integrity is at the core of the institution. Materials and website accurately reflect an honest view of NMMI's academic offerings, admissions requirements, costs, governance structure, and accreditation relationships.

NMMI has a well-developed student support system that considers the skill levels and financial context and spans the entire student experience. It includes new student orientations, testing services, academic advising, counseling services, and tutoring. Furthermore, NMMI views assessment as a focal point. Recently, the institution added an academic success coordinator who monitors cadet success via the Early Warning System to provide timely support. NMMI also hired a Director of International Affairs to establish programs that support learning in a global society, and which demonstrates the institution's commitment to diversity. Science laboratories are fitted with the latest equipment. During the visit, the onsite peer reviewer noted the use of UV light for sanitizing instructional space. The Paul Horgan Library provides support to employees in the proper use of information and the access to electronic resources.

For the past ten years, NMMI has been involved in three of HLC's academies that are designed to help organizations improve assessment, persistence and completion, and student success. The expertise gained from these academies has allowed NMMI to develop numerous systems that collect data and lead to continuous improvement and consistent evaluation of its programs. These sustained efforts over the last decade have led to a notable change in NMMI's institutional culture.

The institution upholds the principle of shared governance by engaging stakeholders in the strategic planning process. This process is comprehensive and uses multiple surveys and data sources to complete the annual measurement and planning exercises.

NMMI has qualified operations staff. The planning for and attention to facilities, equipment and technology is supported by Strategic Goal C and the related Technology Plan. The institution has a well-developed process in place for budgeting. Budget documents provide flexibility for requests for funding that are broadly applied and aligned with the Strategic Plan. Data exist for the measurement of student learning. NMMI's resources, structures, processes, and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

As the institution completes the 2020-2030 cycle of strategic planning, continuity of the leadership team will be key to preparing the next generation of campus leaders to carry the institution's mission forward. Sound finances, small class sizes, good marketing, modern facilities, and cutting-edge technologies will assist in boosting future enrollments.

## **Overall Recommendations**

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### **Criteria For Accreditation**

Met

### **Sanctions Recommendation**

No Sanction

### **Pathways Recommendation**

Eligible to choose

### **Federal Compliance**

Does not require monitoring

*No Interim Monitoring Recommended.*



## Institutional Status and Requirements Worksheet

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<b>INSTITUTION and STATE:</b>	New Mexico Military Institute, NM
<b>TYPE OF REVIEW:</b>	Open Pathway Comprehensive Evaluation
<b>DESCRIPTION OF REVIEW:</b>	<p>Visit to include a Federal Compliance Reviewer: Dr. Daniel Wright</p> <p>Due to the COVID-19 pandemic, only the following will travel to campus: W. Anthony Major. The rest of the team will conduct the evaluation remotely.</p>
<b>DATES OF REVIEW:</b>	9/14/2020 - 9/15/2020
<input type="checkbox"/> No Change in Institutional Status and Requirements	

### Accreditation Status

Nature of Institution

Control: Public

**Recommended Change: No Change**

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Degrees Awarded: Associates

**Recommended Change: No Change**

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Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2010 - 2011

Year of Next Reaffirmation of Accreditation: 2020 - 2021

**Recommended Change: 2030 - 2031**

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### Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

**Recommended Change: No Change**

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# Institutional Status and Requirements Worksheet

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Additional Location:

Prior HLC approval required.

**Recommended Change:** **No Change**

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Distance and Correspondence Courses and Programs:

Approval for distance education is limited to courses. The institution has not been approved for correspondence education.

**Recommended Change:** **No Change**

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## Accreditation Events

Accreditation Pathway

Open Pathway

**Recommended Change:** **No Change**

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## Upcoming Events

### Monitoring

Upcoming Events

None

**Recommended Change:** **No Change**

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## Institutional Data

### Educational Programs

#### Undergraduate

Certificate	0	_____
Associate Degrees	2	_____
Baccalaureate Degrees	0	_____

#### Graduate

Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

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## Extended Operations

### Branch Campuses

## Institutional Status and Requirements Worksheet

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None

**Recommended Change:**

**No Change**

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### **Additional Locations**

None

**Recommended Change:**

**No Change**

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### **Correspondence Education**

None

**Recommended Change:**

**No Change**

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### **Distance Delivery**

None

**Recommended Change:**

**No Change**

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### **Contractual Arrangements**

None

**Recommended Change:**

**No Change**

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### **Consortial Arrangements**

None

**Recommended Change:**

**No Change**

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