



Higher Learning Commission
A commission of the North Central Association

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

October 15, 2013

Nancy Barcelo
President
Northern New Mexico College
921 Paseo de Onate
Española, NM 87532-0000

Dear President Barcelo:

Enclosed is a copy of Northern New Mexico College's *Systems Appraisal Feedback Report*. We ask that you formally acknowledge receipt of this report within the next two weeks, and provide us with any comments you wish to make about it. Your response will become part of your institution's permanent HLC file. Please email your response to AQIP@hlcommission.org.

Sincerely,

Mary L. Green
AQIP Process Administrator

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

NORTHERN NEW MEXICO COLLEGE

September 17, 2013



**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

**230 South LaSalle Street, Suite 7500
Chicago, Illinois 60604
www.AQIP.org
AQIP@hlcommission.org
800-621-7440**

SYSTEMS APPRAISAL FEEDBACK REPORT
In response to the *Systems Portfolio* of
NORTHERN NEW MEXICO COLLEGE



**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

September 17, 2013

Table of Contents

Elements of the Feedback Report	1
Reflective Introduction and Executive Summary	3
Strategic Challenges	7
AQIP Category Feedback	8
<i>Helping Students Learn</i>	8
<i>Accomplishing Other Distinctive Objectives</i>	12
<i>Understanding Students' and Other Stakeholders' Needs</i>	13
<i>Valuing People</i>	16
<i>Leading and Communicating</i>	18
<i>Supporting Institutional Operations</i>	20
<i>Measuring Effectiveness</i>	22
<i>Planning Continuous Improvement</i>	24
<i>Building Collaborative Relationships</i>	27
Accreditation Issues	29
Quality of Systems Portfolio	39
Using the Feedback Report	41

ELEMENTS OF Northern New Mexico College's FEEDBACK REPORT

Welcome to the *Systems Appraisal Feedback Report*. This report provides AQIP's official response to an institution's *Systems Portfolio* by a team of peer reviewers (the Systems Appraisal Team). After the team independently reviews the institution's portfolio, it reaches consensus on essential elements of the institutional profile, strengths and opportunities for improvement by AQIP Category, and any significant issues related to accreditation. These are then presented in three sections of the *Systems Appraisal Feedback Report*: "Strategic Challenges Analysis," "AQIP Category Feedback," and "Accreditation Issues Analysis." These components are interrelated in defining context, evaluating institutional performance, surfacing critical issues or accreditation concerns, and assessing institutional performance. Ahead of these three areas, the team provides a "Reflective Introduction" followed closely by an "Executive Summary." The appraisal concludes with commentary on the overall quality of the report and advice on using the report. Each of these areas is overviewed below.

It is important to remember that the Systems Appraisal Team has only the institution's *Systems Portfolio* to guide its analysis of the institution's strengths and opportunities for improvement. Consequently the team's report may omit important strengths, particularly if the institution were too modest to stress them or if discussion or documentation of these areas in the *Systems Portfolio* were presented minimally. Similarly the team may point out areas of potential improvement that are already receiving wide-spread institutional attention. Indeed it is possible that some areas recommended for potential improvement have since become strengths rather than opportunities through the institution's ongoing efforts. Recall that the overarching goal of the Systems Appraisal Team is to provide an institution with the best possible advice for ongoing improvement.

The various sections of the *Systems Appraisal Feedback Report* can be described as follows:

Reflective Introduction & Executive Summary: In this first section of the *System's Appraisal Feedback Report*, the team provides a summative statement that reflects its broad understanding of the institution and the constituents served (Reflective Introduction), and also the team's overall judgment regarding the institution's current performance in relation to the nine AQIP Categories (Executive Summary). In the Executive Summary, the team considers such factors as: robustness of process design; utilization or deployment of processes; the existence of results, trends, and

comparative data; the use of results data as feedback; and systematic processes for improvement of the activities that each AQIP Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic Challenges Analysis: Strategic challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Teams formulate judgments related to strategic challenges and accreditation issues (discussed below) through careful analysis of the Organizational Overview included in the institution's Systems Portfolio and through the team's own feedback provided for each AQIP Category. These collected findings offer a framework for future improvement of processes and systems.

AQIP Category Feedback: The *Systems Appraisal Feedback Report* addresses each AQIP Category by identifying (and also coding) strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Through comments, which are keyed to the institution's Systems Portfolio, the team offers brief analysis of each strength and opportunity. Organized by AQIP Category, and presenting the team's findings in detail, this section is often considered the heart of the *Feedback Report*.

Accreditation Issues Analysis: Accreditation issues are areas where an institution may have not yet provided sufficient evidence that it meets the Commission's *Criteria for Accreditation*. It is also possible that the evidence provided suggests to the team that the institution may have difficulties, whether at present or in the future, in satisfying the *Criteria*. As with strategic challenges, teams formulate judgments related to accreditation issues through close analysis of the entire Systems Portfolio with particular attention given to the evidence that the institution provides for satisfying the various core components of the *Criteria*. For purposes of consistency, AQIP instructs appraisal teams to identify any accreditation issue as a strategic challenge as well.

Quality of Report & Its Use: As with any institutional report, the *Systems Portfolio* should work to enhance the integrity and credibility of the organization by celebrating successes while also stating honestly those opportunities for improvement. The *Systems Portfolio* should therefore be transformational, and it should provide external peer reviewers insight as to how such transformation may occur through processes of continuous improvement. The AQIP Categories and the Criteria for

Accreditation serve as the overarching measures for the institution's current state as well as its proposed future state. As such, it is imperative that the *Portfolio* be fully developed, that it adhere to the prescribed format, and that it be thoroughly vetted for clarity and correctness. Though decisions about specific actions rest with each institution following this review, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

REFLECTIVE INTRODUCTION AND EXECUTIVE SUMMARY FOR NORTHERN NEW MEXICO COLLEGE

The following consensus statement is from the System Appraisal Team's review of the institution's *Systems Portfolio Overview* and its introductions to the nine AQIP Categories. The purpose of this reflective introduction is to highlight the team's broad understanding of the institution, its mission, and the constituents that it serves.

Having endured top tier leadership changes over the past 11 years, Northern New Mexico College is an institution in transition and development. The College appears to have a solid mission and aggressive vision which are shaped by its strong cultural roots and history. In 2005, the College converted from a community/ technical college to a four year college offering bachelor's degree programs (15), while retaining its ability to offer two year associates degrees (22), vocational (27) and certificate (26) programs, and work-force training programs. The College maintains a strong slate of program accreditations. Fifty-five percent of students have declared academic majors, nineteen percent of students are enrolled in a career or technical major, and twenty six percent of students are undecided. Its student body is heavily female (61%), Hispanic (72%), and reliant on financial aid (60%). It also serves a Native American population indigenous to the region in which the College is located. The College relies heavily on part-time, adjunct faculty, who outnumber full-time faculty by nearly three to one. There are two campuses; one in El Rito, New Mexico and one in Espanola, New Mexico. The College began its AQIP journey in 2002. Members of the college community have attended three Strategy Forums, initiated 19 Action Projects, and have had two Systems Portfolios reviewed and appraised.

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

- Category 1: Northern New Mexico College is in transition from a community college to a complex institution offering a wide span of developmental, vocational, and associate and baccalaureate programs. It is maturing in its continuous quality improvement journey with regards to Helping Students Learn. The College has recognized the need for assessment and has developed a considered institutional assessment plan, coordinating six overlapping processes. NNMC articulates well defined processes in this category, giving special attention to the work on developing processes that address assessment of student learning across the curriculum and campus. In the future, the College has an opportunity to create more defined links between processes, results, and improvements.
- Category 2: NNMC used its strategic planning process, utilizing internal and external stakeholders, to identify three specific initiatives which fulfill other distinctive objectives: Athletics, the NNMC Foundation, and El Rito Campus initiatives. It is a mature process, but it lacks in-depth assessment data which can be used externally (to benchmark against other institutions) and internally (to close feedback loops). The College has an opportunity to demonstrate a better understanding of the continuous improvement paradigm by addressing each category statement more carefully.
- Category 3: NNMC has carefully identified measures that match many of the important processes conducted by the institution. Many surveys are not repeated measures administered on a timely basis. The processes that describe how these data and any analyses are used for the purpose of improving many of the critical institutional processes were not reported. The College does a good job of identifying changing stakeholder needs but needs to address stakeholder and student satisfaction and engagement more systematically. It appears that the institution has only recently begun to seriously address the implementation of continuous improvement processes in many areas.
- Category 4: NNMC has demonstrated a strong commitment to addressing processes related to valuing people, through the reorganization of the HR office and its compensation and classification study. It is still unclear, however, whether NNMC has developed systematic approaches to making improvements in this category. It is unclear whether improvements to safety and security and employee recognition, for example, are addressing the causes of employee dissatisfaction identified through the employee surveys. The College's processes for handling

basic personnel needs such as recruiting and hiring, succession planning, handling unexpected administrative/staff vacancies, and determining staff training and development seem to be either nonexistent or developing.

- Category 5: NNMC works closely with the Board of Regents and the President of the school to develop a well-conceived campus plan and departmental plans which are aligned to the College's Strategic Vision. Additionally, the College has made serious efforts to promote communication among the various levels and units on campus through a new committee and academic unit structure and is currently tracking some measures of employee engagement. These efforts provide an excellent basis for continued improvement, and the College now has to work to fulfill the goals outlined in the strategic plan. The College is maturing in its processes for Leading and Communicating, and there are still some gaps that need to be filled; for example, it is unclear how the new committee structure, the strategic planning results, and the new organizational structure are impacting decision-making.
- Category 6: As a result of the last System's Portfolio review, the College has initiated two action projects which include improvements to the Facilities Department's maintenance reporting process and the establishment of a Safety and Security Policy and supporting processes. Regarding safety and security, the College has been especially proactive and able in garnering resources to improve these services to the campus. In addition, NNMC's management structures, committees, and mechanisms for collecting feedback demonstrate NNMC has many of the elements of a process-oriented approach to designing, delivering, and improving support processes. However, the College has an opportunity to more systematically integrate these elements into clearly identified processes tied to consistent measures across more areas that support institutional operations. A more systematic approach will allow for better evaluation and planning for improvement in this category.
- Category 7: NNMC has utilized significant energy to address the need to manage information and measure effectiveness; as a result, the College is maturing in its approach to data selection, management, and distribution. It has a solid MIS system and has identified key stakeholders as members of the Data Management Team. The College participates in statewide accountability efforts, and it is working toward measuring effectiveness in a more systematic fashion. During this period of maturation, NNMC demonstrates a lack of coordinated results which are tied to the

measures used; this lack makes planning for continuous improvement more challenging. NNMC has an opportunity to address the need to use the measures and the analysis as a basis for developing interventions and determining the results of those interventions.

- Category 8: The College has identified a five phase planning process, which cycles every three years. In addition, the College has aligned 27 strategic goals under the nine AQIP Categories and has identified five performance objectives – S.E.E.D.S. Within this process and framework, the college community is engaged via monthly committee meetings where decisions are made in alignment with the mission, vision, and strategic plan. These efforts are foundational to the College’s processes for planning for continuous improvement; however, opportunities exist to clarify many processes within this category. In addition, clarifying how the strategic goals and performance objectives align with one another may help the College realign its processes to enhance efficiencies and outcomes. Lastly, clearer identification of processes, measures, targets, and benchmarks would allow the College to determine if changes have resulted in improvements in planning for continuous improvement.
- Category 9: NNMC is committed to building collaborative relationships and makes an effort to discover the needs of its community partners and to evaluate its performance in formal partnerships. The College also uses partnerships as a strategy to meet goals prioritized through its planning processes. To further enhance its system for Building Collaborative Relationships, NNMC has an opportunity to clarify its processes for identifying, prioritizing, and building relationships across all partnerships. In some cases, the College has identified criteria for prioritizing partnerships or measures of success, but it is unclear whether these continuous improvement practices are deployed consistently across all partnerships (e.g., vendors and service providers). The College also has an opportunity to clarify how existing processes (e.g., program review) are used to enhance internal collaboration and to seek out other organizations with which it can benchmark its performance.

Note: Strategic challenges and accreditation issues are discussed in detail in subsequent sections of the *Systems Appraisal Feedback Report*.

STRATEGIC CHALLENGES FOR NORTHERN NEW MEXICO COLLEGE

In conducting the Systems Appraisal, the Systems Appraisal Team attempted to identify the broader issues that would seem to present the greatest challenges and opportunities for the institution in the coming years. These areas are ones that the institution should address as it seeks to become the institution it wants to be. From these the institution may discover its immediate priorities as well as shaping strategies for long-term performance improvement. These items may also serve as the basis for future activities and projects that satisfy other AQIP requirements. The team also considered whether any of these challenges put the institution at risk of not meeting the Commission's *Criteria for Accreditation*. That portion of the team's work is presented later in this report.

Knowing that **Northern New Mexico College** will discuss these strategic challenges, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified the following:

- The College appears to be maturing in its continuous quality improvement journey. In most categories the College is able to list and define the processes and measures that are in place to make NNMC a distinctive college. What are unclear in the portfolio are the results and improvements that are made for each process and measure identified. In other words, what data are collected, who is having conversations regarding the data, and what improvements within the organization are realized as a result of those conversations. By closing the loop in the continuous quality improvement cycle, NNMC has an opportunity to be more systemic through integration and alignment.
- NNMC has an opportunity to consistently collect and analyze longitudinal data by administering the same survey (or surveys) on a cyclical basis. Collection and analysis of longitudinal data may provide greater clarity in identifying trends, opportunities for improvement, and areas that have improved. In addition, the College has an opportunity to benchmark its results against other organizations, which can provide invaluable context for evaluating current performance levels and setting targets for improvement.

- AQIP encourages a process-oriented approach to continuous improvement. There were numerous instances within the portfolio, especially in Category Six, where NNMC describes activities but does not provide evidence of a clear, repeatable process through which its programs and services are delivered, evaluated, and improved. Documenting these key processes (e.g., process mapping) may help the institution in bringing together its process, satisfaction, and outcomes measures; its management structures; and its mechanisms for collecting feedback into a more integrated approach. The institution can also evaluate the maturity of its processes in each category using the four-level model provided in the Systems Portfolio Guide; these evaluations were not included in each of the category introductions.

AQIP CATEGORY FEEDBACK

In the following section, the Systems Appraisal Team delineates institutional strengths along with opportunities for improvement within the nine AQIP Categories. As explained above, the symbols used in this section are **SS** for outstanding strength, **S** for strength, **O** for opportunity for improvement, and **OO** for outstanding opportunity for improvement. The choice of symbol for each item represents the consensus evaluation of the team members and deserves the institution's thoughtful consideration. Comments marked **SS** or **OO** may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP Category 1: Helping Students Learn: This category identifies the shared purpose of all higher education organizations and is accordingly the pivot of any institutional analysis. It focuses on the teaching-learning process within a formal instructional context, yet it also addresses how the entire institution contributes to helping students learn and overall student development. It examines the institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Northern New Mexico College** for Category 1.

All academic units at Northern New Mexico College are committed to student learning. These units work through the General Education Committee to develop, implement, and assess the College's common learning objectives which adhere to the New Mexico common core standard. The College has added courses to the common core which present a greater choice of electives. The College offers programs targeted at serving the economic needs of its culturally diverse region. The design of new programs is systematic, informed by workforce projections, accreditation requirements, and best practice. The College emphasizes a continuous quality improvement framework in its Academic Program Review process. Northern New Mexico College is taking an aggressive approach to ensuring that access and learning opportunities are meeting the needs of any group that has been historically disadvantaged and underrepresented in higher education.

1P1, S. NNMC maintains a General Education Committee through which academic units develop, implement, and assess course- and program-level outcomes. The College follows the New Mexico Common Core Standard for its general education outcomes but also evaluates workforce projections and accreditation requirements in developing new program and course offerings.

1P2, O. The process used to determine specific program learning objectives is unclear. NNMC reports that “faculty, students, theoretical framework and industry standards are involved in determining [its] specific program learning objectives,” but the process used to integrate the stakeholder input and expectations into written outcomes is not addressed. Clarifying the process may help to determine how expectations among stakeholders are integrated and prioritized.

1P3, O. New program and course offerings are informed by input from advisory committees and then reviewed by faculty and administration, and proposals must include information about mission alignment, demonstrated need, and the sustainability plan. However, it is unclear as to how these programs will compete with similar programs at other colleges.

1P4, S. NNMC's program review process helps ensure responsive academic programming by considering learning goals, student career needs, and the realities of the employment market.

1P5, O. While NNMC has clearly established requirements for admission to its programs, it is not clear how they determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue. Clarifying the process may help to ensure that

inputs into the process are sufficient.

1P6, S.

1P7, S.

1P8, S. Both college-wide and unit-specific mechanisms are in place to deal with underprepared students. NNMC has reorganized departments providing basic skills instruction and support services to provide a more strategic, coordinated approach to serving underprepared students.

1P9, O. NNMC does not appear to have a systematic approach to detecting and addressing students' learning styles. This may help students participate more actively in their own learning, aware of which strategies are effective for both themselves and their particular subjects.

1P10, O. While the Accessibility Resource Center deals with students with disabilities, it is unclear how the needs of other student subgroups (e.g., seniors, commuters, returning women) are identified and addressed.

1P11, O. While pockets of good practice exist within the institution (e.g., the Distance Education Program's partnership with CTL), there does not appear to be a systematic process through which the institution defines, documents, and communicates its expectations to faculty for effective teaching and learning. The College acknowledges an opportunity to clarify and develop this process, and actions such as its steps toward the observation of adjunct faculty will help to ensure that other processes, like the student evaluations of instruction, are intentional and integrated.

1P12, S.

1P13, S. NNMC ensures programs and courses are up-to-date and effective through its comprehensive program review process. The program review template includes diverse indicators, and consideration is given to evidence of student learning, program effectiveness and fiscal efficacy. This process should provide a well-rounded look at the overall health and viability of each program.

1P14, S.

1P15, S.

1P16, O. NNMC supports a number of mechanisms for delivering co-curricular development goals, including student organizations, undergraduate research programs, and scholarship presentations; however, it is unclear what processes are used to ensure these development goals align with curricular learning objectives.

1P17, S.

1P18, SS. NNMC has embraced a comprehensive assessment plan which impacts the entire college community. The plan encompasses six overlapping areas of assessment, looking at student learning at the course, program, and general education levels, and it is overseen by the full-time Director of Assessment.

1R1, S.

1R2, O. While the College presents results for common core areas, no results for other measures identified in 1R1 are included.

1R3, S.

1R4, S.

1R5, S.

1R6, S.

1I1, O. NNMC is engaged in several recruitment and outreach activities, but the portfolio does not link them to the processes and results discussed in this category. It is unclear what prompted these activities, and NNMC has an opportunity to better explain how these activities have improved the College's efforts in Helping Students Learn.

1I2, S. NNMC's strategic planning effort is driving the selection of processes to improve and the identification of targets for performance. A strong emphasis on program accreditation is additional evidence of a culture that supports the improvement of processes addressing Helping Students Learn.

AQIP Category 2: Accomplishing Other Distinctive Objectives: This category addresses the processes that contribute to the achievement of the institution's major objectives that complement student learning and fulfill other portions of its mission. Depending on the institution's character, it examines the institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Northern New Mexico College** for Category 2.

Northern New Mexico College provides numerous activities which involve students and the community. The El Rito Campus Institutes and Centers provide an exemplary model for expanding student learning and meeting community needs while allowing for appreciation of the region's diverse culture and population. Implementing and expanding athletic programs on campus has increased student activity and community involvement while enhancing recruitment efforts. The Northern New Mexico Foundation's growing scholarship offerings are assisting to meet the financial needs of its students. The College does not include its bachelor degree offerings in its statement of purpose.

2P1, O. While NNMC has a clear process in place to prioritize and design key non-instructional processes, there is an opportunity to describe how NNMC operates its key non-instructional processes beyond the "organizational pattern and clear chain of command" reference.

2P2, O. While the College indicates that the non-instructional objectives are reviewed through and are an integral part of the strategic planning process, it is unclear what processes are used to determine the objectives of the three key non-instructional functions presented. Clarifying how these objectives are determined and reviewed as part of the strategic planning process may help the institution ensure objectives align with the College's mission and philosophy and with stakeholder needs.

2P3, S.

2P4, S.

2P5, O. Information regarding the appropriateness and value of the three other distinctive objectives seems to be gathered informally through conversations in committee and board meetings. A more systematic approach to collecting assessment data might provide better insight into faculty and staff needs.

2P6, O. Budgetary constraints, rather than assessment data regarding faculty and staff needs, seem to be the major drivers of adjustments to these three initiatives. NNMC has an opportunity to create and then close the feedback loops.

2R1, S. NNMC has identified several appropriate measures to determine success in non-instructional objectives. An example is the Eco-Technologies at the El Rito Campus facility which engages community and students in projects that are giving back to the community, saving resources for the College, and improving the environment.

2R2, O. While the College shares some information and results in different formats, the results could encompass more of the measures identified in 2R1 for each of the three non-instructional areas.

2R3, O. NNMC has an opportunity to create a roster of peer institutions and develop benchmarking measures that will allow it to present comparison data of its performance in accomplishing other distinctive objectives: Athletics, the NNMC Foundation, and El Rito Campus initiatives. While NNMC reports the minimum standards set by the NAIA, it does not report how the College compares in that area or other areas related to athletics.

2R4, S. The athletic department's commitment to the college community is evident in its many activities that encourage participation as well as the recruitment of 22 athletes from the local area. NNMC appears to have strong community relationships that enhance its ability to serve its culturally diverse region.

2I1, S.

2I2, O. The College has an opportunity to describe how its culture and infrastructure helps it select specific processes for improvement and to describe how targets for improvement are set.

AQIP Category 3: Understanding Students' and Other Stakeholders' Needs: This category examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas. The Systems

Appraisal Team identified various strengths and opportunities for **Northern New Mexico College** for Category 3.

The College is surveying students and utilizing the data to improve efficiencies in several key areas. It has implemented action projects to improve recruitment and retention which demonstrates a commitment to student and stakeholder needs. Through an EXITO Grant students and faculty can access instructional, student enrichment, and professional development activities. A component of the grant addresses outreach to high school students which raises awareness of the need for and rigors of a higher education. A new position, Assistant Director of Recruitment, is broadening the scope of recruitment. The Retention Committee identified problems in student retention. As a result, several solutions have been addressed: a student ambassador program was developed, an advising center is staffed, advisor training is available for faculty, and mental health counseling for students has been implemented.

3P1, O. The College identifies changing student needs through use of surveys and dialog.

An opportunity exists to determine which surveys the College could use on a more consistent basis to measure student satisfaction and engagement. Currently the College does not have any longitudinal data from any of the survey instruments (NSSE, Noel-Levitz Student Inventory, NNMC Student Opinion Survey, ACT Student Satisfaction Survey) they are utilizing. Tracking survey results over time could lead to improvements regarding student engagement and satisfaction. It is unclear how data from these assessments and analyses are used in planning and implementing improvements, informing budgeting decisions, or impacting strategic planning.

3P2, S. The College has identified several processes that assist in building relationships with students.

3P3, O. Table 3.2 demonstrates that NNMC has a robust plan for acquiring data and feedback from an array of stakeholder voices; further, this plan identifies who is responsible for analyzing these data. The College has an opportunity to more systematically use feedback and survey data to continually improve processes.

3P4, S.

3P5, S. The College uses survey information from current students, advisory council input, and analyses from its Institutional Advancement Office to identify potential new markets.

3P6, O. The College has an opportunity to describe how data from the complaint process is used to make improvements and how these data and the improvements are communicated to students and other stakeholders.

3R1, O. Because the cycle of survey administration is impacted by budgetary constraints and other New Mexico colleges' survey cycles, NNMC has an opportunity to determine which surveys will provide the most valuable trend data for use in strategic planning and improvement projects.

3R2, O. NNMC is collecting a wealth of data related to student satisfaction by using a variety of survey tools. What is not clear is how NNMC is analyzing these data to identify trends and develop interventions.

3R3, S.

3R4, S.

3R5, S.

3R6, O. There is an opportunity to track the employer satisfaction, employee satisfaction, and student satisfaction at the freshman through junior levels and compare these data with other institutions.

3I1, O. NNMC is clearly looking at data it collects and using analysis to identify priorities and design improvement projects like Strategic Enrollment Management. The College now has an opportunity to realize that improvement projects are not improvements; rather, improvement projects may lead to actual improvements as measured by outcomes. NNMC should carefully examine the manner in which projects like SEM lead to actual measurable improvements in key outcomes such as enrollment.

3I2, O. The College reports the creation of strategic plans as evidence of an infrastructure that supports this item. No mention was made of targets, and a security web enhancement plan described in this section does not appear to be directly related to *Understanding Students' and Other Stakeholders' Needs*.

AQIP Category 4: Valuing People: This category explores the institution's commitment to the development of its employees since the efforts of all faculty, staff, and administrators are required for institutional success. It examines the institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Northern New Mexico College** for Category 4.

It is clear that Northern New Mexico College has invested in human resource processes by implementing two action projects. Through a shared governance process, a new faculty performance evaluation form was created. Feedback is favorable regarding the changes in evaluation. The committee is aware that a couple of challenges with the process exist: training faculty supervisors and ensuring the evaluation process serves as a career development tool. In another action project, a professional development program to integrate training into all programs was developed for staff and faculty in the following areas: diversity awareness, sexual harassment training, prevention, safety & security, professionalism at work (staff only), defensive driving, helping at-risk students, and customer service. A DVD was developed for new employee orientation.

4P1, O. NNMC has an opportunity to improve human resource management through the compensation and classification system that is being developed. This new system can help clarify the processes used to identify the credentials, skills, and values required for faculty, staff, and administration. The College should be commended for undertaking the compensation and classification overhaul; upon completion, the College should gain a more competitive position in the external market and maintain internal equity.

4P2, S.

4P3, O. While a list of incentives are provided through which the College seeks to retain employees, it is unclear what processes are in place to recruit, hire, and retain employees. Clarifying the processes may help the institution assess whether the processes are well designed, fully deployed, and fully integrated with other related processes.

4P4, S.

4P5, S. The College plans for changes in personnel by cultivating a pool of adjuncts and identifying personnel needs in the planning and budgeting process.

4P6, S. The College uses committees and teams to integrate work processes and share best practices.

4P7, S. The College promotes ethical practices through several existing mechanisms and documents, including its guiding principles, employee handbooks, new employee orientation, and performance reviews. The HR department is currently developing a code of conduct.

4P8, O. While some training needs are identified through employee performance reviews, it is unclear how training needs associated with short- and long-range organizational planning are identified.

4P9, O. The College has an opportunity to describe the process used to train and develop employees to contribute fully and effectively.

4P10, S. NNMC has a well-developed, standardized process used for employee evaluation, including faculty reviews and annual performance evaluations of staff. The process includes an opportunity for the employee to set goals and objectives that align with those of the College.

4P11, O. While NNMC maintains a traditional compensation system for both bargaining and non-bargaining units on campus, an opportunity exists to clarify how NNMC aligns employee recognition, reward, compensation, and benefit systems with its institutional objectives.

4P12, S.

4P13, S. The College provides wellness programs and fitness facilities. The College has also implemented a campus safety and security office and plan. NNMC obtained \$2M in bond funds for safety and security purchases, such as security gates, enhanced lighting, and keyless entry systems.

4R1, O. While the College identifies ways that it gathers data about valuing people (survey results, salary studies, etc.), there is an opportunity to identify or develop measures for major processes within this category which may help the College assess whether these processes are effective.

4R2, O. While the College presents results for job satisfaction, adequacy of salary level, and

years of service, it has an opportunity to include results for the other measures identified in 4R1.

4R3, O. While the College collects individual instances of employee productivity, it has an opportunity to define measures of productivity and effectiveness in advance, so faculty and staff know what types of activities align with college goals and what targets they need to achieve to be recognized.

4R4, O. While it is clear that NNMC compares faculty salaries with other similar institutions, there is an opportunity to compare other measures related to processes aimed at valuing people as identified in 4R2 (for example, job satisfaction and/or years of service).

4I1, O. An opportunity exists for the College to measure the effectiveness of valuing people through a more systematic approach linking process, results, and improvement.

4I2, S. NNMC has reorganized its infrastructure in HR to better support and improve processes in the category of *Valuing People*.

AQIP Category 5: Leading and Communicating: This category addresses how the institution's leadership and communication structures, networks, and processes guide planning, decision-making, seeking future opportunities, and building and sustaining a learning environment. It examines the institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction-setting, use of data, analysis of results, leadership development and sharing, succession planning, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Northern New Mexico College** for Category 5.

The College is led by a Board of Regents appointed by the Governor of New Mexico. The Regents operate through a committee structure (Executive, Student and Academic Affairs, and Financial/Audit) where a Regent chairs the committee and the co-chair is a member of administration. Other committees (President's Staff, President's Cabinet, and Dean's Council) work with the College community to identify and address institutional challenges. The President's Cabinet is charged with identifying and measuring progress of AQIP Action Projects. The President of the College reports to the Board and attends all Board and Committee meetings. Minutes from all committees are made available to the College community. The mission and vision of the College drive the efforts of the administration.

5P1, O. The College’s mission, vision, and values were reviewed by a team of faculty and staff in 2011 and 2012 with the goal of determining “what changes, if any, would need to be made to the institution’s vision and mission.” The results of that team’s work have been reviewed by multiple stakeholder groups; however, there is an opportunity to describe the processes that address the frequency of reviews and any other relevant mechanisms that are needed to update the vision.

5P2, S. Administration, the Board of Regents, and the state’s Department of Education share responsibility for setting directions for the College that align with its mission and strategic priorities. Mechanisms like budget development, program review, and program advisory councils also help to ensure that actions align with the College’s mission.

5P3, S. The College articulates a well-defined mission, vision, philosophy, and statement of purpose and uses input from advisory councils, surveys, focus groups and other evaluations to garner feedback which is used to address the needs and expectations of key stakeholder groups.

5P4, O. The Office of Institutional Advancement (OIA) was created in 2012 “...to enhance the image, reputation, and infrastructure of the College for the purposes of securing and sustaining the resources necessary for the institution to fulfill its mission.” It is unclear as to what processes led to the creation of this office; it is also unclear what linkage exists between the office and the institutional leaders.

5P5, O. NNMC has created a group of committees to address the need for shared governance and transparency; however, it is unclear how the various committees identified in the portfolio make decisions. Clarifying how the committees are organized to evaluate information, make decisions, and coordinate activity may help the institution evaluate whether the current structure is sufficient to accomplish program and service objectives.

5P6, S. The College is participating in a state-wide redesign of its funding formula; this formula will be outcomes-focused, requiring institutions to take deeper responsibility for student success. As a result, NNMC has developed a robust data repository that helps provide data extraction to track new trends. The College has embraced the outcomes based funding formula. As a result, the College is collecting and analyzing data to close the achievement gap.

5P7, S.

5P8, S.

5P9, O. While the College invests resources annually in supporting faculty and staff development, it is unclear how leadership abilities are encouraged, developed, and strengthened. It is also unclear how leadership knowledge, skills, and best practices are communicated throughout the institution.

5P10, O. While the College provides on-going communication about the College's mission, vision, and values, it is unclear how the College plans for changes in leadership. Clarifying succession planning processes may help the institution ensure continuity in its strategic directions.

5R1, S. NNMC tracks four sets of measures related to Leading and Communicating, including performance evaluation/feedback on supervisors, annual surveys, and results of its strategic planning process.

5R2, O. Results for multiple measures in the category of Leading and Communicating indicate opportunities for improvement in several key areas. While the College should be commended for its recent work to address measures in 5R1, it is concerning that the percentages of employees who agree or strongly agree with four of the guiding principles are so low.

5R3, O. The College measures performance effectiveness by the ratio of Administrative Costs to Education/General Expenditures and presents extensive comparative data on the amount of fiscal resources devoted to administrative costs. While these measures are indicative of institutional efficiency and fiduciary responsibility, NNMC has the opportunity to explore ways to compare other leading and communicating metrics with peer institutions. Further, it is unclear how a high percentage in administrative costs is understood as a measure of institutional efficiency.

5I1, O. NNMC reports the completion of a reorganization of the academic units and the development of several new policies. The College has an opportunity to demonstrate with greater clarity how these improvements have led to improved performance.

5I2, S.

AQIP Category 6: Supporting Institutional Operations: This category addresses the variety of institutional support processes that help to provide an environment in which learning can thrive. It examines the institution's processes and systems related to student support, administrative support,

identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Northern New Mexico College** for Category 6.

Northern New Mexico College has recently engaged in two action projects to address institutional operations. They recognized the need to improve the Facilities Department's receipt, processing, and clearing of maintenance reports and selected and implemented a software solution. A Safety and Security Office was established and a new Campus Safety and Security Policy identify the actions, roles, and responsibilities of individuals and departments in the event of an emergency.

6P1, O. NNMC uses a variety of surveys, working groups, and committees to identify the support service needs of its student and other key stakeholder groups; however, the College has an opportunity to consistently collect and analyze longitudinal data by administering the same survey (or surveys) on a cyclical basis. Collection and analysis of longitudinal data may provide greater clarity in identifying these stakeholders' support service needs.

6P2, O. The College maintains a number of standard College and departmental standing committees, representative bodies, focused units and support units; however, it is unclear how these tools and channels are used systematically to identify administrative support service needs for faculty, staff, and administrators.

6P3, SS. Integrated committee structures, especially the Facilities Department and the Safety and Security Committee, work to evaluate and implement continuous improvements to maintenance reports and safety and security processes. For example, NNMC established legislative priority for the passage of the \$2M bond which funded campus-wide security upgrades.

6P4, O. While the College identifies the management of some key administrative processes, an opportunity exists to expand into other administrative areas (i.e., Financial Aid, Bookstore). In addition, it is unclear what methods supervisors use to "enhance academic programs, help students learn, and increase student/stakeholder satisfaction" through their daily management of support services. Clarifying these processes may help ensure employees are focused on those activities that most contribute to the key work process requirements identified for each support area.

6P5, O. NNMC has a mature and well-conceived budget management system, and financial reports are generated on a regular basis; however, it is unclear how the College documents other institutional support processes that lead to knowledge sharing, innovation, and empowerment. The College reports identification of key work process requirements through process flowcharting; providing evidence of this flowcharting within category six can help to demonstrate and encourage process maturity.

6R1-R2, O. While NNMC provides Math and English placement scores, it is unclear how these measure student support service processes. Clarifying what measures align with the key requirements or outcomes of support service processes may help to determine what data is more relevant to evaluating the effectiveness of these processes.

6R3, S.

6R4, S.

6R5, O. While the College does compare institutional performance on retention and the general satisfaction of graduating seniors, it is unclear whether the College compares performance on its key metrics for *Supporting Institutional Operations*. Benchmarking more actively may help the institution gain perspective on its current performance.

6I1, O. While NNMC reports a number of organizational changes aimed at improving services, the College has an opportunity to report any measureable improvements that these changes have produced. In addition, it is unclear what data lead to these organizational changes. Clarifying how these improvements were prioritized may help demonstrate that processes and data are managed systematically to improve performance in this area.

6I2, O. NNMC has a well-developed cadre of councils, committees, and other groups; however, it is unclear how these help the College select processes and set targets for improved performance in *Supporting Institutional Operations*.

AQIP Category 7: Measuring Effectiveness: This category examines how the institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines the institution's processes and systems related to collection, storage, management, and use of information and data both at the institutional and departmental/unit levels. It considers institutional measures of

effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Northern New Mexico College** for Category 7.

Northern New Mexico College is still maturing in its use of data management and assessment. It is making progress in collecting data through Banner SCT, is training staff to enter and use data, and has created a new data management team. The College has identified a new peer group for comparative purposes. The Office of Institutional Research has been moved to the Registrar's office to ensure less duplication and more effective data management. A 2011 initiative, the Provost's Advisory Committee on Data Acquisition, Analysis, and Reporting (PACDAAR), was aimed at improving the accuracy and quality of data generated by the institution. Information Technology staff has implemented a new systems backup procedure and is developing better methods of responding to IT requests.

7P1, S. NNMC's strategic and action plans include selection, management, and use of information and data to support student learning, overall institutional objectives, innovation and continuous improvement. Further, the College uses a Data Management Team to manage research requests. The College also initiated an advisory committee to standardize definitions for key college metrics and develop key reports. Other groups like the Program Review Committee contribute to defining performance measures for programs and services.

7P2, O. It is unclear how data support planning and improvement. Clarifying how these regular and ad hoc reports are integrated into short- and long-term planning may help the institution assess the usefulness of its data management practices in supporting planning and continuous improvement.

7P3, S.

7P4, O. While the process used to identify the measures in the Performance Effectiveness Report has been described, it is unclear how the institution explains its different performance levels, prioritizes among opportunities for improvement, sets targets for improvement, and assesses its capacity to meet those targets. Additionally, it is unclear how these analyses are shared throughout the institution; clarifying the process(es) used to analyze data and share analyses may help the College assess the effectiveness of its data-informed decision making.

7P5, S. NNMC's participation in IPEDS, NSSE, the National Student Clearinghouse, AQIP, and a number of other State and national organizations determines the needs and priorities of comparative data. The College's choice of memberships determines the criteria used to select sources of data.

7P6, S.

7P7, S.

7R1, S.

7R2, O. While NNMC reports several measures pertaining to its IT department, it is unclear how these provide evidence that their system for Measuring Effectiveness meets their institution's needs in accomplishing its mission and goals. Additionally, the College has an opportunity to include results for the other measures identified in 7P7 and 7R1.

7R3, O. NNMC adopted an instrument that benchmarks its effectiveness in six areas and compares data from two community colleges. However, the usefulness of the results is limited by the number and nature of the comparison group as well as by the age of some of the data. NNMC has an opportunity to survey a larger population and collect more comparative data regarding these processes.

7I1, O. The transition to Ellucian Degree Works for student advising is commendable; however, it is unclear what data have driven the decision to implement Ellucian Degree Works. Clarifying the connection between measures of effectiveness in this category and improvement efforts may help the institution evaluate how effectively its data collection efforts are informing improvement priorities.

7I2, O. A robust data repository or data warehouse has been established which addresses at least a portion of the infrastructure needs, but there is an opportunity to identify elements of NNMC's culture that support selection of processes and the setting of targets for improvement.

AQIP Category 8: Planning Continuous Improvement: This category examines the institution's planning processes and how strategies and action plans are helping to achieve the institution's mission and vision. It examines coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; analysis of

performance projections and results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Northern New Mexico College** for Category 8.

When it opened in 1909, El Rito Normal School was the first in the state to specifically serve the Spanish speaking population and has evolved into an inclusive educational experience for all students. The College appears to have a strong planning process that ties clearly to its mission and vision which are greatly influenced by its historical and cultural roots. The College seeks to couple contemporary innovation with its traditional legacies, creating a plan of responsible and sustainable growth which is in harmony with its natural and institutional resources.

8P1, S. The College maintains a five-phase integrated planning process that starts with the President's staff reviewing institutional performance and setting strategic directions. Units develop action plans to support those directions and their outcomes are reviewed regularly to identify opportunities for improvement.

8P2, O. The College has master plans in academics, enrollment, and finance, and it has defined 27 institutional objectives; however, it is unclear how these plans and objectives and short- and long-term strategies are selected. Clarifying the process by which short- and long-term strategies are developed may help ensure the process can be reviewed for rigor, integrity, and alignment with institutional values.

8P3, O. The College's strategic goals are organized in accordance with the AQIP categories, and quality tools are used to support their implementation; however, the tools and process used to develop key action plans are unclear. Clarifying what tools are used and how they constitute repeatable processes may help ensure action steps are aligned with the organization's short- and long-term strategies.

8P4, O. The College has a process in place which aligns the planning process across all units including the Board of Regents, President's staff, Deans Council, President's Cabinet, and institutional units; however, it is unclear whether the President's staff (8P4) or units themselves (8P1) develop action steps, measures, and targets. Clarifying this step in the College's planning process may help establish how college- and unit-level planning processes are carried out and coordinated across the institution's levels.

8P5, O. In 8P2, NNMC reports that the President's staff tasks its colleges, departments, and

institutional standing committees with designing measures and establishing targets; however, 8P5 describes a process by which the President's staff identifies appropriate measures and targets. Clarifying responsibilities for selecting measures and setting performance targets may help ensure these processes are more efficient and effective.

8P6, O. Resource needs are requested by committees and project teams in the development of action plans; however, it is unclear how these needs are prioritized within the constraints of current resources and anticipated needs.

8P7, O. Risks are assessed and addressed in comparison with the budget, including FTE and operational costs; however, it is unclear what processes are used to identify and address risks in individual unit and departmental strategic plans.

8P8, S. The President's staff and Cabinet hold weekly and bi-weekly meetings, respectively, to review and coordinate the various needs of the College. The College cites several examples of how it has organized professional development programs to support strategic directions in areas like integrated studies, developmental education, and diversity.

8R1, O. The direct measures described appear to be related to action plans and committee objectives, not to the effectiveness of planning processes and systems. The College may have indirect measures of its planning processes in satisfaction surveys, but the actual measures are not provided.

8R2, O. In Table 1, NNMC reports on the status of many goals and action plans associated with those goals. While these status reports provide completion percentages, there is an opportunity to report on the impacts of these plans or the success in meeting selected targets for improvement.

8R3, O. The College identifies performance goals that emerged from its strategic visioning process; however, it is unclear how these goals constitute projects or targets for performance of the College's strategies and action plans over the next 1-3 years.

8R4, OO. Although the College states there are no national strategic planning data available for comparison purposes, assessment results of many of the goals cited in 8R2 could be used as evidence of NNMC's performance results in its planning efforts. The College has an opportunity to clearly identify assessment results of those goals and develop a set of benchmark institutions for purposes of comparison.

8R5, O. While the College provides an example of how its academic plan aligns with the SEEDS goals, it is unclear what evidence exists that its system for planning continuous improvement is effective. NNMC has an opportunity to identify targets, benchmarks, and measures which show evidence that its continuous improvement plans are effective. For example, if alignment across levels is one indicator of effectiveness, the College could quantify, aggregate, and track alignment.

8I1, O. Except for the new suggestions for improvement form, it is unclear whether other activities presented represent improvements to planning for continuous improvement. Clearly identifying results associated with the reported process changes could help the College determine if improvements have been made in this area.

8I2, O. The College is taking steps to develop a process and technology infrastructure to support its planning efforts; however, an opportunity exists to identify what aspects of the College culture and infrastructure help select specific processes to improve and set targets for these improvements.

AQIP Category 9: Building Collaborative Relationships: This category examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Northern New Mexico College** for Category 9.

Northern New Mexico College realizes the need to build collaborative relationships with the community, business and industry, and other educational entities. The NNMC Foundation provides donor directed scholarships to assure student access and success. Articulation agreements with other New Mexico colleges and universities are maintained to allow seamless transfer for students. Advisory committees, comprised of representation from business and industry, assist with program development and improvements.

9P1, S. NNMC has a process for building relationships with the educational institutions from which it receives students. The process includes identifying common goals, measuring success,

and using what is learned for continuous improvement.

9P2, S. Northern New Mexico College creates, prioritizes, and builds relationships with regional educational institutions and employers by establishing positive lines of communication and identifying opportunities to leverage capacity to meet mutual goals for student advancement. These relationships are sealed with clearly stated and measurable objectives that clearly define the role of the partnering educational institution and industry and employer role and expectations.

9P3, O. NNMC uses contracts, MOUs and MOAs to define roles and responsibilities with service providers, but the process used to create, prioritize, and build relationships with these providers is unclear. Clarifying this process may help to ensure that NNMC systematically assesses student service needs and uses its limited resources to meet the most significant needs and the College's strategic priorities.

9P4, O. While NNMC must follow the New Mexico State Procurement Code when dealing with vendors, the process used to create, prioritize, and build relationships with these providers is unclear. Clarifying these processes may help to ensure that relationships with vendors support the most significant student and stakeholder needs and the College's strategic priorities.

9P5, S.

9P6, S. The College uses a number of methods to ensure that partnership relationships are meeting stakeholder needs, including advisory councils, surveys, focus groups, and program evaluations.

9P7, O. It is unclear how program review and evaluation, identified as a mechanism for promoting internal collaboration, creates and builds relationships among units and assures integration and communication across these relationships. Clarifying this aspect of the process may help to ensure that relationships are aligned with the mission and key stakeholder needs.

9R1, S. NNMC has identified several measures through which it assesses its performance in formal partnerships, including fulfillment of responsibilities, communication, and responsiveness to partner needs.

9R2, O. Through selected results from its Survey of Collaborative Partnerships, NNMC identifies several areas of strength (e.g., good communication and committed faculty and staff) and opportunity (e.g., communicating paperwork deadlines, increasing collaboration with

network districts, conducting annual meetings, and developing formal partnerships). NNMC acknowledges the need to incorporate processes that respond to identified opportunities and ensure its partnerships continually improve.

9R3, O. NNMC has an opportunity to formally compare its results for Building Collaborative relationships with other organizations and higher education institutions. Comparing performance may help the institution evaluate its processes, current levels of funding, and partnership strategies.

9I1, O. While NNMC has made some improvements in this category, it is unclear how systematic and comprehensive their processes and performance results are for Building Collaborative Relationships. For example, it is unclear how the bi-annual community needs assessment in support of service learning and research was identified and prioritized; it is also unclear how the reported changes are being evaluated to determine whether collaborative relationships are being enhanced.

9I2, S.

ACCREDITATION ISSUES NORTHERN NEW MEXICO COLLEGE

The following section identifies any areas in the judgment of the Systems Appraisal Team where the institution either has not provided sufficient evidence that it currently meets the Commission’s *Criteria for Accreditation* (and the core components therein) or that it may face difficulty in meeting the *Criteria* and core components in the future. Identification of any such deficiencies as part of the Systems Appraisal process affords the institution the opportunity to remedy the problem prior to Reaffirmation of Accreditation.

No accreditation issues noted by the team for Northern New Mexico College.

Criterion 1: Evidence found in the Systems Portfolio	Core Component				
	1A	1B	1C	1D	
Strong, clear, and well-presented.	X	X	X	X	
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 2: Evidence found in the Systems Portfolio	Core Component				
	2A	2B	2C	2D	2E

Strong, clear, and well-presented.	X	X	X		X
Adequate but could be improved.				X	
Unclear or incomplete.					
Criterion 3: Evidence found in the Systems Portfolio	Core Component				
	3A	3B	3C	3D	3E
Strong, clear, and well-presented.	X			X	X
Adequate but could be improved.		X			
Unclear or incomplete.					
Criterion 4: Evidence found in the Systems Portfolio	Core Component				
	4A	4B	4C		
Strong, clear, and well-presented.	X	X	X		
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 5: Evidence found in the Systems Portfolio	Core Component				
	5A	5B	5C	5D	
Strong, clear, and well-presented.	X	X	X	X	
Adequate but could be improved.					
Unclear or incomplete.					

1P1 & 1P2. HLC Core Component 3.B. *The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.*

- NNMC has established common general education requirements for both its certificate and two-year degree programs. All two-year programs include a common core of general education courses which are guaranteed to transfer to any other New Mexico public college or university and apply toward associate and baccalaureate degree program requirements.
- NNMC adheres to the New Mexico Common Core Standards and has added a greater choice of electives for its students. The common student learning objectives of each area of the state's Common Core have been determined by an Area-level task force with faculty representatives from throughout the state. Northern faculty members have participated in the work for each area, including the Common Core.
- Northern New Mexico College's mission is to provide accessible, affordable, community-based learning opportunities that meet the educational, employment, and enrichment needs of their

culturally diverse region. Commitment to human and cultural diversity is reflected in a required course on the history and culture of Northern New Mexico.

- Faculty and students contribute to academic scholarship and creative arts through collective scholarly research, internships, conferences, and programs like the NNMC Research and Creative Arts Symposium.

1P2 & 1P18. HLC Core Component **4.B.** *The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.*

- NNMC's institutional assessment is designed and implemented by the Student Learning Achievement Committee, whose members utilize a program assessment rubric to offer peer-review feedback to faculty and staff on program, General Education, and co-curricular assessment, and oversee the production of the College's Annual Student Learning Report.
- NNMC's six interwoven assessment processes include multiple feedback and reporting requirements that are designed to strengthen reflectivity and program improvement efforts across the institution.
- NNMC has deployed an institutional assessment, which outlines assessment-related roles and responsibilities for faculty, staff, and administrators, as well as an annual assessment cycle that has been implemented since 2007. All aspects of the institutional assessment plan, including the production of the College's annual student learning report and critical appraisal of the plan itself, are overseen by the Office of Assessment

1P4 & 1P10. HLC Core Component **1.C.** *The institution understands the relationship between its mission and the diversity of society.*

- NNMC provides evidence that it meets 1C1. Northern New Mexico College's mission is to provide accessible, affordable, community-based learning opportunities that meet the educational, employment, and enrichment needs of their culturally diverse region.
- The Office of Equity and Diversity addresses access for any group that has been historically disadvantaged or underrepresented in higher education. This includes, but is not limited to, individuals from ethnic and racial minorities. It also includes persons of all races and ethnicities who come from groups that have historically been disadvantaged or underrepresented in higher

education, such as: women, first-generation college seekers, people who are differently abled, the LGBTQ community, veterans, non-traditional students, non-English speakers, and people from low-income communities.

1P4 & 1P12. HLC Core Component 3.A. *The institution's degree programs are appropriate to higher education.*

- The institution articulates learning goals for its certificates and degrees that are appropriate to each level, and learning goals are consistent across all modes of delivery. The College helps to ensure online courses maintain consistent quality levels through faculty training.
- NNMC articulates and differentiates learning goals for its certificate, associate, and undergraduate programs through prerequisites, program and course design, and student learning outcomes.
- Working in partnership with the Center for Teaching and Learning and the Distance Education Program, a faculty training seminar was developed whose purpose is to improve current and projected online course offerings and to introduce the Quality Matters online course standards rubric as a benchmark for creating consistent implementation for online course design. All Dual Credit classes must be approved by Northern faculty chairs; rigor and course content is based on college level standards. All faculty approved for Dual Credit must meet the required credentials based on faculty chairs.

1P4 & 1P13. HLC Core Component 4.A. *The institution demonstrates responsibility for the quality of its educational programs.*

- The institution uses a peer-review based three-year program review process, evaluates credit given for its courses and courses accepted in transfer, maintains a number of program-level national accreditations, and ensures students meet the College's learning and development expectations in completing courses and degrees.
- NNMC has a detailed process for evaluating the credit it transcripts, including what it awards for experiential learning or other forms of prior learning as documented on pages 13-16 of its Fall 2012 – Summer 2014 Catalog. Additionally, transfer guides have been developed through collaboration of New Mexico's public post-secondary institutions, consistent with requirements of state law (21-1B, NMSA 1978).

- NNMC's Career & Technical Automotive Program is under review for accreditation by the National Automotive Teacher Education Foundation (NATEF), and Registered Nursing to Bachelor Science Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE). The College's Barbering, Cosmetology, Massage Therapy, and Nursing programs are approved by their respective state licensing boards. The NNMC Radiographic Technology program is accredited by the Joint Review Committee on Education and Radiographic Technology. The NNMC associate-level Business programs are accredited by the Association of Collegiate Business Schools and Programs, and all of the Education programs are state NCATE accredited.

1P6. HLC Core Component 2.B. *The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.*

- NNMC provides evidence that it meets 2B through a variety of print, face-to-face, and digital methods. The college maintains its transparency to students and the public by providing important information and data through presentations (Financial Aid and Admissions), print materials (catalogue) and on-line (website).
- The College maintains, reviews, and updates when necessary its consumer information pursuant to the Higher Education Opportunity Act (HEOA) of 2008. Additionally, the College communicates expectations regarding student preparation and student learning outcomes through a variety of formats in online and printed modalities including:
 - college catalog and degree plans,
 - course schedules,
 - admissions,
 - academic advisement, and
 - new student orientation

1P7 & 1P15. HLC Core Component 3.D. *The institution provides support for student learning and effective teaching.*

- Staff and faculty utilize developmental advising strategies to assist students in navigating their way through college. The college has a number of departments on campus that assist in student success initiatives: Center for Institutional Advisement, American Indian Center, Accessibility Resource Center, Dual Credit, Student Success Center, Distance Education, Library, Office of Career Services, Writing Center, and Intercollegiate Athletics.
- Faculty and staff advisors follow specific steps to ensure academic advising is suited to its programs and the needs of its students. These steps include:
 - exploration and confirmation of life goals and values,
 - exploration and confirmation of career goals,
 - selection of a major or program of study to achieve life, career, and educational goals,
 - selection of courses in any given term, and
 - scheduling of courses
- A process improvement committee, comprised of faculty, staff, and academic administrators, has met since September 2010, to design, implement, and assess improvements to faculty development. Five interweaving processes are currently under development: orientation activities for new faculty; training in best instructional and assessment practices, including use of the College's web-based data management system; Blackboard training; a process for requesting supplemental support for conference travel and research; and training organized by Human Resources in diversity, safety, and harassment prevention

1P11. HLC Core Component 2.D. *The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.*

- The Student Handbook (Catalogue) describes the college's commitment to freedom of expression and the pursuit of truth in teaching and learning.

1P11. HLC Core Component 2.E. *The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

- NNMC has an Institutional Review Board for the Protection of Human Participants of Northern New Mexico College which provides an independent determination concerning:

- A. How the rights and welfare of individual research participants are safeguarded; and
- B. Whether these participants are placed at risk; and, if risk is involved, whether:
 - 1. the risks to the subject are so outweighed by the sum of the benefit to the subject and the importance of the knowledge to be gained as to warrant a decision to allow the subject to accept such risks;
 - 2. the rights and welfare of any participants are protected;
 - 3. legally effective informed consent will be obtained by adequate and appropriate means;
the conduct of the activity will be reviewed at timely intervals
- NNMC's Student Handbook contains detailed information concerning specific standards expected from each student, information about disciplinary sanctions which could be invoked for infractions of the standards of conduct, and the appellate process applicable to appeals of disciplinary action imposed under the code
- When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the department or program Chairperson for follow-up action. Penalties for academic dishonesty may include a grade of "F" on the work in question or for the course. Students engaged in academic dishonesty may also be subject to disciplinary action: short term suspension, long term suspension and or expulsion

1P16. HLC Core Component 3.E. *The institution fulfills the claims it makes for an enriched educational environment.*

- At Northern, opportunities for connecting theoretical to practical knowledge exist in student government, clubs, service learning projects, extramural research internships, and national honor societies. These programs enrich the educational environment and support the College's mission.
- Service learning classroom projects (VITA) and co-curricular development (Student Government, Phi Theta Kappa, and various student clubs and organizations) are available to students attending NNMC. It is evident that learning occurs both in and outside the classroom
- Student organizations and clubs exist at NNMC in Biology, Cosmetology, Dance, Drama, Environmental Science, Fiber Arts, Literary Arts, Nursing, and Radiography. Students in

Business participate in VITA and with the Business Professionals of America to promote leadership training and assist families with tax preparation. The College's National Science Foundation's Research Experience for Undergraduates affords year-round, paid internships with Los Alamos National Laboratory researchers.

3P1. HLC Core Component 4.C. *The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.*

- Data on student retention, persistence, and completion of its programs is reported to the President and the College via the IR webpage and is also forwarded to the Legislative Finance Committee and Council of University Presidents. This collection and reporting ensures analysis of these data and continuous improvement based on the results.
- The College has implemented two Action Projects that address recruitment and retention. Through the EXITO Grant, the College was able to hire a new position to support recruitment efforts. The Assistant Director of Recruitment is working on outreach with secondary schools to inform the students of the value of a higher education. An opportunity exists for the College to learn more from the needs assessment and outreach evaluations that are being conducted.
- The Retention Committee has initiated a student ambassador program, training faculty to assist students through an advising process, and mental health counseling is now available for students.

3P3 & 3P5. HLC Core Component 1.D. *The institution's mission demonstrates commitment to the public good.*

- NNMC provides community-based quality learning opportunities that meet the educational, employment, and enrichment needs of their culturally diverse region by offering degree and certificate programs as well as continuing education courses.
- Training opportunities currently provided by NNMC El Rito Campus Institute and Centers engage not only students but a variety of agencies, community organizations, K-12 and other institutions of higher learning, state, tribal, and federal governments, local businesses, and non-profit organizations.

- NNMC El Rito Campus Institute and Centers is also currently working to establish itself as a green and sustainable model in the region through energy efficient, waste management, and water efficient conservation measures on campus.

4P2 & 4P10. HLC Core Component 3.C. *The institution has the faculty and staff needed for effective, high-quality programs and student services.*

- Northern meets most of the expectations for Core Component 3C. Faculty are required to demonstrate that they meet minimum credentialing expectations, performance evaluations are done annually, full-time faculty are invited to professional development activities, and faculty are required to maintain a minimum of five hours/week for office hours.
- NNMC determines faculty and staffing requirements relative to the strategic plan to anticipate and prepare its workforce for changing capabilities and capacity needs. Part time employees and adjunct faculty members are hired to meet peak workloads and nonstandard work hours as well as to implement new initiatives. The availability of highly qualified adjuncts and the demand for classes influences the number of courses taught by adjuncts.

4P7. HLC Core Component 2.A. *The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.*

- NNMC's Staff and Faculty Handbooks establish guidelines to ensure that all NNMC business is conducted with integrity and in compliance with all applicable laws and regulations. A new Code of Ethical Conduct is in development.

4P7. HLC Core Component 2.E. *The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

- The College's Six Guiding Principles, mission, vision and philosophy help ensure that stakeholders acquire, discover, and apply knowledge responsibly. The six Principles speak to acting ethically and with integrity, being sensitive to community needs, and providing a relevant, affordable and quality education to all students.

5P1 & 5P2. HLC Core Component 1.A. *The institution's mission is broadly understood within the institution and guides its operations.*

- Planning efforts are linked to the mission, vision, philosophy and statement of purpose; strategic plans are created through collaborative efforts between administration, faculty, and staff.

5P2 & 5P6. HLC Core Component **5.C.** *The institution engages in systematic and integrated planning.*

- The President reports to the Board of Regents and is responsible for engaging the college community in planning and carrying out long term goals and objectives. The annual budgeting process is an annual examination of how well the institution is aligning its programs with the mission and vision of the College.

5P2. HLC Core Component **2.C.** *The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.*

- The Board of Regent's by-laws include a Conflict of Interest Policy governing its actions.

5P3 & 5P8. HLC Core Component **1.B.** *The mission is articulated publicly.*

- The College's mission, philosophy, and statement of purpose are published in the student catalog, handbook, faculty and staff handbooks and Website.

5P5 & 5P9. HLC Core Component **5.B.** *The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.*

- The institution uses a variety of shared governance committees and project teams to make decisions. The philosophy of the College reinforces a commitment to transparency. The Board of Regents provides oversight on budget, facilities, and policies and procedures.

7P2 & 7P4. HLC Core Component **5.D.** *The institution works systematically to improve its performance.*

- The College utilizes Banner as its Management Information System. The MIS serves as a data repository for several integrated systems: Finance, Student, Financial Aid, and Human Resources.
- NNMC participates in a statewide higher education network that tracks accountability measures for colleges and universities in New Mexico.
- The College participates in the New Mexico Council of University Presidents' annual Performance Effectiveness Report, which provides performance data in four categories: Use of

Resources, Accessibility, Student Success, and Academic Quality. Data is regularly analyzed and targets for improvement are set.

- NNMC documents evidence of its performance in the Council of University Presidents' annual Performance Effectiveness Report.

8P6. HLC Core Component 5.A. *The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.*

- NNMC has a budgeting process that supports financial progress and on-going stability, including a budget management system and regular reviews of the budget by the Board of Regents.
- NNMC has made improvements to its human resources office and maintains regular performance reviews where the qualifications of staff are regularly reviewed.
- The College supports a variety of support services and maintains its physical and technological infrastructure.
- Effective resource utilization is approved by the Board of Regents, managed by the President's staff, and executed by the faculty and staff.

QUALITY OF SYSTEMS PORTFOLIO FOR NORTHERN NEW MEXICO COLLEGE

Because it stands as a reflection of the institution, the *Systems Portfolio* should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the organization. In this section, the Systems Appraisal Team provides Northern New Mexico College with constructive feedback on the overall quality of the portfolio, along with suggestions for improvement of future portfolio submissions.

Northern New Mexico College began its AQIP journey in 2001. Since that time it has submitted three System's portfolios – 2005, 2008, and 2013. The 2009 System's Portfolio Feedback Report identified the following strategic issues:

Lack of qualitative and comparative data that is connected to process improvement does not assist NNMC in achieving its desired results based on best practices. The College has an opportunity to find peer institutions with which to benchmark and compare itself.

The portfolio portrayed a lack of clarity in the 2008 Strategic Planning Process and alignment of the nine categories with its strategic objectives.

NNMC relies heavily on survey data for results and very little other quantitative data is referenced in the portfolio. NNMC may benefit from a more strategic data collection process that utilizes direct measures of processes to better inform decisions and improvements, especially as it relates to student satisfaction and needs.

The portfolio would benefit from a clearer description of needs, processes, metrics, and improvements. While the team did not feel that NNMC was in jeopardy of losing its accreditation, they did question if it truly understands and is committed to the AQIP process.

While NNMC has addressed some of these issues, the 2013 System's Portfolio review team found some commonality with the strategic issues they identified following the review of the current portfolio:

The College appears to be maturing in its continuous quality improvement journey. In most categories the College is able to list and define the processes and measures that are in place to make NNMC a distinctive college. What are unclear in the portfolio are the results and improvements that are made for each process and measure identified. In other words, what data are collected, who is having conversations regarding the data, and what improvements within the organization are realized as a result of those conversations. By closing the loop in the continuous quality improvement cycle, NNMC has an opportunity to be more systemic through integration and alignment.

NNMC has an opportunity to consistently collect and analyze longitudinal data by administering the same survey (or surveys) on a cyclical basis. Collection and analysis of longitudinal data may provide greater clarity in identifying trends, opportunities for improvement, and areas that have improved. In addition, the College has an opportunity to benchmark its results against other organizations, which can provide invaluable context for evaluating current performance levels and setting targets for improvement.

AQIP encourages a process-oriented approach to continuous improvement. There were numerous instances within the portfolio, especially in Category Six, where NNMC describes activities but does not provide evidence of a clear, repeatable process through which its programs and services are delivered, evaluated, and improved. Documenting these key processes (e.g., process

mapping) may help the institution in bringing together its process, satisfaction, and outcomes measures; its management structures; and its mechanisms for collecting feedback into a more integrated approach. The institution can also evaluate the maturity of its processes in each category using the four-level model provided in the Systems Portfolio Guide; these evaluations were not included in each of the category introductions.

In future portfolios, NNMC has an opportunity to enhance its understanding and articulation of the tenets of continuous quality improvement through each category in the portfolio.

USING THE FEEDBACK REPORT

AQIP reminds institutions that the Systems Appraisal process is intended to initiate action for institutional improvement. Though decisions about specific actions rest with each institution, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Some key questions that may arise in careful examination of this report may include: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned? How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration, and integrity.

AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities in ways that will make a difference in institutional performance.