

## Organizational Profile

### Organizational Environment

**a(1)** Western New Mexico University (WNMU) is a constitutionally created, comprehensive university. Located in Silver City (SC) in the sparsely populated southwestern corner of NM, WNMU is 110 years old. An institution of learning, first established to train teachers for the New Mexico territory, the Normal School became New Mexico State Teacher's College in 1926 and Western New Mexico University in 1963.

WNMU is unique among New Mexico's universities in providing certificate, associate, baccalaureate, and graduate level programs as well as Adult Education Services (AES), education and training for welfare recipients under the "WNMU Works" program sponsored by the NM Department of Labor. WNMU offers 15 certificate and associate degree programs, 37 baccalaureate majors, and eight graduate majors. Undergraduate majors are shown in Figure OP-1. The graduate level programs are depicted in Figure OP-2. Over 50 percent of WNMU baccalaureate and master's graduates are teachers, counselors, or school administrators.

**Figure OP-1 – Undergraduate Majors at WNMU**

<ul style="list-style-type: none"> <li>Accounting</li> <li>Art</li> <li>Athletic Training</li> <li>Biology</li> <li>Botany</li> <li>Business Management</li> <li>Career and Technical Teacher Education</li> <li>Chemical Dependency</li> <li>Chemistry</li> <li>Computer Science</li> <li>Criminal Justice</li> <li>Elementary Education</li> <li>English</li> <li>Fine Arts</li> <li>Forest Wildlife</li> <li>General Science</li> <li>General Studies</li> <li>History</li> <li>Management Information Systems</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> <li>Medical Technology</li> <li>Movement Sciences – Kinesiology</li> <li>Movement Sciences – Pedagogy</li> <li>Music</li> <li>Nursing</li> <li>Operations Management and Supervision</li> <li>Psychology</li> <li>Public Administration</li> <li>Rehabilitation Services</li> <li>Science Education</li> <li>Secondary Education</li> <li>Sociology</li> <li>Social Science</li> <li>Social Work</li> <li>Spanish</li> <li>Special Education</li> <li>Zoology</li> </ul>
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**Figure OP-2 – Graduate Majors at WNMU**

Master of Arts (MA) Programs: <ul style="list-style-type: none"> <li>Interdisciplinary</li> <li>Educational Counseling</li> <li>Educational Leadership</li> </ul> Master of Business Administration (MBA)	Master of Arts in Teaching (MAT) Programs: <ul style="list-style-type: none"> <li>Elementary Education</li> <li>Secondary Education</li> <li>Special Education K-12</li> <li>Reading Education</li> </ul>
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Nationally accredited programs are offered in teacher education, business, economic development, nursing, occupational therapy assistant, social work, and early childhood development programs, as well as state

certification for teacher education, law enforcement, vocational education, AES, and child development.

WNMU services expanded beyond its SC campus during the last decade to make education more accessible. WNMU offers a variety of programs at three off-campus Education Centers in Deming, Gallup, and Truth or Consequences (TorC). The Gallup center offers primarily graduate degrees in education and business. The Deming and TorC sites offer both undergraduate and graduate courses. The primary delivery mode at each location is the traditional classroom option using qualified faculty, although some courses are shared via two-way audio/video conferencing (ITV) with the SC campus and Vice versa. Increasingly, Web-enhanced or totally online courses are becoming more common. Additionally, WNMU provides instruction to a consortium of high schools in Lordsburg, Reserve, Magdalena, and Quemado via ITV.

**a(2)** The mission, vision, and values (Figure OP-3) provide the foundation for WNMU's culture.

WNMU is a teaching university where the personal touch is central. WNMU has the highest percentage of faculty with appropriate terminal degrees among the three comprehensive universities in NM (Figure 7.4-1). Also, the proportion of student credit hours taught by tenured and tenure track faculty is unequaled in the state (Figure 7.4-3). Classes are small and graduate assistants rarely teach. Faculty spend considerable time outside the classroom helping students. Senior administrators, including the President, teach at least one course a year.

We are an open enrollment institution that serves students with a wide range of academic abilities, including many students categorized as "at risk." This situation potentially impacts retention and graduation rates. WNMU prides itself in serving all students regardless of their level of preparation.

WNMU's mission statement stresses the multicultural, multi-lingual population of the region. WNMU accepts responsibility to be particularly mindful and supportive of this natural and healthy diversity. As a small university, our first priority is to concentrate our scarce resources on programs that serve the priorities of the people of NM, such as teacher education, selected health occupations, social work, business and economic development, early childhood development, vocational technology, law enforcement, and, at the pre-college level, AES.

Empowered leadership and responsive decision making describe WNMU's governance system. We are autonomous with our own Board of Regents (BOR) appointed by the Governor and confirmed by the Senate. The legislatively mandated Commission of Higher Education (CHE) serves as a coordinating body with varying levels of authority over select areas such as university budgets. Thus, we have considerable decision

making discretion and authority to chart our own course. WNMU practices a “power down” philosophy where each Vice President has considerable decision making latitude and is routinely encouraged to innovate and test new ideas. Student, faculty and staff are integral to these processes. Such decentralization shortens the cycle time for most decisions and increases responsiveness in a rapidly changing environment.

**Figure OP-3 - WNMU Mission, Vision, and Values**

**Key Points of the WNMU Mission:** WNMU:

- Provides quality academic programs and educational opportunities that are affordable and accessible
- Provides professional education supported by broad general education
- Encourages excellence in teaching – teaching is preeminent
- Nurtures lasting appreciation of learning
- Supports professional development and growth of its students
- Builds appreciation for community involvement
- Uses technology to create opportunities
- Strengthens unique multicultural opportunities of the region
- Builds appreciation for diversity, tolerance, and cooperation
- Reaches out to students from other states and nations
- Commits to professional growth and personal enrichment of its employees
- Supports innovative and scholarly work
- Fosters integrity and equity in its dealings
- Pursues accreditations for its programs/activities
- Seeks continuous improvement of its practices and processes
- Seeks collaborative relationships with constituents
- Supports cultural, community and economic development of the region

**WNMU Vision:** To be a leader in higher education known throughout the southwest as the university of choice for our students, faculty, and staff because:

- We provide relevant education that is affordable, accessible, and of the highest quality
- We encourage innovation and scholarly work
- We are committed to enhancing the quality of life for all WNMU students, faculty, and staff
- We promote responsive and responsible community and public service
- We are guardians of the public’s trust and champions of diversity

**WNMU Core Values:**

- Preeminence of teaching and learning
- Constant respect for people
- Uncompromising integrity
- Dedication to continuous improvement in higher education

Finally, WNMU’s commitment to continuous quality improvement shapes our culture. Recognized seven times by QNM (five at Roadrunner level), we also received national recognition through our early acceptance into the

Academic Quality Improvement Program (AQIP), a relatively new accreditation process through the Higher Learning Commission (HLC) of the North Central Association (NCA), our region’s national accrediting body.

**a(3)** WNMU employs approximately 300 permanent full- and part-time and 200 temporary employees (including adjunct faculty). Full-time employees consist of 97 faculty, 31 administrators, 69 professional staff, 24 technical staff, 53 clerical/secretarial staff, 7 skilled craft persons, and 24 service maintenance personnel. Ninety-two percent of faculty hold the appropriate terminal degree.

Sixteen percent of faculty are classified as minorities, the second highest percentage among higher education institutions in NM (Figure 7.4-6), as are 50.5 percent of the administration and staff. Most are of Hispanic or Mexican American heritage. No bargaining units exist at WNMU.

**a(4)** In the past ten years over \$31M was invested in new construction, renovation, infrastructure, and equipment improvements on WNMU’s 80 acre SC campus (Figure 7.3-8). During the last three years, the SC campus constructed a classroom and conference center, a new football stadium, and an athletic complex as well as renovated the Fine Arts Center Theater (FACT) and tennis courts, and renovated and expanded the Child Development Center (CDC). In addition, the three off-campus centers enjoy new facilities.

Infrastructure improvements include a new parking lot for 60 cars, energy efficiency improvements across the campus, card-locking systems for residence halls and key campus buildings, repaving of roads, and roof replacements. Significant gains made in areas addressed in WNMU’s Information Technology Strategic Plan (ITSP) include implementation of the SCT Banner information system and the Mustang Express portal software; relocation of computer labs to and addition of computer classrooms in the Global Resource Center (GRC); additional campus wiring to residence halls and campus buildings; network infrastructure upgrades including increased capacity of the firewall, installation of a second T1, and a Layer 3 switch; and establishment of a virtual private network (VPN) to extend network services to Deming, Gallup, and TorC. Despite these efforts, additional Information Technology (IT) work remains to be done due to the continuous evolution of all aspects of IT.

**a(5)** Given its public nature, WNMU must follow all appropriate laws and regulations pertaining to health and safety, environmental, financial, Americans with Disabilities Act (ADA), and equal employment opportunity (EEO). It also must follow accreditation guidelines of both a general and program-specific nature. The primary governance line of authority goes from the Governor to the BOR to the WNMU President. The State

Auditor requires and approves an annual external audit of the institution, and the State Board of Education approves changes in teacher education programs. The CHE tracks and coordinates various activities relating to higher education and consists of gubernatorial appointees serving staggered terms, supported by a professional staff.

WNMU has no district boundaries, although as a regional institution over 70 percent of our students come from southwest NM. The only restriction on service offerings is the doctorate.

### **Organizational Relationships**

**b(1)** The WNMU organizational chart depicts key organizational relationships. Four WNMU BOR members serve staggered six-year terms with the student regent serving a two-year term. The Governor of NM, WNMU's President, and faculty, staff and student senate Presidents are ex-officio, non-voting BOR members. A minimum of four BOR meetings is required annually.

The BOR *Policy Manual* is WNMU's primary governance document, outlining the Board's constitutional responsibility for control and management of the University and prescribing basic policies governing the university community. Faculty, staff, and student handbooks expand on policies in the BOR manual and are the primary governance documents for their respective groups. These handbooks can be changed with the approval of the BOR.

Faculty, staff, and student roles in governance are specified in the BOR manual; e.g., curricular matters are largely the purview of the faculty. Actions by these bodies are sent to members of the Executive Council (EC) for final approval. The Faculty, Staff, and Student Senate leaders are members of the President's Cabinet along with leaders of key academic and administrative units. The Cabinet extends the governance groups' influence beyond their own spheres to campus-wide direction setting and decision making.

**b(2)** WNMU students segment in a number of ways: by educational level (pre-university, certificate, associate, bachelor, or graduate program); academic major; location (SC, Deming, Gallup, Tor C, and other off-campus locations); gender; age; and race/ethnicity. In any given year, 5,000 students are enrolled in one or more programs.

In the fall of 2002, 88 percent of WNMU students taking college credit courses were NM residents with the majority of the remaining 12 percent coming from Arizona and Texas. Forty-four percent of students were Anglo, 44 percent Hispanic, 2 percent Native American, 2 percent African-American, and 1 percent Asian. The remainder did not report race/ethnicity. In SC the average age of undergraduates was 27 years and 40 years for graduate students. Females comprise 57 percent of the SC campus and 78 percent of the non-SC campus students.

<b>Figure OP-4 - Key Stakeholders and Their Expectations</b>	
<b>Key Stakeholder</b>	<b>Key Expectations</b>
Students	<ul style="list-style-type: none"> <li>• Quality of education</li> <li>• Relevant education</li> <li>• Safe environment</li> <li>• Communication about policy changes</li> <li>• Low cost, available financial aid</li> </ul>
Employees	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Safe work environment</li> <li>• Supportive work environment</li> <li>• Shared governance</li> <li>• Adequate compensation</li> <li>• Recognition</li> </ul>
Employers, Especially Public Schools	<ul style="list-style-type: none"> <li>• Educated "quality" workforce with writing, computer, communication skills</li> <li>• Ethical graduates</li> <li>• Advisory opportunities to WNMU</li> <li>• Easy access to information on graduates</li> <li>• Information on former students' developmental needs</li> </ul>
Community Members	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Access to key leaders/players</li> <li>• Access to facilities</li> <li>• Informed about campus happenings</li> <li>• Continuing education opportunities</li> </ul>
Potential Students	<ul style="list-style-type: none"> <li>• Quality educational programs</li> <li>• Program cost</li> <li>• Availability of financial aid</li> <li>• Ease of application</li> </ul>

Faculty and staff accomplish the work of the University and are key to our success. Student and alumni support are essential to our existence. These and other key stakeholders and their requirements are depicted in Figure OP-4. Other stakeholders include the BOR, state government, and CHE. WNMU's economic development efforts remain crucial to the future of Southwest NM. The Council of University Presidents (CUP) has a central role setting the agenda for NM higher education.

**b(3)** The regional public school systems, from which we derive the bulk of our students and on whom we rely to provide extensive student teaching opportunities and a variety of other services, are key to WNMU's continued success. Health and human services entities are also key suppliers of allied health and social work field placements. Other suppliers include Follet Corporation (bookstore); Sodexo (food services and facilities management); Sutin, Thayer and Browne (legal services); Redford Architects; Neff and Ricci (external auditors); and the many local/regional businesses that supply a variety of goods and services. Administrative officers who have reason to do business with any of these external suppliers communicate with them directly.

### **Organizational Challenges**

### ***Competitive Environment***

**a(1)** WNMU is one of three regional/comprehensive universities, and the only one that offers the breadth of programming from pre-university offerings through master's degrees. WNMU is the smallest regional/comprehensive university; however, due to the size of NM, we do not regard other regional universities as significant competitors.

WNMU's main competition in SC, Deming, and TorC comes from NMSU and Dona Aña Community College, both located in Las Cruces. A CHE coordinated tuition reciprocity agreement with community colleges in southern Arizona enables up to 200 students per year to pay only in-state tuition rates to attend WMNU. A similar option exists for students residing in El Paso.

**a(2)** Several key factors determine success relative to competitors and other benchmarks: enrollment growth, tuition and graduation rates, accreditation results, performance on various licensure exams, quality of academic programs, audits and other fiscal comparisons, diversity, affordability, and external funding.

A major element affecting WNMU's competitive situation relates to the dire economic situation confronting southwest NM. Since 1998, more than 2,500 workers were displaced, bringing unemployment rates for the region to an all-time high. Such demographic changes potentially impact enrollment and programmatic initiatives and require agility in responding to them.

Another key element affecting the higher education competitive environment is technology. The proliferation of non-traditional educational opportunities and distance education provided via ITV, the Web, and other means creates new competitors almost daily.

**a(3)** CHE is a primary source of data for both comparative and competitive purposes. While a variety of organizations and associations provide national level comparative data, often it is several years behind the current year. The NM CUP collects data on various performance indicators, surveys of employers, and initiatives in such areas as teacher education and economic development. National surveys, such as the Noel Levitz Student Satisfaction Survey (NL) and the National Survey of Student Engagement (NSSE), are sources along with other means, such as benchmarking.

### ***Strategic Challenges***

**b:** Figure OP-5 identifies ten strategic challenges that critically affect WNMU's future and guide its planning and other activities.

	success, and leadership through AQIP.
2.	Stable or higher enrollment. Integrated efforts to improve retention and all aspects of enrollment.
3.	All aspects of information technology from funding to delivery and application require detailed, integrated planning and execution in order to support new educational opportunities within the region and the state.
4.	Augmenting state funding and tuition from other sources such as grants or through the WNMU alumni/foundation becomes increasingly important in times of tight state fiscal situations.
5.	Student support and proactive efforts to provide vocational offerings meeting stakeholder needs require new facilities, i.e., a student services building, VoTech center, and nursing facility.
6.	Provide leadership to economic development initiatives and support for career retraining opportunities for displaced workers.
7.	Bring compensation for all WNMU employees to equity with peer groups.
8.	WNMU's \$22M infrastructure backlog
9.	Diversity must be nurtured and celebrated at all levels of the University.
10.	The "personal touch" must never be lost and "best-in-class service" to our students must be achieved.

### ***Performance Improvement System***

**c(1)** WNMU's performance improvement system has four components. First is the day-to-day operational decision making depicted in the WNMU Decision Cycle (Figure OP-6). The cycle is continuous with many initiatives in some stage of the cycle at all times. Inputs for day-to-day decisions come from many sources, including process management teams (PMTs); AQIP teams; faculty, staff and University committees; and reports from a variety of stakeholders. Increasingly, performance measurement is integrated to support flexible, responsive, and thoughtful decision making.

Throughout each year, WNMU uses a variety of comprehensive external evaluations to improve performance: accreditation and state approval visits, QNM and AQIP feedback reports, audits and compliance visits, benchmarking visits to other institutions, and consultants' reports. A third component is the annual strategic planning process, which focuses on assessing external opportunities and threats and internal strengths and weaknesses (SWOT) with a proactive view of setting strategies in place to improve performance.

Fourth is an internal annual assessment process either through QNM or AQIP. The AQIP process derives from Baldrige assessment and Continuous Quality Improvement (CQI). An AQIP criteria-based systems portfolio, produced on a three-year cycle along with annual reports on action projects, comprises the heart of our current reaffirmation of accreditation process. Key inputs to the systems portfolio derive from QNM feedback reports and strategic planning initiatives.

**Figure OP-5 - WNMU Strategic Challenges**

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| 1. | Increased accountability through a student outcomes assessment system, strong financial audits, accreditation |
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**c(2)** The WNMU approach to organizational learning and sharing of knowledge assets within the organization relies on both formal and informal communication. In any given month, many routine, formal meetings are supplemented by minutes via email or hard copy. Professional development activities, a newly created information station, the *WestWind* faculty and staff newsletter, the *Mustang* student newspaper, and a variety of other mechanisms, including increasing dependence on our Web

portal, provide updates on current information. Because WNMU is relatively small, many informal opportunities exist to share knowledge( e.g., during faculty or staff governance or committee meetings). As a rule, the WNMU leadership is accessible and open and works diligently to share information.

**Figure OP-6 - WNMU Decision Cycle**  
A Modified Shewhart Cycle

