

Northern New Mexico College AQIP Systems Portfolio **2013**

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Glossary

A

AA: Alcoholics Anonymous
AACRAO: American Association of Collegiate Registrars and Admissions Officers
AASCU: American Association of State Colleges & Universities
ABE: Adult Basic Education
ABET: Accreditation Board for Engineering and Technology
ACBSP: Accreditation Council for Business Schools and Programs
ACE: American Council on Education
ACT: American College Test
ADA: Americans with Disabilities Act
AGA: Accountability in Government Act
AGB: Association of Governing Board of Colleges & Universities
AIA: American Indian Affairs
ALP: Alternative Licensure Program AP/CIE/CLEP/DSST
APR: Academic Program Review
ARRA: American Recovery and Reinvestment Act
AWG: Accountability Work Group

B

BA: Bachelor of Arts
BAIS: Bachelor of Arts Integrated Studies
BBA: Bachelor of Business Administration
BE: Bachelor of Engineering
BIA: Bureau of Indian Affairs
BM: Bachelor of Music
BMS: Business Management System
BOR: Board of Regents
BS: Bachelor of Science
BSN: Bachelor of Science in Nursing

C

CAMP: College Assistance Migrant Program
CAS: College of Arts and Sciences
CCNE: Commission on Collegiate Nursing Education
CEU: Continuing Education Unit
CHOICES: Software?
COMPASS: Computer-Adaptive Placement Assessment and Support System
CPR: Cardiopulmonary resuscitation

CSRDE: Consortium for Student Retention Data Exchange
CTE: Career Technical Education
CUP: Council of University Presidents

D

DE: Distance Education
DR: Disaster Recovery

E

ECF: Expected Family Contribution
ENMU: Eastern NM University
EOC: Educational Opportunity Center
ERUC: Effective Resource Utilization Committee
ESL: English as a Second Language
EXITO: Title V Grant

F

FAFSA: Free Application for Federal Student Aid
FAQ: Facts and Questions
FSSE: Faculty Survey of Student Engagement
FTAC: First Time Any College
FTE: Full-Time Equivalent
FYE: First Year Experience

G

GEC: General Education Committee
GED: General Education Diploma
GPA: Grade Point Average
GSA: Gay Straight Alliance

H

HACU: Hispanic Association of Colleges & Universities
HED: Higher Education Department
HEOA: Higher Education Opportunity Act
HEP: High School Equivalency Program
HLC: Higher Learning Commission
HPER: Health, Physical Education, Recreation
HRD: Human Resources Director
HSI: Hispanic Serving Institution

I

ILL: Interlibrary Loan
INTASC: Interstate New Teacher Assessment and Support Consortium

IPEDS: Integrated Postsecondary Education Data System

IR: Institutional Research:

IRB: Institutional Review Board for the Protection of Human Participants

ITV: Instructional Television

J-L

JCERT: Joint Review Committee on Education in Radiologic Technology

LGBTQ: Lesbian, Gay, Bisexual, Transgender, Questioning

LMS: Learning Management System

LPN: Licensed Practical Nurse

M

MOA: Memorandum of Agreement

MOU: Memorandum of Understanding

N

NAAA: National Academic Advising Association

NACCS: National Association for Chicano and Chicano Studies

NAIA: National Association of Intercollegiate Athletics

NASFAA: National Association of Student Financial Aid Administrators

NASNTI: Native American Serving Non-Tribal Institution

NCA: North Central Association

NCATE: National Council for Accreditation of Teacher Education

NIH: National Institutes of Health

NLNAC: National League for Nursing Accreditation Commission

NMCAL: NM Consortium of Academic Libraries

NMHU: NM Highlands University

NMSA: New Mexico Statutes Annotated

NMSU: New Mexico State University

NMT: New Mexico Tech

NMTA: New Mexico Teacher Assessments

NNMC: Northern New Mexico College

NSSE: National Survey of Student Engagement

O

OBFS: Organization of Biological Field Stations

OCL: Online Cooperative Learning

OIA: Office of Institutional Advancement

OOD: Oracle on Demand

P

PACDAAR: Provost's Advisory Committee on Data Acquisition, Analysis and Reporting

PED: Public Education Department

POEH: Pueblo Indian (Tewa) word for pathway/road

R

RN: Registered Nurse

RPSP: Research and Public Service Projects

S

SAC: Student Advisement Center

SBDC: Small Business Development Center

SCH: Student Credit Hours

SCT: Systems and Computer Technology Corporation

SEM: Strategic Enrollment Management

SERPA: Solar Energy Research Park Academy

SMS: Short Message Service

SOS: Student Opinion Survey

SSC: Student Success Center

SSI: Student Satisfaction Inventory

T

TESOL: Teaching English as a Second Language

TIG: Teaching Incentive Grant

Title V: Federal Grant Funding

TR: Transfer Grade

TRIO: refers to a number (originally 3, now 7) of US federal programs to increase access to higher education for economically disadvantaged students

U

UEDA: University Economic Development Association

UNM: University of New Mexico

USC: United States Citizen

V-Z

VITA: Voluntary Income Tax Assistance

WEAVE Online: Assessment Software

WNMU: Western NM University

Institutional Overview

Mission: Northern New Mexico College provides accessible, affordable, community-based learning opportunities that meet the educational, employment, and enrichment needs of our culturally diverse region.

Vision Statement: By the year 2015, Northern New Mexico College will be a regionally recognized comprehensive university creating a culture of quality student learning that addresses student and employee needs while maintaining the community college mission.

Philosophy:

- Northern recognizes that students are the focus of the school and seeks to enhance their skills and self-image in order to help them set and meet realistic career and life goals.
- Northern believes that educating is holistic and that each student's needs and interests are to be complemented by the curriculum, extra-curricular activities, and administrative structure. In this way, students and staff are integrated in pursuit of education.
- Northern strives to provide a comprehensive education to all residents of its service area.
- Northern strives to provide an educational program that reflects the needs of the communities of northern New Mexico.

Organization

- Managed by a five member Board of Regents appointed by the Governor of the State of New Mexico.
- Comprehensive, public, four-year degree granting College founded in 1909 in the New Mexico Constitution
- As a constitutional school, NNMC has no taxing authority.

Academic offerings

- Two-year associate degrees, vocational and certificate programs, work-force training programs to meet needs of skill upgrading, job advancement or change and personal development (Continuing Education).
- By Legislative approval and with the Governor's agreement, NNMC was granted authority to offer baccalaureate degrees in 2005.
- NNMC currently offers fifteen (15) bachelor's degrees: Elementary Education (BA), Information Engineering Technology (BE), Mechanical Engineering (BE), Music (BM), Biology (BS), Environmental Science (BS), Mathematics (BS), RN to BSN, Humanities (BAIS), Psychology (BAIS), Pueblo Indian Studies (BAIS), Accounting (BBA), Management (BBA), Management Information Systems (BBA), Project Management (BBA)
- Open admissions policy to enter College for 2 year programs (associate degrees, vocational and certificate programs). NNMC's Nursing and Radiologic Technician Programs do have admission requirements.
- Tuition for Fall 2013: NM Resident (\$114.50/credit), Non-NM Resident (\$425.45/credit)

Student body characteristics: (Source: <http://site.nnmc.edu/page/student-statistics>)

- Fall 2012 Credit Enrollment: Student Headcount = 1832, Student Credit Hours (SCH)= 17,644.50, Full-Time Equivalent (FTE) Students=1,176.30, 50% Full-Time Students (12 or more credit hours), 50% Part-Time Students
- Gender: 61% Female Students, 39% Male Students
- Ethnicity: 9% Native American, 72% Hispanic, 13% White, 6% Other
- Student Intent: 55% Students with Academic Majors; 19% Students with Career Technical Majors, 26% Students Undecided
- Financial Need: 1108 Eligible Students Receiving Financial Aid

- Average Class Size : 12:1 Student/Faculty Ratio
- Distance Education (Fall 2012): 55 Web-Based DE Classes, 2 ITV-Based DE Classes
- Faculty: 50 Full-time; 142 Part-time
- Staff and Administration: 131 Full-time; 22 Part-time

Our AQIP Journey

Northern New Mexico College embraced AQIP in 2002. In the past eleven years, we have attended 3 Strategy Forums, changed our mission from a 2-year to a 4-year degree granting institution, initiated 19 Action Projects, and had two Systems Portfolios reviewed and appraised. We have seen many changes within our institution, including 3 presidents, two interims, and two accreditation Directors. Like many other colleges, we have felt the impact and slow recovery of the current economy. Despite the challenges, we have remained committed to our mission, our community, and the benefits of continuous improvement. Our greatest accomplishments in pursuing continuous improvement have been efforts in program accreditation. The required accreditation self-studies include:

- The Joint Review Committee on Education in Radiologic Technology (JRCERT)
- The Commission on Collegiate Nursing Education (CCNE)
- National League for Nursing Accrediting Commission (NLNAC)
- Accreditation Board for Engineering and Technology (ABET)
- Accreditation Council for Business Schools and Programs (ACBSP)
- The National Council for Accreditation of Teacher Education (NCATE)

All of these program accreditations are aligned with AQIP because they hold programs to the same standards for excellence. All applications require evaluation and development of policies, assessments, and improvement plans. They all revolve around quality teaching and student success. They require budgetary planning and assessment, professional development, and strategic planning. We have been successful in our CCNE accreditation for the baccalaureate nursing program (RN to BSN) and are confident that we will meet the NLNAC accreditations soon. Our Radiologic Technology Program is actively working to address JRCERT identified program deficiencies, in order to obtain full accreditation status. The other accreditation efforts are well underway, and we continue to evaluate our programs.

Another accomplishment in alignment with our AQIP efforts to build and improve institutional quality is the development of institutional plans. Some of these include our NNMC Strategic Visioning Plan, Recruitment Plan, Strategic Enrollment Management, Student Services Strategic Plan, the Strategic Plan for the Academic Division, and Strategic Plan for Assessment and Accreditation.

Prior to 2010, NNMC had one academic college: the College of Education. In 2010, the President initiated a reorganization of the academic college structure to better reflect that of a 4-year institution. NNMC formally established the Colleges of Arts and Sciences, Community Workforce and Career Technical Education, and Nursing and Health Science. This restructuring was initiated to enhance transparency, support learning, and improve delivery of services. Deans, chairs and Directors were named to oversee the colleges and ensure that these initiatives were realized.

The core assets that will help us achieve our goals include our dedicated and motivated faculty, staff, students, and administrators. NNMC possesses a crucial location, culture, and environment that both consists of and attracts diverse populations. The internal expertise is conducive to providing educational, economic, environmental, healthcare, and cultural leadership through partnerships with regional and state organizations. We are fortunate to have state legislative representation that advocates for, values, and supports higher education. We also have a history of providing high-quality, relatively low-cost instruction that makes a difference in students' lives and helps them to be effective, responsible citizens.

AQIP Category One, HELPING STUDENTS LEARN
Overview

Northern's commitment to helping students learn is comprehensive. Beginning with the Academic units: College of Arts and Sciences, College of Community, Workforce and Career Technical Education, College of Education, College of Nursing and Health Sciences, and the College of Professional Studies to the departments providing academic support: Office of Advisement, Faculty Advisement, Student Success Center, Math Center, Writing Center, Dual Credit Program, Office of Accessibility, Distance Education Department and the Student Organizations. Northern's academic units work through the General Education Committee (GEC) to develop, implement and assess the College's common learning objectives. Student's attending Northern are provided clear general curriculum requirements and academic policies in their diploma and certificate programs. Northern adheres to the New Mexico Common Core Standard: Area I-Communications, Area II-Mathematics, Area III-Laboratory Science, Area IV-Social & Behavioral Sciences and Area V-Humanities and Fine Arts. Northern New Mexico College's general education requirements reflect the values of the College and its faculty. The purpose of these courses is to help one achieve a foundation of knowledge that broadens and enriches abilities to communicate, to think critically, to problem solve, and to broaden one's world view regarding global awareness, human values, and social consciousness. These selections call for development of written and oral communication skills, problem solving skills, scientific, historical, cultural, and ethical thinking. Northern has added courses to the state-wide transfer common core which present a greater choice of electives.

Northern provides accessible, affordable, community based learning opportunities that meet the educational, employment, and enrichment needs of our culturally diverse region. At the College, faculty and students contribute to scholarship, creative work and the discovery of knowledge through collective scholarly research, internships and conferences. New program and course development analyzes workforce projections, job demand surveys, accreditation requirements and best practices in curriculum and instructional design. The process of building program consistency within the College and various departments is critical to Northern. In more detail, if graduates are situated in growing careers involving design development and support within a given discipline, and if they can perform effectively individually and in teams, then they will be contributing to the economic and societal needs of the region (College's mission). Academic Program Review is the ongoing, high quality, peer review of all Northern New Mexico College academic units and programs. The purpose of the academic program review at all levels is to advance academic excellence and to provide guidance for administrative decisions in support of continual future improvement. Academic Program Review operates in the conceptual framework of Northern New Mexico College's accreditation process, AQIP, a process that seeks to continually improve programs and offerings to students in alignment with the College mission, vision and using data to indicate progress or areas in need of improvement.

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. These examples are intended to be illustrative, not exclusive.

PROCESSES

1P1 Determining common learning goals

The College's General Education Committee (GEC) develops, implements, and assesses Northern's common learning outcomes. The GEC reviews general education core curriculum and institutional core objectives, and assures that they are aligned to state requirements and Northern's mission. The GEC is a standing academic committee that reports each semester to the Faculty Senate and Provost. In addition, each Academic Department plays a key role in this process.

The COLLEGE OF ARTS AND SCIENCES (CAS) includes an expansive list of Northern's degree and certificate programs including:

Department of Fine Arts: The mission of the Fine Arts Department is to provide the opportunity to enrich life through study of the traditional fine arts (art, dance, music, theatre, film, and southwestern folk arts), and to prepare for entry into baccalaureate programs. Native American students attending the Pueblo of Pojoaque's POEH Center for the Arts are eligible to have many of their courses count against program requirements in the concentration of Art, thus enabling them to earn credit and, if otherwise eligible, qualify for federal financial aid.

Department of Humanities, Social Sciences, & Language and Letters: The mission of the Humanities, Social Sciences, & Language and Letters Department is to provide high quality academic course work, leading to the Bachelor's in Integrated Studies, an Associate's degree, or in preparation for transfer into a baccalaureate degree program. Additionally, this department provides excellent scholastic support in the many general education courses required for any degree program pursued at Northern. Our programs are relevant to students' personal and professional needs; they develop critical thinking skills and help transform individuals into organized, focused, empowered, and independent lifelong learners. Our programs are organized into two categories: Humanities and Social Science. These include a Bachelor of Arts degree in Integrated Studies in the Humanities and Social Sciences, with a choice of emphasis in Humanities, Psychology, or Pueblo Indian Studies. We also offer Associate of Arts degrees and Associate of Applied Science programs designed to help prepare for employment and/or transfer to a four-year program.

Department of Biology, Chemistry & Environmental Sciences: The mission of the Biology, Chemistry and Environmental Sciences Department at NNMC is to provide a progressive and balanced learning experience to prepare students for placement in advanced professional programs, and applied technical and research-oriented careers. Our department is committed to student education in fundamental concepts, laboratory and field techniques, research principles, and practices that are aligned with marketable skills and the pursuit of life-long scholarship to meet the needs of our culturally rich and diverse student population. Many of the courses in the associate programs offered by this department are designed to transfer to four-year programs. The Associate of Science degree in Science is specifically designed to represent the first two-years of a general four-year science program.

Department of Math and Physical Sciences: The Department of Mathematics and Physical Sciences provides fundamental knowledge in mathematics to engage the student in problem solving, analytical and logical thinking through the basic method of inquiry. The department is committed to equipping students with the mathematical tools needed for its application to diverse fields. Many of the courses in the associate programs offered by this department are designed to transfer to four-year programs. The Associate of Science degree in Science is specifically designed to represent the first two-years of a general four-year science program.

COLLEGE of COMMUNITY, WORKFORCE, and CAREER TECHNICAL EDUCATION: The Department of Career and Technical Education (CTE) supervises the instruction over all of the Career and Technical programs. Students can pursue Associate of Applied Science degrees and certificates in the CTE programs offered at Northern, including: Adobe Construction, Auto Body Repair, Automotive Technology Construction Trades, Barbering/Cosmetology, Drafting Technology, Electrical Technology, Office Administration, Plumbing Technology, Renewable Energy, and Welding Technology.

COLLEGE of EDUCATION: Northern offers a Bachelor of Arts degree in Elementary Education that requires 43 credits in Education and 24 credits in a Humanities/Social Sciences major. The Humanities/Social Sciences major is structured in a seminar format similar to that followed by St. John's College (Santa Fe, NM). The College of Education is accredited by the New Mexico Public Education Department. The Associate of Arts in Elementary Education provides a smooth transition to our BA in Elementary Education as well as providing an opportunity to transfer to other colleges and universities with minimal loss of credit. We also offer an Associate of Arts in Early Childhood Education, which is designed to prepare students to work with younger children from birth to grade three. The Alternative Licensure Program is designed for Teachers in Elementary Education (K-8), Secondary Education (7-12), or in Special Education (K-12). Completion of these courses of study leads to teacher licensure and the opportunity to attain subject endorsements through the New Mexico Public Education Department.

COLLEGE of NURSING and HEALTH SCIENCES: The College of Nursing & Health Sciences offers certificates and degrees in the areas of Allied Health, Massage Therapy, Nursing, and Radiologic Technology. Degrees offered include: Associate of Applied Science in Allied Health, Certificate and Associate of Applied Science in Massage Therapy, Certificate of Practical Nursing, Associate of Applied Science in Nursing, Associate of Science in Nursing, Bachelor of Science in Nursing (RN to BSN), and Associate of Applied Science in Radiologic Technology.

COLLEGE OF PROFESSIONAL STUDIES: The College of Professional Studies is made up of two departments: The Department of Business Administration and the Department of Engineering. The Business Administration (BA) Department at Northern offers Baccalaureate, Associate and certificate programs which are designed to provide practice-oriented training and business skill development for students who aspire to successful careers in general management, accounting, management of information systems or project management. Currently, two Associate Degrees are accredited by the Accreditation Council for Business Schools and Programs (ACBSP)—AAS in Office Administration and AA in Business Administration, while the BBA Program has entered candidacy status with ACBSP. Other business-related certificate programs include: Administrative Assistant, Bookkeeper, and Entrepreneurship. The mission of the Department of Engineering at Northern New Mexico College is to provide education of the highest quality to students in its various Associate's, Bachelor's and a Post-baccalaureate Engineering, Information Technology and Solar Energy certificates. In addition, we prepare students to consider pursuit of a career or an advanced degree by providing outreach and professional services at current academic and industrial standards.

Core Component 3B1

Undergraduate General Curriculum requirements and Academic Policies

Every degree or certificate at Northern is structured to provide a certain minimum spread of knowledge and competency for our graduates. In general, if one receives a diploma in a certificate program from Northern, one will have been provided all the job skills and the minimal level of competency in English and mathematics that will be required to obtain entry-level employment in the field. If one earns a degree, one's background will be more extensive, with exposure to several different types of academic disciplines.

1. Certificate requirements (minimum)

- a. An English course which meets or exceeds the competencies Basic English I; and,
- b. A Math course which meets or exceeds the competencies of Fundamentals of Mathematics; and,
- c. Individual program course requirements

2. Degree requirements

The following General Education areas are minimum requirements throughout all Associate of Applied Science and Associate of Engineering degree majors shown in the College catalog. The standards for Associates of Art or Science are much more detailed.

- a. Communications (must include English Composition I) = 6 credits
- b. Humanities (must include History and Culture of Northern New Mexico) = 3 credits
- c. Math/Computer Science and/or Lab Science (in mathematics, computer science and/or laboratory sciences) = 6-7 credits
- d. Social/Behavioral = 3 credits
- e. Library Technology = 1 credit
- f. Total = 19-20

General Education Committee oversees the development of the Common Core. Students enrolling for first-year study who have not yet selected either an academic focus or the institution from which they wish to graduate are advised during their freshman year to take courses outlined in the Lower Division General Education Common Core.

For students enrolled at any public institution in New Mexico, the following courses are guaranteed to transfer to any other New Mexico public college or university and apply toward associate and baccalaureate degree program requirements. Students should consult advisors at their current institutions regarding which specific courses fit these categories. Students preparing for careers in engineering, health sciences, or other profession-related fields are advised that some of this coursework may not transfer toward general education requirements but in most cases will apply toward elective requirements.

Northern has added two general education requirements for all associate and baccalaureate degree programs. One is First Year Experience HUM 100 History and Culture of Northern New Mexico (3 credits). This class is counted as a humanities class and does not add credits to the common core. The other is LT 101, Library Research Skills (1 credit). As can be seen in individual degree plans, this core represents the minimum. Each college can add to the requirements, but may not delete any. Note that the total of 36 credit hours results from the student choosing, from program to program (with advisor input), whether the total of credits from Area IV or V will be either 6 or 9 semester hours of credit.

Table 1.1

AREA	Area Description	Courses	Minimum Credit Hours
AREA I:	COMMUNICATIONS	College Level English Composition – 3credit College Level Writing (a second course building on the above) – 3 credit Oral Communication – 3 credit	9 Semester Credit Hours
AREA II:	MATHEMATICS	College Algebra – 3 credit Other math at or above level of College Algebra	3 Semester Credit Hours
AREA III:	LABORATORY SCIENCE	General Biology, with laboratory 4-8 credits General Chemistry, with laboratory 4-8 credits General Physics, with laboratory 4-8 credits	8 Semester Credit Hours

AREA	Area Description	Courses	Minimum Credit Hours
		Geology/Earth Science with laboratory 4-8 credits Astronomy with laboratory 4-8 credits	
AREA IV:	SOCIAL & BEHAVIORAL SCIENCES	Economics (Macro- or Microeconomics) 3 credits Introduction to Political Science 3 credits Introduction to Psychology 3 credits Introduction to Sociology 3 credits Introduction to Anthropology 3 credits	6–9 Semester Credit Hours
AREA V:	HUMANITIES AND FINE ARTS	Introduction to History Survey 3 credits Introduction to Philosophy 3 credits Introduction to courses in history, theory, or aesthetics of the arts or literature 3 credits	6–9 Semester Credit Hours
Total to be selected = 35 semester hours			

Core Component 3B2

The General Education Committee at Northern New Mexico College was established through the Faculty Senate that includes faculty members to oversee the General Education requirements for degree seeking students at the College. This committee works with College Deans, and Academic Chairs to evaluate all academic programs at the College. These evaluations are used to make programmatic improvements campus wide.

Core Component 3B3

Since 2008, 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.

Specific program learning outcomes are designed by faculty members who have been assigned program development and assessment responsibilities by the department chairs and deans. Advisory groups offer significant direction to many of our academic programs in terms of program outcomes, measures, and curriculum. At the institutional level, the Curriculum Committee of the Faculty Senate reviews and approves all curriculum changes. It forwards recommendations to the Faculty Senate. All new Bachelors' programs must be approved by the NNMC Board of Directors and then reviewed by the state's Higher Education Department. State policies and procedures ensure that New Mexico's colleges and universities offer high- quality programs in ways that do not duplicate efforts within a given service region.

Northern New Mexico College also offers its students a variety of higher education options as it relates to online learning. The Distance Education Program provides access to its Learning Management System (Blackboard Learn 9.1) to currently enrolled students, including high school students enrolled in the College's Dual Credit Program. Online student support services include campus and online LMS orientations, web FAQ pages, and phone support. The Distance Education Program works closely with the academic deans and technical programs assisting with the development of new online course offerings; improvements with course re-design strategies for existing online courses. The Distance Education Program also provides faculty training seminars that emphasize new pedagogical approaches to online teaching/learning in conjunction with utilization of the Quality Matters course standard rubric.

Core Component 3B4

Northern New Mexico College provides accessible, affordable, community-based learning opportunities that meet the educational, employment, and enrichment needs of our culturally diverse region. By the year 2015, Northern New Mexico College will be a regionally recognized comprehensive university creating a

culture of quality student learning that addresses student and employee needs while maintaining the community college mission.

Core Component 3B5

Northern faculty and students contribute to scholarship, creative work, and the discovery of knowledge through collective scholarly research, internships and conferences. Examples of this include: NNMC Research and Arts Symposium.

1P2 Determining program learning outcomes

Faculty, students, theoretical framework and industry standards determine Northern's specific program learning objectives. Campus wide, programs determine specific program outcomes. Additionally, syllabi with clearly defined course content and objectives assist to serve students with meeting program objectives. One example is our Associate Degree in Nursing Program which includes six standards of practices and twelve program learning objectives. See the College of Nursing & Health Sciences, Accreditation Self Study Report for the Associate Degree in Nursing Program.

1P3 New program and course development

To design new programs, we analyze workforce projections, job-demand surveys, accreditation requirements, and best practices in curriculum and instructional design at peer institutions. Discussions are then held with primary area employers, state agencies, school districts, and community stakeholders. Impetus for the development of new programs must come from an advisory group comprised of college faculty and staff and community stakeholders. For example, in the College of Education they involve the community in providing information on specific needs in the teaching community. This is another way they design new programs, i.e. Bilingual/TESOL education as a major.

Proposals for new programs follow steps outlined in our New Degree Program Approval process. They are submitted by department chairs and reviewed by the Curriculum Committee, Faculty Senate, Provost, President, and finally the Board of Regents. Proposals must include an environmental scan that indicates alignment with the College mission, demonstrated need for the new program, curriculum (mission, outcomes, curriculum map, and syllabi), assessment plan (measures and action plan for analysis), budget, and plan for sustainability.

1P4 Designing responsive programs**Core Component 1C1**

The process of building program consistency within the College and various Departments is critical to Northern. In more detail, if graduates are situated in growing careers involving design development and support within a given discipline, and if they can perform effectively individually and in teams, then they will be contributing to the economic and societal needs of the region (College's mission).

By achieving these objectives at a high standard, our graduates will not only be eligible for job placement in the workforce, but they will also likely have rewarding careers. In addition, achieving the objectives will enhance the standing of Northern New Mexico College as the center for higher education in the region.

Core Component 1C2

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. These examples are intended to be illustrative, not exclusive.

Core Component 4A1

Academic Program Review is the ongoing high quality peer-review of all Northern New Mexico College academic units and programs. The purpose of the academic program review at all levels is to advance academic excellence and to provide guidance for administrative decisions in support of continual future improvement. Academic Program Review operates in the conceptual framework of Northern New Mexico College's accreditation process, AQIP, a process that seeks to continually improve programs and offerings to students in alignment with the College mission, vision and using data to indicate progress or areas in need of improvement.

The Academic Program Review fulfills NNMC Board of Regents' directive as follows:

Northern New Mexico College will review all instructional programs on a three year cycle. The purpose of the review is to improve instruction, verify cost effectiveness and to determine a continued need for the program. A program may be reviewed out of cycle as needed.

The responsibility for scheduling program review rests with the Provost and will typically follow this timetable as closely as possible:

May: The Provost notifies the selected program of the review scheduled to take place the following April. The Provost provides (if needed) documents from the previous Program Review including recommendations for the program. The Provost will assign a Program Review Committee for each program undergoing review. The Academic Program Review Committee (APR Committee) will consist of five members chosen from NNMC instructional staff, e.g. faculty, program chairs or Deans, a member of the Institutional Research Office, a representative of the Assessment Office, or members as the Provost deems appropriate.

August: The Academic Program Review Committee will develop academic program review documents in collaboration with the program. This group will meet monthly until the Academic Program Review hearing. The APR Committee will elect a chair and will keep notes on the results of the meetings. These notes and ongoing work of the committee will be reported to the Provost each month. The APR Committee will assist in the presentation of the Academic Program Review.

January-March: The Provost will arrange for a site visit of program classes, a faculty meeting and informal meeting with students. 80% of the APR Committee will participate in this site visit.

February: The program will engage in the budget review process to provide documentation of the program's budget for the Program Review. Documentation of the budget over the past 5 years, including justification for changes over time will be required for the Program Review.

April 1: The program will submit its draft of the program review documents and presentation to the Provost's Office. The Provost, in collaboration with the APR Committee, will review and comment on the draft. The draft will be returned to the APR Committee for revision within one week.

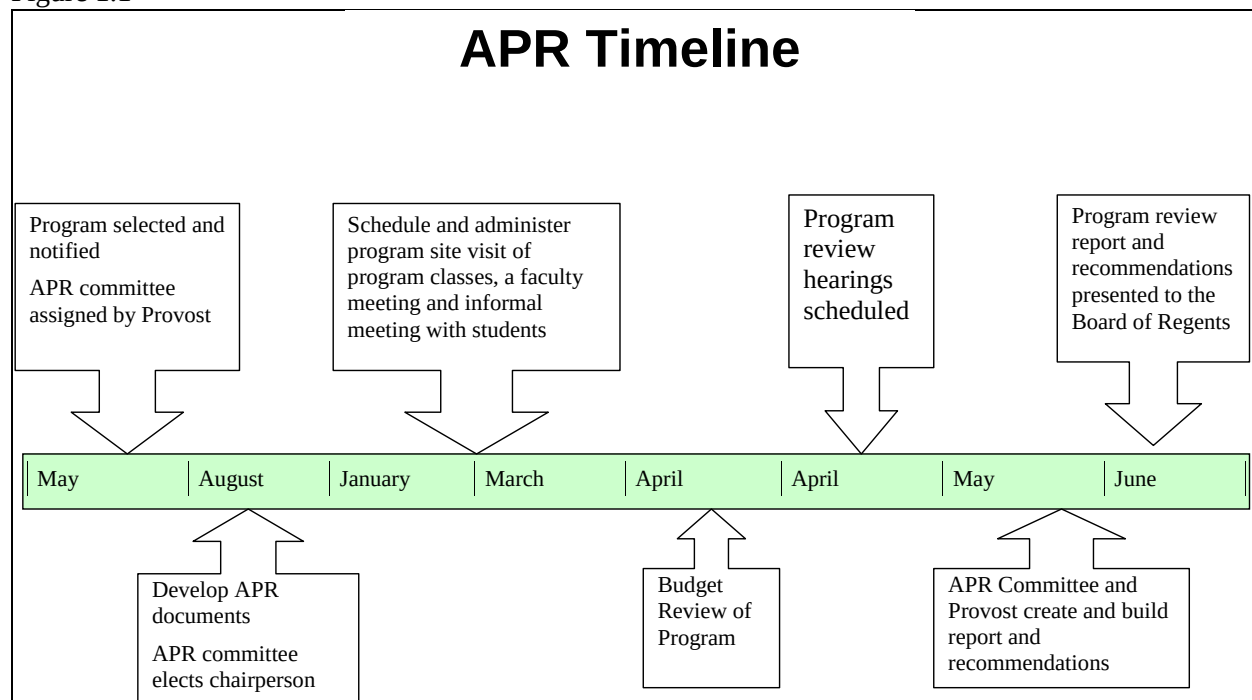
April 7-30: The Provost will schedule the program's Academic Program Review hearing on a date during the last three weeks of April.

May: The APR Committee and the Provost will complete a report that includes findings and recommendations within two weeks of the review. With the concurrence of the Provost, a formal meeting with the program will be held to discuss the findings and recommendations and to formally sign the Program Review Report. The recommendations may include program elimination, continued level funding, probation of program pending compliance with recommendations and annual review, increase in funding or other resources, or other recommendations as deemed appropriate by the Program Review Committee.

June: The Provost will complete a report on the Program Review results and submit this report to the President who will present the report to the Board of Regents.

NOTE: Any program undergoing state, national or industry accreditation will produce Section A and the program's accreditation documents only, NOT the entire NNMC Program Review.

Figure 1.1



Core Component 4A2

Northern recognizes that there are many ways in which college credit may be amassed and, in an effort to maximize the opportunities available to the public, has adopted the following policy:

Academic credit may be granted upon the following.

1. The completion of any of Northern's credit-bearing classes with a grade of "C" or better. Academic credit in this context refers to credit accepted against courses required for graduation in one's declared major.
2. Receipt at Northern of an official transcript from another regionally or nationally accredited college or university showing successful completion of an equivalent credit-bearing course. Grades from other institutions are not accepted; grades of TR are posted. At the time that admission status has been finalized with the receipt of all required college transcripts, student transcripts will be sent from the Office of Admissions to the Office of the Registrar to be evaluated and appropriate credit posted to one's official Northern record. Note: Northern does not accept every course in transfer. Only those courses which are required for graduation in the declared major or to establish prerequisites are considered.

3. Receipt at Northern of official AP/CIE/CLEP/DSST scores which meet minimum cut-off scores as listed in the College catalog (http://registrar.nnmc.edu/sites/default/files/u302/Northern_Catalog_2012-2014_v12-28.pdf)

Core Component 4A3

Credit Transfer: to facilitate transfer of students and course credits among New Mexico's colleges and universities, the state's public institutions of higher education are required to accept in transfer the courses taken within approved modules of lower-division course work and apply them toward degree requirements. Several 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). Students enrolling for first-year or second-year study at a New Mexico institution who wish to prepare for possible transfer into a degree program at another institution are advised to take these courses during their freshman and sophomore years. [Refer to the New Mexico Higher Education Department website at www.hed.state.nm.us for complete lists of courses.]

Core Component 4A4

Northern New Mexico College's general education requirements reflect the values of the College and its faculty. The purpose of these courses is to help the students achieve a foundation of knowledge that broadens and enriches abilities to communicate, to think critically, to problem solve, and to broaden one's world view regarding global awareness, human values, and social consciousness. These selections call for development of written and oral communication skills, problem solving skills, scientific, historical, cultural, and ethical thinking. Northern has added courses to the state-wide transfer common core which present a greater choice of electives. Students, who will be transferring these courses to another college/university, may be required to verify acceptance of such courses at the gaining institution.

Northern added two general education requirements for all associate and baccalaureate degree programs in Fall 2012. One is First-Year Experience HUM 100, History and Culture of Northern New Mexico. The other is LT 101, Library Research Skills. Both are to be taken within the first 30 credit hours at Northern. Students transferring into Northern's associate and baccalaureate degree programs beginning in Fall 2012 who have completed a minimum 30 credit hours of college level courses elsewhere are encouraged to take these courses but are not required to do so. If the student chooses not to take these courses, he/she must meet the credit-hour requirements with appropriate electives. If students have taken a three-credit-hour First Year Experience course at another college, it will transfer to Northern as HUM 100. In addition Northern requires the following prerequisites for Associate of Applied Science: English Composition I and College Algebra, and Associate of Arts & Bachelor of Arts, English Composition I and II and College Algebra or Statistics.

Core Component 4A5

Accreditation: Simultaneously with the expansion of mission and services, Northern undertook candidacy for accreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). The Technical-Vocational School had already been granted candidacy for accreditation (1977-1982). Accreditation by the North Central Association for Northern as a community college was officially declared on March 20, 1982; reaffirmation of accreditation was granted for seven years in 1987, and reaffirmation of accreditation was granted for another ten years (1994-2004). In August 2004, our regional accrediting association (NCA) accredited Northern's Bachelor of Arts in Elementary Education, as well as pre-accrediting whatever other undergraduate teaching degrees Northern would develop. In 2005, Northern sought and obtained accreditation for baccalaureate degrees in Biology, Business Administration (BBA), Environmental Science, Information Technology, and Integrative Health Studies. Northern's Career & Technical Automotive Program is under review for accreditation by the National Automotive Teacher Education Foundation (NATEF), and our Registered Nursing to Bachelor Science Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE).

In 2008, Northern again sought and obtained accreditation for baccalaureate degrees in Engineering (Information Engineering Technology, Mechanical Engineering (Solar Energy Technology), Software Engineering Technology, Mathematics, and an RN to BSN completion program. In February 2009, Northern's reaffirmation of accreditation was granted for seven years (2009-2016).

On June 25, 2009, accreditation was granted for a Bachelor of Music in Jazz Studies, and, in March 2010, accreditation was granted for a Bachelor of Arts in Integrated Studies with majors in Humanities, Psychology, and Pueblo Indian Studies.

In addition to regional accreditation, Northern's educational offerings are accredited or approved by additional agencies. The College's occupational courses are approved by the New Mexico State Department of Public Education. 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. Recent JRCERT accreditation status was changed to "probation" based on non-compliance of 2 standards. 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. Northern will shortly be submitting its education program for national NCATE accreditation.

State approval for benefits under Title 38 USC for veterans and other eligible persons has been granted by the New Mexico Veterans Service Commission.

Core Component 4A6

Northern uses a variety of measures to determine how well prepared students are for further education or employment and have met the College's learning and development expectations. Northern has 13 undergraduate certificates and 4 post-baccalaureate certificates that meet industry or national standards. Northern faculty report results of certification testing in their program assessment plans. As an example, Nursing reports graduation rates to both the New Mexico Higher Education Commission and the Commission on College Nursing Education (CCNE).

Core Component 3A1

Northern New Mexico College reviews all instructional programs on a three year cycle. The purpose of the review is to improve instruction, verify cost effectiveness determine a continued need for the program and ensure program and course currency. A program may be reviewed out of cycle as needed.

Core Component 3A2

Northern articulates and differentiates learning goals for its certificate, associate and undergraduate programs through prerequisites, program and course design, and student learning outcomes. Responsibility for this charge lies with Committee Chairs, Directors, Deans, and the VP of Academic Affairs.

Core Component 3A3

NNMC's Distance Education Program works closely with the College's academic and technical Dean's developing, reviewing and promoting innovative online course offerings for Northern's students. 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. As the state of New Mexico moves towards a student retention model, the need for providing pathways for students to graduate in a timely matter is now of

primary importance. Therefore, in the fall of 2012, Northern joined eight other state institutions in forming the SUN Online initiative.

The SUN Online course sharing system enables Colleges/Universities to share available seat space in designated online courses. Because online learning allows students and instructor to be logistically separated from one another in both space and time, institutions that are quite far apart from one another can share virtual space in a course. For example, a college offering a section of an online course that it knows will not fill can make seats available to its peer institutions. A college can provide a few seats in a course or two institutions could agree to have one provide an entire course for the other.

Student eligibility and enrollment in dual credit courses are based on the high school counselor's approval, test scores (COMPASS, ACT, or other test instruments approved by Northern), or by completion of course prerequisites. If a student is enrolled in a public school district (or one of its charter schools) or a BIA school, and if he/she qualifies for college-level courses after being admitted to the College, he/she will be eligible for Dual Credit enrollment. This means that the College will waive tuition, and general fees, the public school district or BIA school will buy and loan the required textbooks, and the student and parents will be responsible for transportation and any non-general fees (e.g., lab, course, or media fees). In order to participate in the Dual Credit program, the high school counselor must sign off on a special form (Dual Credit Request Form), which is brought to Northern's Dual Credit Office in order to enroll. Completion of that form guarantees credit both toward high school graduation and toward a college degree at Northern. If a student wishes to enroll in any course which is not approved by their school district (including remedial courses), student and parents will be responsible for all costs associated with such enrollment. If student is enrolled in a private high school (including home school), after admission to the College he/she must enroll in those courses for which he/she meets the prerequisites. Students who fall into this category will be responsible for all costs associated with such enrollment. 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.

1P5 Determining required skills

While Northern is an "Open Enrollment Institution," there are established program-specific admission requirements which include: high school graduation or GED, transcripts, letters of recommendation, and personal statements. Program-specific preparations required are listed below.

Northern's Admission policy for the Associate Degree in NURSING:

To facilitate transfer of students and course credits among New Mexico's colleges and universities, the state's public institutions of higher education are required to accept in transfer the courses taken within approved modules of lower-division course work and apply them toward degree requirements. Several 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). Students enrolling for first-year or second-year study at a New Mexico institution who wish to prepare for possible transfer into a degree program at another institution are advised to take these courses during their freshman and sophomore years. [Refer to the New Mexico Higher Education Department website at www.hed.state.nm.us for complete lists of courses.]

Bachelor of Arts in ELEMENTARY EDUCATION

This program is designed so that students may earn a baccalaureate degree in Elementary Education completely at Northern. Upon successful completion of the BA program and passing scores on the New Mexico Teacher Assessments, graduates will be eligible to apply for teacher certification through the

New Mexico Public Education Department. This program meets the New Mexico Public Education Department's (PED) Entry-Level Teacher competencies and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.

Alternative Licensure in ELEMENTARY or SECONDARY EDUCATION

The Alternative Licensure Program (ALP) for Teachers provides a course of study leading to teacher licensure. The College of Education is accredited by the New Mexico Public Education Department. This program offers elementary (K-8) and secondary (9-12) track course work. Students enrolled in the ALP must complete all course work with a grade of B or higher, pass the required New Mexico Teachers Assessment Tests (NMTA), and complete other application requirements for licensure.

Degree Requirements: Each applicant must hold a degree from an accredited institution in a field other than education: Bachelor's (including 30 credits in a particular field) or Master's (including 12 graduate credits in a particular field) or Doctorate in a particular field.

Testing Requirements: After admission into the program, and during the first semester of enrollment, students must pass the NMTA Basic Skills. Other assessments are required for teacher licensure:

- New Mexico Assessment of Teacher Competency (Elementary or Secondary)
- New Mexico Content Knowledge Assessment (Elementary, Secondary-level)

General Requirements: In order to be accepted into the ALP program, the student must have already applied and been accepted to Northern and have had official transcripts from all colleges sent to the Office of Admissions.

The second step is to submit an application packet to Northern's College of Education that includes the following: a letter of intent, a letter stating personal philosophy of education, two letters of recommendation, copies of all transcripts to the Education Department, and an ALP Application form. Students are required to sign an Assurance form and an application packet is reviewed by a selection committee.

Professional Requirements: 20 credit hours for the Elementary track and 18 credit hours for the Secondary track program, as approved by the New Mexico Public Education Department and the Professional Standards Commission.

Admission Policy for ENGINEERING

Students that attempt admission for any of the Bachelor of Engineering Programs must complete the following courses with an average of 2.5, and a minimum grade of C for every course:

A) Bachelor of Engineering Information Engineering Technology: CS 201 Math Foundation of Computer Science, MATH 162 Calculus I, MATH 163 Calculus II, EECE 152 Computer Programming, EECE 231 Intermediate Programming, EECE 132 Computer Networks I, and IT 250 Introduction to Databases.

B) Bachelor of Engineering Mechanical Engineering (Solar Energy Concentration): MATH 162 Calculus I, MATH 163 Calculus II, PHYS 215 Engineering Physics I/Lab, PHYS 216 Engineering Physics II/Lab, ME 160L General Engineering Design, ME 202 Statics

1P6 Communication expectations

Core Component 2B

The College maintains, reviews and updates when necessary its consumer information pursuant to the Higher Education Opportunity Act (HEOA) of 2008. Additionally, Northern communicates expectations

regarding student preparation and student learning outcomes through a variety of formats in online and printed modalities:

- College catalog and degree plans.
- Course schedules
- Admissions
- Academic advisement.
- New student orientation

The Offices of Admissions, Student Services, and the Registrar provide information about courses and degree requirements. Advisors maintain up-to-date program check-sheets so that they can accurately assist students with course selection. In addition, Recruitment Office staff make regular high school visits and hold College fairs for area high school students and counselors. The Financial Aid and EOC Offices hold regular workshops for students and parents. Faculty and staff from academic departments deliver high school presentations and provide information to prospective students. The Recruitment Office and Advisement Center work closely with the Provost, deans, and chairs to ensure that faculty accurately inform students about specific program and course requirements.

Course program expectations are communicated through syllabi at the beginning of all courses. Master course syllabi are kept by department chairs or Directors and serve as models for instructors to develop course specific outlines, required textbooks and other materials, learning objectives, assignments, assessment techniques, and grading scales.

1P7 Helping students select programs

Core Component 3D3

Staff and faculty advisors use developmental advising strategies that are meant to trigger students' thinking about general life goals and course planning. The 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
- Scheduling of courses

Core Component 3D5

Students who inquire about enrolling at Northern are referred to our Student Advisement Center (SAC). Advisors inform students about admissions, financial aid, placement testing, and other services. Undecided students are encouraged to visit the Educational Opportunity Center (EOC). EOC staff administer the software program CHOICES, which includes an assessment of students' interests and skills. Students then research fields of career interest. Exploratory students who have two or more careers in mind are referred to faculty advisors and heads of instructional programs in the students' fields of interest. Decided, major-declared students meet with SAC advisors. In the initial advising session with these prospective students, advisors confirm students' career and educational goals.

1P8 Dealing with underprepared students

When new students first enroll, Advisement Center staff review students' degree choices and course placement scores. ACT test results are also used to determine academic competencies and course levels. Undecided, exploratory students generally start with English, math, and general education courses.

Decided, major-declared students enroll in basic courses based on COMPASS scores but may also choose foundational courses that pertain to their majors. Students who have decided on a major by the end of their first semester have an assigned faculty advisor for the duration of their time at NNMC.

In an effort to better serve our developmental students, the College restructured departments so that developmental reading, writing, and basic college skills courses are now in the same department as the college-level writing courses. Additionally, developmental math courses are now in the same department as the college-level math courses. This vertical alignment of courses provides a better opportunity for collaboration between developmental and college-level instructors within the same discipline to align courses in the math and writing sequences. At the same time, the College created the Developmental Task Force to bring together the Dean of Arts and Sciences, Dean of Academic Support, the Chairs of Math and Language and Letters, the Developmental Math Specialist, the Developmental Writing Specialist, the Director of First Year Experience, the Grant Writer/Administrator, and the Director of Advising. This Task Force is devoted to implementing strategies to support the success of our developmental students. The Chairs of the Departments of Math and Language and Letters now oversee the courses and instructors within their respective disciplines who previously fell under the Developmental Studies Department. The Developmental Task Force continues to meet and work towards creating and implementing a strategic plan to better serve our developmental students.

1P9 Differences in learning styles

Northern instructors use a number of delivery methods in addressing different learning styles. Best Practices is the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction. Professional wisdom allows educators and family members to adapt to specific circumstances or environments in an area in which research evidence may be absent or incomplete. But without at least some empirical evidence, education cannot resolve competing approaches, generate cumulative knowledge, and avoid fads and personal biases. Visual and auditory learners are accommodated using the traditional lecture but instructors also use group work and projects to engage other learning styles.

1P10 Addressing special needs

Core Component 1C

The Accessibility Resource Center works with students, staff, and faculty to promote equity, access, support and empowerment for students with disabilities, and to assure compliance with the Americans with Disabilities Act and other federal regulations. Students with disabilities are entitled to reasonable accommodations under Section 504 of the Americans with Disabilities Act. Disabilities include mobility limitations, sensory disabilities, cognitive, emotional or mental disabilities, learning disabilities, processing and memory issues, health disabilities, traumatic brain injury, and more. Students are under no obligation to disclose their disability to the Accessibility Resource Center or anyone else at the College. All information given to the Accessibility Resource Center is considered private and is not to be shared with any other department without student's permission.

The Accessibility Resource Center will work with students to design accommodations that are appropriate and reasonable given the student's disability and course of study. The process does not guarantee academic success, but is designed to give people with disabilities equal access to all programs within the College. Accommodations are available to students with disabilities who are registered with the Accessibility Resource Center at Northern.

1P11 Expectations for effective teaching and learning

We communicate expectations regarding student preparation and student learning outcomes through recruitment materials, the College catalog, degree plans, and syllabi. Many of these materials are available online (see <http://www.nnmc.edu>). The Recruitment Office and Student Advisement Center work closely with the Provost, deans, and chairs to ensure that faculty can accurately inform students about specific program and course requirements.

Student evaluations of instruction take place for every class, every semester through the use of a program specific evaluation survey, with discipline- and delivery-specific items added at the departmental level. Chairs and deans compile the data and review them with individual faculty members. In Spring 2008, our Informational Technology department organized student evaluations of online instruction using WebCT tools. As a result, our Distance Education Program migrated our WebCT to Blackboard Learn as our new online class platform.

At this time, adjunct faculty are not systematically observed by chairs or deans. The College is currently in the process of addressing this.

We document student learning primarily through program assessment. Northern's academic strategic plan outlines major aspects of the work, including assessment definitions, annual assessment cycle, and roles and responsibilities of faculty, students, the Assessment Director, the Office of Institutional Research, chairs and deans, the Provost, and the President. Mission statements, student learning outcomes, assessment measures, action plans, findings, and analyses of program strengths, challenges, and revisions are archived by faculty members in the College's assessment management system (WEAVE online).

The Distance Education Program is a working partner with the College's Center for Teaching and Learning created to enhance faculty understanding of the changes facing their profession with the continued advances in educational technologies. Together the programs offer a seminar that discusses (a) course redesign principles; (b) understanding the importance of educational technologies and their impact on student learning; (c) the introduction of Quality Matters course rubric standards; (d) the importance of Online Cooperative Learning (OCL) Theory.

Core Component 2D

The Student Handbook describes the College's commitment to freedom of expression and the pursuit of truth in teaching and learning.

(http://registrar.nnmc.edu/sites/default/files/u302/StudentHandbook_LargePrint.pdf)

ACADEMIC FREEDOM AND RESPONSIBILITIES:

On one hand, the student must be free to take reasoned exception to the data or views offered in any course of study and reserve judgment about matters of opinion. On the other hand, the student is responsible for learning the content of any course of study for which he/she is enrolled. The instructor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct of matters unrelated to academic standards.

PROTECTION AGAINST IMPROPER ACADEMIC EVALUATION:

Students have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, one is responsible for maintaining standards of academic performance established for each course in which he/she is enrolled. If one believes that he/she has experienced prejudicial or capricious evaluations, he/she should follow the appellate process set out in Northern's

catalog. Students are encouraged to consult the Registrar regarding questions for information on the procedures to be followed. Complaints should be directed to the Dean of Student Services.

Core Component 2E1

Northern New Mexico College is committed to safeguarding the rights and welfare of human participants in all research under its sponsorship and to serve as their protector on behalf of the community of persons of which the College is a part. (See Office of Science and Technology Policy, "Federal Policy for the Protection of Human Participants," *Federal Register*, Vol. 56, No. 117, June 18, 1991).

Therein, the Institutional Review Board for the Protection of Human Participants (hereafter referred to as the "IRB") of Northern New Mexico College is created to provide 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;
 - 4. the conduct of the activity will be reviewed at timely intervals.

IRB Membership and Responsibilities-Federal regulations state that IRBs must have at least five members with varying backgrounds to promote complete and adequate review of research activities commonly conducted by the institution. The IRB must possess the professional competence necessary to review specific research activities and must be able to ascertain the acceptability of proposed research in terms of institutional commitments and regulations, applicable law, and standards of professional conduct and practice. Any IRB regularly reviewing research involving a vulnerable category of participants must include at least one person primarily concerned with the welfare of these participants.

Further, the IRB must include at least one scientist and at least one non-scientist, as well as at least one member who is not otherwise affiliated with the institution. This individual should be knowledgeable about the local community and willing to discuss issues and research from that perspective.

All IRB members are required to complete a formal on-line training on IRB procedures prior to serving on the Board. The following URL for the National Institutes of Health leads to a training protocol that satisfies the NIH human subjects training requirement for obtaining Federal Funds.
<http://phrp.nihtraining.com/users/login.php>

Core Component 2E2

Northern'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. The Student Handbook is considered an official part of this catalog even though it is published in a separate document.

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are not limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quoted selection and/or sources, 2) presenting an author's ideas as though they were one's own original ideas, or 3) using work by another student with one's name as the author.

Core Component 2E3

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.

1P12 Course delivery system

In collaboration with the faculty, chairs and deans initiate course scheduling. Offerings begin with the previous year's schedule as a baseline for 16-week courses. Short and weekend courses are offered depending upon community requests, instructor availability, graduation needs, and space availability. Chairs have the flexibility to cancel and add courses during the registration period. These decisions depend upon minimum enrollments required to offer a course, maximum enrollments required to divide a course, wait-lists, and the availability of space and faculty.

Proposed schedules are forwarded to the Registrar, who finalizes the schedule and recommends room assignments. Final assignments, course limits, and faculty allocations (both permanent and adjunct) are planned in concert with the Registrar. Following final review by the Provost and departmental deans and chairs, the Registrar submits the schedules for publication. The Directors of Recruitment and Public Relations coordinate marketing of the schedule.

NNMC's Distance Education Program works closely with the College's academic and technical dean's developing in reviewing and promoting innovative online course offerings for Northern's students. 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 introducing the Quality Matters online course standards rubric as a benchmark for creating consistent implementation for online course design. As the state of New Mexico moves towards a student retention model the need for providing pathways for students to graduate in a timely matter is now of primary importance. Therefore in the fall of 2012 the Northern joined eight other state institutions in forming the SUN Online initiative.

The SUN Online course sharing system enables Colleges/Universities to share available seat space in designated online courses. Because online learning allows students and instructor to be logistically separated from one another in both space and time, institutions that are quite far apart from one another can share virtual space in a course. For example, a college offering a section of an online course that it knows will not fill can make seats available to other peer institutions. A college can provide a few seats in a course or two institutions could agree to have one provide an entire course for the other.

SUN Online is based on a Home/Provider model. The *Home Institution* is where the student is enrolled. The *Provider Institution* is the school that provides the course and instructor. One way to describe the role of the Provider Institution is that of vendor. The Home Institution effectively "outsources" the instruction on a seat-by-seat basis to another school or "vendor" through the course sharing process.

- The Home Institution course schedule, using Home Institution course numbers, and pays tuition rates set by the Home Institution. The student has a standard fiscal relationship with the Home Institution. The Home Institution is the school from which the student receives the degree and consequently it is the school that maintains the student's transcripts.
- The Provider Institution maintains its relationship with the faculty. The Provider Institution also oversees the integrity of the curriculum and the learning process, and grades the student's work.

These grades are then communicated back to the Home Institution for inclusion in the student's permanent record (transcript). The process is transparent from the student's perspective.

The Sun Online program instituted a pilot program in Spring 2013 with Northern providing two courses: Introduction to Probability and Stats and Introduction to Art. For Fall 2013 Northern is planning on offering a total of six courses. The goal of the program is to offer students additional opportunities to pursue their academic goals by graduating in a timely manner from their home institution.

1P13 Effective and timely curriculum

Core Component 4A

We monitor the effectiveness of our curriculum, and change and discontinue programs, through program assessment and comprehensive program review, which takes place cyclically every 3-4 years. The chairs, deans, and Provost review programs to assure that they are consistent with the College's mission, vision, and philosophy, and to determine their ongoing efficacy and viability. The Program Review template was revised in 2007-2008 to showcase student learning. Indicators now include:

- Curriculum (mission, program learning outcomes, and assessment measures).
- Assessment of student learning.
- Program effectiveness.
- Faculty.
- Job outlook.
- Facilities.
- Fiscal efficacy.
- Summary of recommendations, including answers to the following:
 - Should the program be expanded, reduced, or discontinued? Why or why not?
 - Should the program be restructured?
 - Does the program need additional marketing?

1P14 Changing and discontinuing courses/programs

Requests to *establish or discontinue* a program curricula are each referred by department chairs (or Deans if there is not a chair for a particular department) through the Educational Policy Committee, to the Curriculum Committee, to the Faculty Senate, to the Provost, to the President, and to the Regents for *final* approval before going to the Registrar for implementation. *All other curricular changes* originate with a department chair, are approved by the Curriculum Committee, and then referred with the appropriate recommendation to the Faculty Senate for its approval, and to the Provost for *final* approval and delivery to the Registrar for implementation.

1P15 Determining needs

Core Component 3D1

Northern New Mexico College's Academic Support Services are comprised of the following programs/departments:

- Center for Institutional Advisement – which includes: GED/Veteran's Advisement; ARC and oversight of the College's student advisement group including grant funded programs that have an advisement component.
- American Indian Center – NNMC AIA office strives to increase networking with various organizations and resources throughout the State of New Mexico. Through American Indian

commissions throughout the State, we try and stay abreast to the issues facing tribal education departments and the tribal people.

- Accessibility Resource Center (see 1P10).
- Dual Credit – outreach program whose main purpose is to recruit interested high school juniors and seniors in attending Northern to earn college credit in academic and career technical programs.
- Student Success Center – this multi-purpose campus facility serves many roles including: campus placement testing & study skills (COMPASS, CLEP, and GED) serves as a student computer lab; tutoring and serves the development studies program.
- Distance Education – The Northern New Mexico College Distance Education department supports both students and faculty in the use of educational technologies and emerging content delivery methods that reduce, and in some cases eliminate, the need to be in particular locations at set times to receive and deliver instruction. Our primary method for supporting a culture of quality student learning is through the delivery of effective, timely, technological support to all students and faculty who request it.
- The NNMC Library - is committed to providing distance learners with the same excellent resources and services our on-campus students have come to expect. The library provides information, resources, services, and technology that support the curriculum needs of students and faculty.
- Office of Career Services
- Writing Center- Serves all students, faculty, staff and alumni.
- Student Email Accounts
- Student Financial Aid Office
- Intercollegiate Athletics - Northern is a member of the National Association of Intercollegiate Athletics (NAIA).

Core Component 3D2

Summer Bridge & First Year Experience Programs: The Northern New Mexico College First Year Experience and Summer Bridge programs were initiated in Spring 2011 with resources funded through a federal Title V grant (the ÉXITO initiative) in our attempt to address evolving needs of students in their earliest years of college work. The First Year Experience Program provides support for students as they enter and move through their undergraduate education at NNMC. We challenge students intellectually, employ community-building strategies, spark new interests, open dialogues, and promote active learning through questioning, discovery, collaboration and exploration. We help students understand the values and organizational systems that permeate college life and guide them as they transition into the college community toward their degree. The program helps students establish connections at NNMC, develop skills necessary for academic success, gain familiarity with campus resources, develop leadership and teamwork skills, access and apply information, and become independent learners.

Core Component 3D4

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. Lastly, we identify faculty development needs in monthly meetings of the academic Directors, chairs, and deans convened by the Provost. Needs are prioritized by chairs and deans at the departmental level, and by the Provost for academics as a whole. Individual faculty members request faculty development support

directly from the Provost for research projects, presentations, or participation at regional and national conferences.

1P16 Co-curricular goals

Core Component 3E1

Service learning and co-curricular student development are integral to our College mission. We encourage our faculty to connect academic concepts, skills, and dispositions to real-life situations out of class. Opportunities for connecting theoretical to practical knowledge exist in student government, clubs, service learning projects, extramural research internships, and national honor societies.

Core Component 3E2

The Student Senate, composed of representatives from both the El Rito and Española Campuses, is responsible for organizing student activities. It receives funds from the Dean of Student Services to help institute clubs and organizations. Student organizations and clubs exist 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. Presentations are held at both the El Rito and Española Campuses in the fine arts, theater, and environmental science, and science research. We have a chapter of Phi Theta Kappa. Students with GPA's of 3.5 or higher are eligible to become lifetime members. The organization focuses on leadership and community involvement.

1P17 Measures of preparedness

Northern's process for determining how graduates meet learning and developmental expectation standards include undergraduate curriculum common learning objectives built into their syllabi. Northern also looks at program pass rates, end of program surveys, employer surveys, graduate surveys, enrollment, retention and graduation rates. In addition, the Associate Degree in Nursing program has a Systematic Program Evaluation Plan in which there is ongoing evaluations of the Nursing program. The RN to BSN program utilizes a program specific student portfolio in the capstone class. In the portfolio, students demonstrate how they have met each of the program outcomes. Self-Study document is about program assessment. State and national licensure exams in specific programs such as Nursing, Radiology, Massage Therapy, and Alternative Teacher Licensure are also employed. In addition, students are required to take comprehensive finals in upper division courses. These finals ensure students have met our learning expectations.

1P18 Assessing student learning

Core Component 4B

Following a Quality Checkup Visit by HLC representatives in Fall 2006, the College's Student Learning Achievement Committee recommended to our AQIP Council the creation of an Office of Assessment, who's Director would coordinate student assessment activities. The committee also recommended that the College utilize a comprehensive assessment management system: WEAVE Online. Both recommendations were enacted in summer 2007.

Since that time, we have deployed an institutional assessment, which outlines assessment-related roles and responsibilities for faculty, staff, and administrators, as well as an annual assessment cycle that we have 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.

Following the appraisal of our systems portfolio, in Fall 2009, we revised our institutional assessment plan so that it now seeks to coordinate six overlapping processes that affect academic assessment:

Academic program assessment – designed and implemented by the faculty, who produce annual assessment summaries in WEAVE Online that include program outcomes, assessment measures, findings, data analysis, and feedback loops/improvements.

General education assessment – designed and implemented by members of the College's General Education Committee, who produce annual assessment summaries in WEAVE Online that include student learning outcomes in each of the program's five areas, assessment measures, findings, data analysis, and feedback loops/improvements.

Co-curricular assessment (starting in Spring 2011) – designed and implemented by members of the Co-Curricular Assessment Committee, who also produce assessment summaries in WEAVE online that include student learning outcomes in co-curricular contexts, measures, findings, data analysis, and feedback looping improvements.

Institutional assessment – 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**.

Program review – coordinated by the Provost's Program Review Committee.

Category one updates – Included in AQIP Updates produced by the Provost, Dean of Academic Support and Institutional Research Director, and presented to the Board of Regents annually.

All together, the six interwoven assessment processes include multiple feedback and reporting requirements that are designed to strengthen reflectivity and program improvement efforts across the institution.

RESULTS

1R1 Measures of student learning and development

We analyze quantitative and qualitative data on student performance: enrollments; retention and persistence data on first-time College students, data on full-time degree seeking students; developmental studies student achievement data; Common Core/general education student achievement data; program assessment data; licensure pass rates; and employer surveys.

Program assessment measures include: writing sample analysis; projects; performances; portfolios; licensure exams; capstone courses; passage rates in developmental writing and math; GPA's of lower-level students in our Bachelor's programs; and exit surveys.

Results for our retention and persistence data on first-time College students are reported annually to the NM Council of University Presidents, the NM Data Finance Committee and the NM Legislative Finance Committee. Table 1.1 and 1.2 demonstrate our term to term persistence and our year to year persistence, respectively. We also report the information in Table 1.1 and 1.2 in compliance with the Accountability in Government Act (AGA) Quarterly Reporting for New Mexico's Public Universities.

Table 1.2

Retention Measure		Fall 06 to Spring 07	Fall 07 to Spring 08	Fall 08 to Spring 09	Fall 09 to Spring 10	Fall 10 to Spring 11	Fall 11 to Spring 12	Fall 12 to Spring 13
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	75%	75%	80%	80%	80%	80%	80%
	Actual	78.9%	74.6%	77.6%	78.5%	72%	70.9%	76%

Chart 1.1

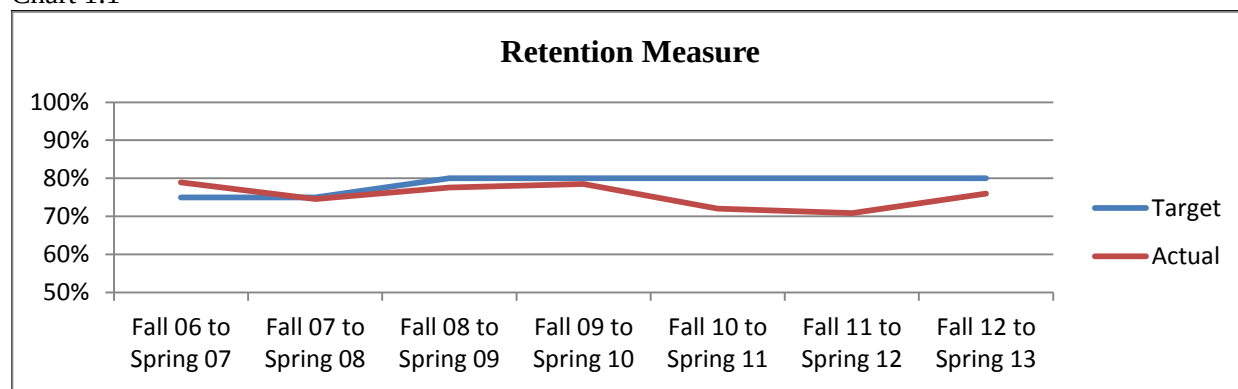


Table 1.3

		FY 09	FY 09	FY 10	FY 11	FY 12	FY 13
Retention Measure		Fall 06 to Fall 07	Fall 07 to Fall 08	Fall 08 to Fall 09	Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12
Percent of first-time, full-time degree-seeking students enrolled third semester	Target						66.5%
	Actual	52.4%	50.9%	57.5%	55.4%	54%	57%

1R2 Common learning objectives results

The charts below demonstrate the enrollment and success (2009, 2010, 2011, 2012) in the various Common Core Areas (AREA I, AREA II, AREA III, AREA IV, AREA V). This information helps us to determine where students get “stuck” so that we can respond with more intensive tutoring, advising, etc.

Chart 1.2

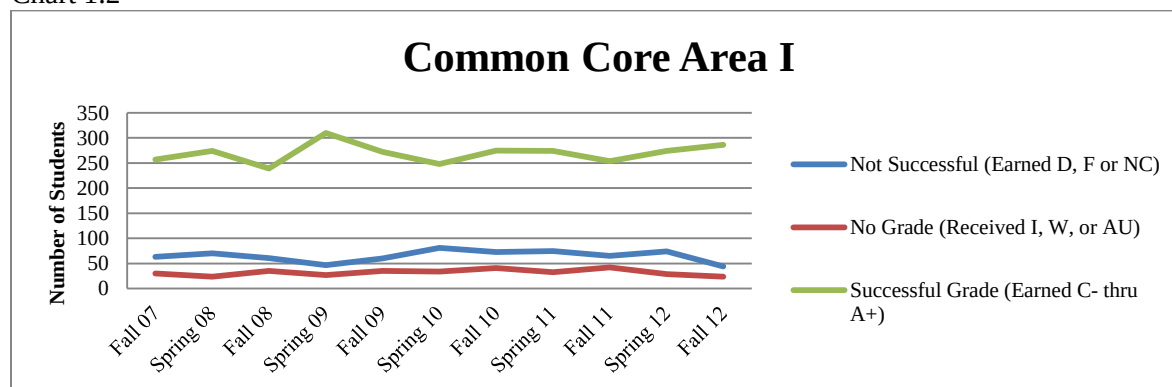


Chart 1.3

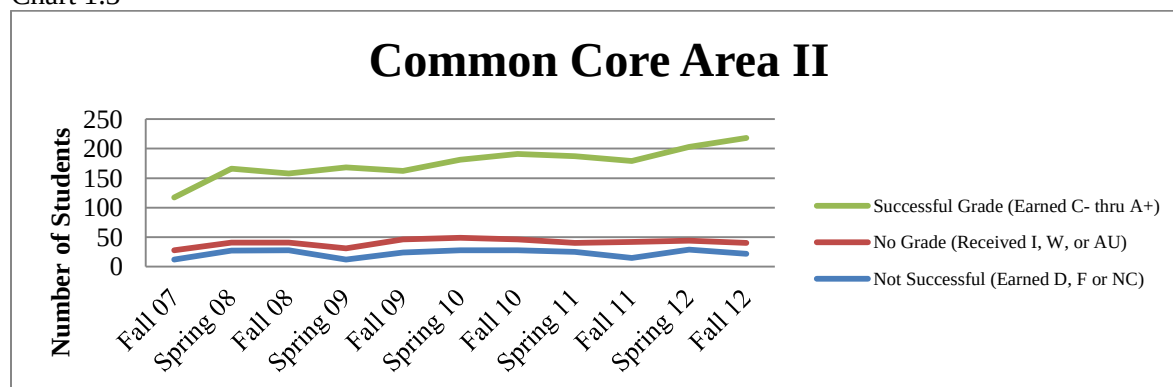


Chart 1.4

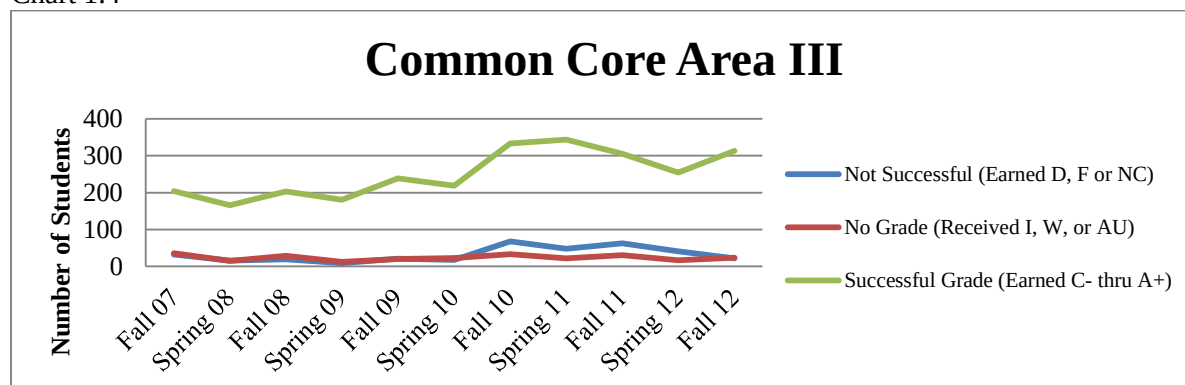


Chart 1.5

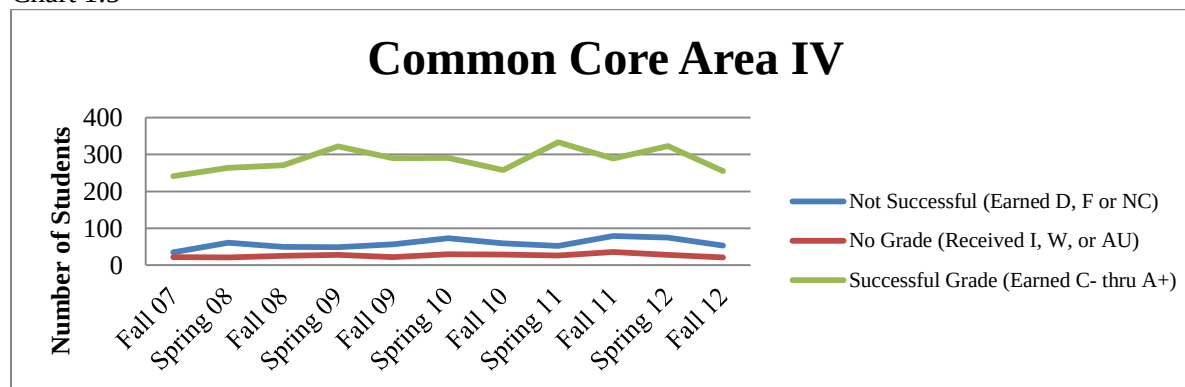
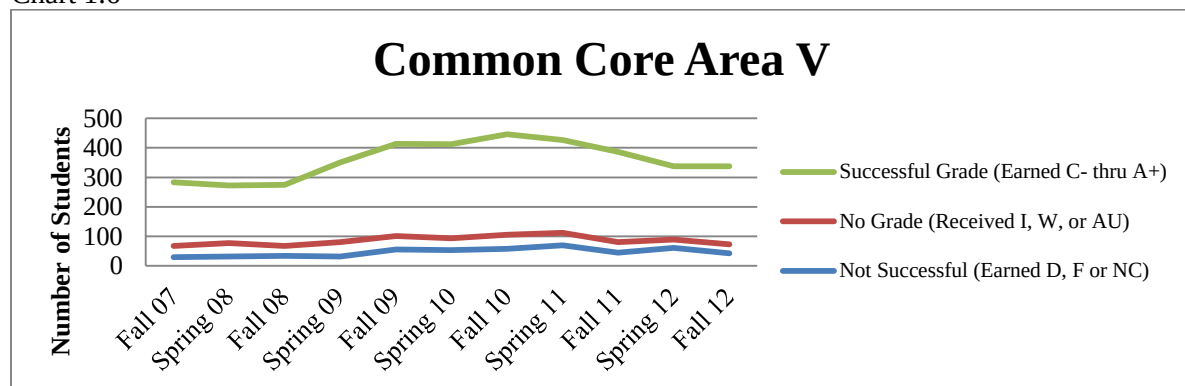


Chart 1.6



1R3 Specific program learning objectives results

Performance results for specific programs vary by program as each program has developed learning outcomes pertinent to their field of study and accreditation standards. Learning outcomes are measured and tracked as project scores, course grades, certification/licensure pass rates, graduation rates, and employment rates. Academic, as well as each career and technical programs, each have an approved assessment plan and document results based on their learning outcomes using WEAVE online.

Below are three examples of specific program learning objectives.

NURSING LEARNING OBJECTIVES EXAMPLE

We use licensure pass rates for nursing (ADN), massage and radiography. We also look at graduate employment, employer satisfaction, and graduate satisfaction as measured in an END of Program Survey. In addition we look at graduation rates and retention rates.

Table 1.3: Second Year Student Survey Program Outcomes

Answer Options (Strongly Disagree=1...Strongly Agree=5)	Rating Average Spring 2012 (n=14)	Rating Average Spring 2011 (n=26)
a) I practice patient-centered care based on professional standards of nursing practice, individualized patient expectations, values, needs, and culture.	4.43	4.36
b) I demonstrate caring behaviors toward the client, support persons, peers, colleagues, and self.	4.50	4.40
c) I utilize the nursing process as the foundation for clinical practice.	4.43	4.40
d) I collaborate with members of the healthcare team to ensure continuous and reliable care.	4.36	4.28
e) I communicate effectively with clients and their families, colleagues, and other members of the health care team using therapeutic verbal and written communication skills.	4.29	4.32
f) I integrate the ethical use of informatics into clinical practice	4.29	4.32
g) I apply evidence-based research to clinical practice.	4.29	4.28
h) I apply quality improvement concepts through assessment, reflection, and personal improvement.	4.36	4.32
i) I demonstrate professional behaviors by practicing nursing legally, ethically and accountably.	4.43	4.36
j) I recognize the importance of life-long learning and professional development.	4.36	4.42
k) I apply the teaching and learning process with clients and support persons to promote and maintain positive health outcomes.	4.29	4.36
l) I manage client care efficiently and effectively in diverse healthcare settings.	4.36	4.36

ENGINEERING LEARNING OBJECTIVES EXAMPLE

Summaries of the results of the evaluation process and an analysis illustrating the extent to which each of the student outcomes is attained are developed for 16 learning outcomes.

Outcome 1. An appropriate mastery of the knowledge, techniques, skills, and modern tools of their disciplines.

Table 1.4 Level of attainment of student outcome 1.

Code	Name	Assessment Method/Activity				
		Exam	Quiz	Hands-on Lab	Simulation Lab	Project
EECE 231	Intermediate Programming	Partially met		Partially met		
EECE 238	Computer Logic Design	Partially met		Met	Met	
IT 250	Introduction to Databases			Met		

Code	Name	Assessment Method/Activity				
		Exam	Quiz	Hands-on Lab	Simulation Lab	Project
EECE 329	Human Computer Interaction					Not met
IT 350	Database Management			Met		
EECE 440	Advanced Computer Networks			Met		Met

RADIOLOGY LEARNING OBJECTIVES EXAMPLE

Measure 6: Film Critiques (extracted from WEAVE online)

First year students will demonstrate proficient imaging ability and positioning from clinical exams performed in the clinical setting, as well as, build communication and critical thinking skills through presentation of exams. Critiques will be part of all clinical rotations. Critiquing has changed with the addition of MyPacs.com. My PACS is an on-line site which allows the student to download and save exams performed in clinic. Then the clinical coordinator while making rounds can do face to face critiques or can also critique on her own by accessing the web site as the administrator. MyPACS.com also offers the ability to post didactic exams with questions pertaining to images posted by the clinical coordinator. This is a system similar to Web CT or Blackboard. The significance of this is that now it will be easier to include the 2nd year students as well and will assist them in preparing for the registry exam by increasing the review process. Source of Evidence: Performance (recital, exhibit, science project)

Target: Class will average 90% or better on MyPACS (film critiques) presentations and project assignments.

Table 1.5

Finding (2012-2013) - Target: Partially Met
Fall 2012 - 2nd year students in RAD 245L averaged 85% in critique evaluations (64% - 96%) Though not making the benchmark, the program feels that MyPACS is progressing and results may be more accurate than previous semesters. No change at this time. Will wait and compare results after next semester.
Finding (2011-2012) - Target: Partially Met
Film Critiques - RAD 146L - Students averaged 78% RAD 246L - Students averaged 85%. As MyPACS is still new the program takes this result to be significant and will lower the benchmark for 1 st years to 80% and continue to work on the process. We are pleased with the results. Though slightly short we will keep the 90% for 2 nd year students at this time. Summer 2012 - RAD 149L - Students averaged 73%. Some students did not complete all assignments but, scores were low. Face to face critiques were significantly higher, so as determined last semester the program will continue to look at the "learning curve". No action at this time.

BUSINESS LEARNING OBJECTIVE EXAMPLE

Table 1.6

Outcomes for Project Management	Pass<=C	2009	2010	2011
The student will demonstrate a basic application of the conceptual framework of project management as defined in the Project Management Body of Knowledge	At least 80% of students will pass the final exam in BA 330 Principals of PM	83%	100%	83%
Students will demonstrate a working knowledge of project management tools used to disseminate information to management.	At least 80% of students (whom attempted this task) will be able to develop a Work-Breakdown Structure & calculate the Total Slack on a Critical Path Network.	100%	*Pass/fail course this term	100%

Outcomes for Project Management	Pass<=C	2009	2010	2011
The student will understand the appropriate application of computer technology to complete project management functions.	At least 80% of student will be able to develop a resource-loaded schedule on MS Project.	76%	100%	0%

1R4 Evidence of knowledge and skills

One example that students completing our programs, degrees and certificates have acquired the knowledge and skill required by our stakeholders is our licensure pass rates.

Table 1.7

2007-08 Graduates				2008-09 Graduates			2009-10 Graduates		
Program	# Sitting	# Passed	% Passed	# Sitting	# Passed	% Passed	# Sitting	# Passed	% Passed
Radiography	15	7	46.7%	9	7	77.8%	9	7	77.8%
Massage Therapy	14	14	100.0%	2	2	100.0%	2	2	100.0%
Cosmetology	20	18	90.0%	13	13	100.0%	9	8	88.9%

Similarly, we report our licensure pass rates in comparison with our peers. Table 1.4 demonstrates the percentage of successful first time LPN (Licensed Practical Nurse) and RN (Registered Nurse) Candidates.

Table 1.8

SCHOOL	2009	2010	2011
Carrington College-LPN	100	83.3	50
Central NM Community College-LPN	100	97.8	100
Clovis Community College-LPN	100	100	95.9
Computer Career Center – Vista College-LPN	100	100	94.1
Dona Ana Community College-LPN	100	100	100
Luna Community College-LPN	96.4	100	85
NM State University-Carlsbad-LPN	100	100	82.6
NM Junior College-LPN	94.7	100	90.9
Northern NM College-LPN	91.7	92.3	94.4
Pima Medical Institute-Albuquerque-LPN	100	100	100
Carrington College-RN	78.3	82.67	70.5
Central NM Community College-RN	88.5	82.4	80.5
Clovis Community College-RN	82.9	93.6	74.5
Dona Ana Community College-RN	95.7	91.2	83.4
Luna Community College-RN	82.8	51.7	83
NM State University-Carlsbad-RN	90	95.2	82.6
NM Junior College-RN	84.2	100	84.6
Northern NM College-RN	78.3	81	64
Pima Medical Institute-Albuquerque-RN	89.5	76.2	63

1R5 Process results

Reorganization of Advisement – Student advisement has become an important initiative for Northern New Mexico College. The College currently has a Student Advisement Center staffed by a Director of Institutional Academic Advisement, three full-time dedicated Academic Advisers, one full-time Accessibility Coordinator, and six part-time peer-mentor Student Ambassadors. Through a fully implemented early academic alert process, a strategic cycle of intrusive academic engagement, and an integrated orientation and transition plan, students are introduced to several support relationships on campus in their first year. These processes were implemented at the beginning of Spring Semester 2013 and will be measured through baseline/control semesters from previous academic years by course section, FTAC/FYE cohorts, and cohorts of over thirty credits completed. Altogether, the measurable cohorts comprise a total of 1,038 students served through the Student Advisement Center.

Tutoring Data – The Student Success Center started implementing Supplemental Instruction after mid-terms in fall 2012.

FALL 2012	45 Students	394 hours	227 sessions	36 passed their classes
SPRING 2013	29 Students	182 hours	110 sessions	22 passed their classes
	(3 students – withdrew, incomplete, not enrolled in Math course)			

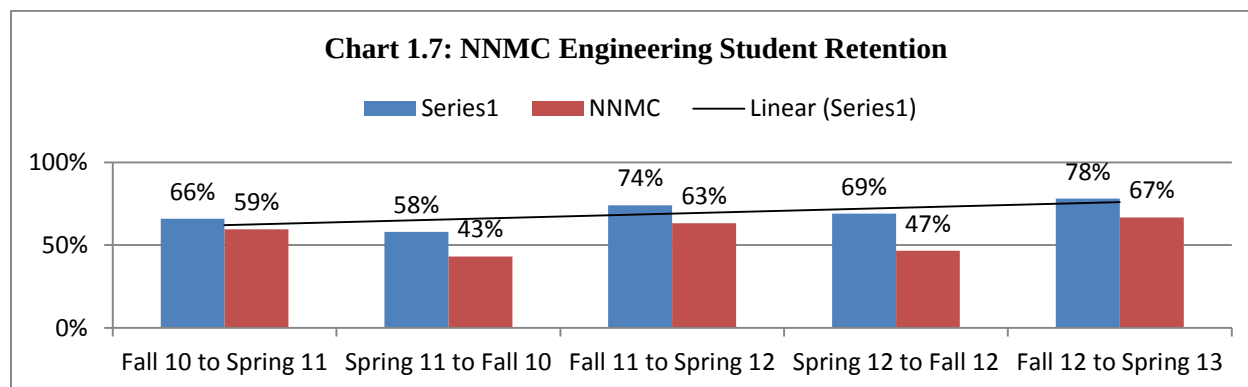
Tutoring is also being offered in the Math Center. There are 9 tutors (professional and peer) that have worked with 152 students. There were 460 sessions and 245 of these sessions were duplicated counts. The tutors spent 673½ duplicated hours with these students. 149 students (duplicated) passed and 24 (duplicated) failed their courses. There were 59 in the other category that withdrew, received an incomplete, were not enrolled in a math course, or no mid-term grade was entered. There were also several that were not included in this report due to names and ID numbers that did not correspond.

New Library – The Ben Lujan Library was recently expanded to more than 15,000 square feet and now includes 60 new computers and improved service desks to better serve the students and faculty who utilize the library's significant breadth of available resources. The Library houses more than 47,000 monographs (volumes) on site, 200 of which are part of the "special collection" of older, fragile volumes that the library preserves for students studying local and New Mexico history. Also offered are more than 80 separate scholarly database collections with access to millions of peer-reviewed articles, available online 24/7 for enrolled students. If something cannot be found within the Library's collection or subscriptions, the Library also offers an inter-library loan (ILL) service that can request and obtain materials from other collections worldwide.

The new addition hosts an updated bibliographic instruction room, whose sole purpose is to provide guidance for information literacy and facilitate more successful and meaningful scholarship on campus. This instruction is provided by professional librarians with extensive training in teaching many different information seeking methods. LT 101, Introduction to Library Research, has become a core requirement for many programs on campus, and all sections are being taught by professional librarians; more than 130 students have completed this course as of Spring 2013 and have given positive feedback on the course content and instruction.

The Library provides on-site reference services 70 hours per week while classes are in session, and it is often the venue of choice for students looking to work on papers and study. The new addition contains 7 private study pods and 3 additional rooms that may be reserved for working on group activities. For students with families or roommates at home, this has become an invaluable resource for privacy and quiet.

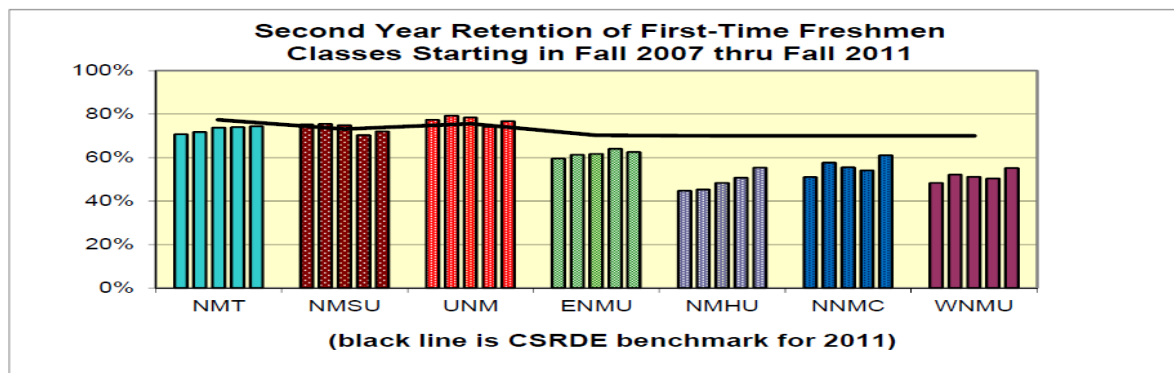
Mandatory Advisement: Campus wide Northern engages best practices in support processes. In the area of Engineering, student support is one of the five “continuous improvement initiatives.” Included in their “Student Support Services,” are an Engineering Student Handbook (fall 2011), Mandatory Advisement (Spring 2012), Advisement Day (Fall 2012), Tutoring Center for math, physics and programming courses, strengthening K-12 College pipeline (Spring 2010) and the addition of a Teaching Assistant in the Spring of 2010. As a result of these initiatives retention results have been increasingly successful.



1R6 Comparisons

As mentioned in the Council of University Presidents (CUP) Performance Effectiveness Report ([http://www.unm.edu/~cup/PEP%202012%20Final%20with%20footers%20\(3\).pdf](http://www.unm.edu/~cup/PEP%202012%20Final%20with%20footers%20(3).pdf)), the persistence of first-time freshmen to the second fall semester varies slightly for all universities from year to year. Open-door admission policies at the comprehensive universities help explain the difference in their retention rates relative to the research universities. The black line in the graph represents the average retention rate for similar public universities based on size and their admission profile, as reported by the Consortium for Student Retention Data Exchange (CSRDE). The research universities are at or near their CSRDE benchmark; the comprehensive universities are all slightly below. All universities have goals to improve student retention over the next few years.

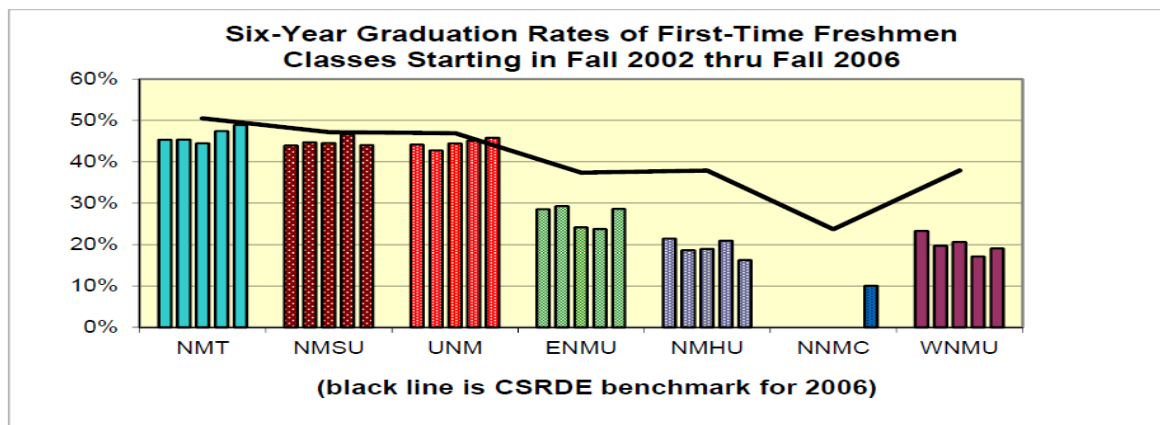
Chart 1.8



Similarly, a graduation rate of first-time freshmen after six years is a measure that all institutions have committed to increase over the next few years. The data show a similar pattern to the retention rate data, with some fluctuations from year to year. As with retention, the admission policies of the comprehensive universities contribute to the lower rates relative to the research universities. The black line in the graph represents the average six-year graduation rate for similar public universities based on size and their

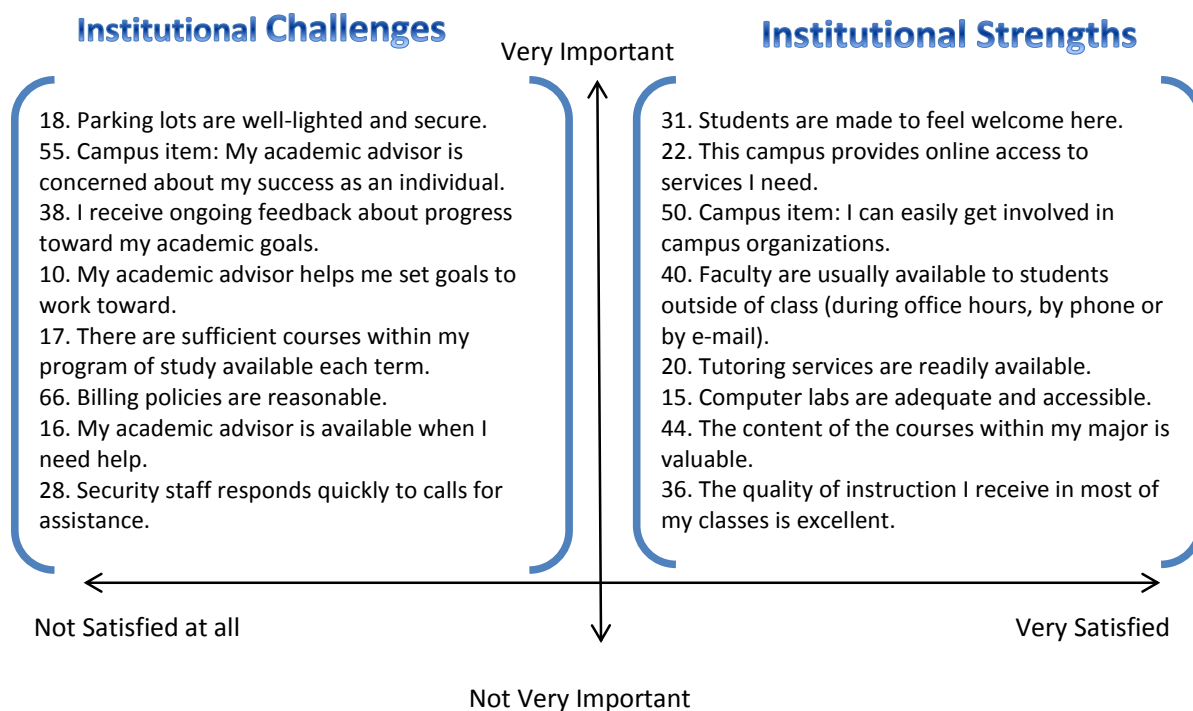
admission profile, as reported by the Consortium for Student Retention Data Exchange (CSRDE). (NNMC just started offering baccalaureate degrees in fall 2005 and the size of their first cohort is still quite small.).

Chart 1.9



Following are the results from the Noel Levitz STUDENT SATISFACTION INVENTORY Form B (or the SSI). The SSI was administered in Spring 2012 to a sample of 465 students. Surveys were conducted in the classrooms by staff. Students rate each question on two scales: Importance and Satisfaction. Institutional Strengths and Challenges are determined as the top/bottom quartiles of student satisfaction for the top half of items ranked as very important. NNMC results are depicted below, followed by individual question results.

Figure 1.1



IMPROVEMENTS

1I1 Improvements

Created Dual Credit Summit, Spring 2013: The Dual Credit Summit provides our partnering and area schools with a comprehensive view of the dual credit program and how it serves high school redesign in northern New Mexico. Topics include admission, registration, placement testing, prerequisite policies, and procedures. Participants include the Public Education Department of New Mexico and the Higher Education Department of New Mexico. Over 60 participants were invited.

Statewide Advisement Conference, Spring 2013: More than 100 academic advisors and staff from higher education institutions around the state attended the 2013 New Mexico Academic Advising Association (NMAAA) Conference at Northern New Mexico College on March 21 and 22.

The NMAAA is a non-profit group that supports professional development and advocates for postsecondary academic advisors in New Mexico. Each year the association's Board of Directors nominates a host institution.

This year's gathering focused on issues of student success and retention and included 15 workshops presented by all participating institutions. Five of the fifteen workshops were led by staff from Northern. The topics included dual credit's role in student performance, treating disability as diversity, faculty-initiated withdrawals, resume building, and Northern's American Indian Center.

Friday Academy: Friday Academy is an outreach activity where local middle school students are hosted on the Northern Campus for one or two day-long sessions. Students are exposed to interactive activities and lessons facilitated by Northern faculty; most of the activities are focused within the STEM disciplines. Each Friday Academy session typically hosts 75-100 students; in a typical academic year about 1,000 local middle school students will benefit from the activities.

1I2 Culture and infrastructure support

As mentioned in our Institutional Overview our Academic Division has developed a 5 year Strategic Plan. This strategic plan identifies specific goals, objectives and tasks for academic colleges and departments. These academic colleges and departments along with other academic support departments, have each identified missions and visions that support and contribute to the College's mission and vision.

In addition, a number of our programs are seeking Program Accreditation. These accrediting agencies have defined targets and benchmarks as determined by industry Standards for Excellence.

AQIP Category Two, ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**Overview**

Northern New Mexico College's *Statement of Purpose* is:

- To provide educational programs and course offerings which: lead to two-year degree and certificate programs; transfer to baccalaureate-granting institutions; and meet the needs of students in skill upgrading, job advancement or change, and personal development.
- To provide academic advisement, personal counseling referrals, placement testing, career guidance, tutorial services, and developmental studies to assist students in achieving their maximum potential.
- To provide activities and learning opportunities which meet the educational and community service needs and interests of students and the community.
- To provide opportunities for the intellectual, aesthetic, and cultural needs of students and the community by scheduling activities and services to further those needs.
- To provide adequate organizational and support services to meet students' needs and to maintain integrity and quality in its educational offerings.

The NNMC El Rito Campus Institutes and Centers “***provides activities and learning opportunities which meet the educational and community service needs and interests of students and the community.***” The Campus supports environmental and sustainable teaching, training, undergraduate research, and experiential learning. The Center offers educationally and sustainably-based programs and laboratories while remaining committed to sustaining a close connection to the community. We continue to offer the Heritage Arts Programs including Spanish Colonial, Southwest Folk Art, Weaving and Fiber Arts, and are committed to sustaining our community celebrations such as the Spring Festival, Studio Tour and the Farolito (Little Lights) Festivities.

The Athletics Program at NNMC “***provides opportunities for the intellectual, aesthetic, and cultural needs of students and the community by scheduling activities and services to further those needs.***” The NNMC athletics department was launched in 2005. The Eagles began their first competitive men's and women's basketball seasons in 2009 and added competitive golf in 2013. The athletics program provides activities (such as college games, barbeques and community outreach) for students and the community alike. The athletics program contributes greatly to our recruitment efforts and also focuses on recruiting and developing local talent.

The NNMC Foundation “***provides adequate organizational and support services to meet students' needs and to maintain integrity and quality in its educational offerings.***” The Foundation's Scholarship Endowment Funds have grown to almost \$4M. The endowments are one additional way to ensure access to higher education for students from throughout northern New Mexico. The majority of our students balance work, school and family in an effort to improve their lives. Scholarship support can keep students focused on completion of their education. We are planning to further develop our alumni association in the coming year as well.

PROCESSES**2P1 Designing key non-instructional processes**

The design and operation of the key non-instructional processes have been the purview of the President's Staff with particular emphasis on budgetary issues that have been prominent in decision making. After the 2008 Strategic Planning Forum, in which members of the College community came together to identify areas in need of improvement, it still seemed like an insurmountable task to prioritize the opportunities for improvement and the strengths of the institution. However, an ad hoc AQIP committee consisting of 5 members including the Institutional Research Director and the Assessment Director was tasked with determining, based on data and the use of a Check Sheet (defect concentration diagram), the level of completion for the institution's major objectives. This process was fruitful in isolating three distinctive objectives that are key non instructional processes for the College.

The operation of the key non-instructional processes is in keeping with the organizational pattern of the College and is dependent on a clear chain of command for each process. The three Category Two key non instructional processes are: Athletics, NNMC Foundation, and making profitable and productive use of the El Rito Campus. Issues regarding clarity of decision-making, planning and changes for improvement are the focus of many of the changes explained in this category.

2P2 Determining non-instructional objectives

Northern New Mexico College's non-instructional objectives are reviewed through, and are an integral part of the strategic planning process. Each of these distinct programs links directly to the mission, vision and philosophy. Key performance measures are associated with each of these objectives.



The Athletic Department has a cadre of external stakeholders who are often also adjunct faculty in the HPER (Health, Physical Education, and Recreation) division as well as interested external partners of the College. These stakeholders include those families whose students use the facilities during summertime NYSP activities, those college students and staff who choose to use the athletic facilities to do personal physical training, and the athletic facility staff who are tasked with involving as many college and community people as possible in the organized activities of the Athletic Department.

In 2008, the College embarked on a Basketball program for Men and Women. The Athletics Department routinely evaluates the viability of the program, the future of the program, and further defines processes that will allow for more input from the College and other stakeholders into creating a responsive and productive Athletics Program.

After two years of proposing that Northern New Mexico College begin an intercollegiate golf program, Northern fielded a men's and a women's golf team in the 2012-13 school year. The coach of both teams has been recruited to lead the task of building Northern's golf program.

The athletics department aspires to add Men's and Women's Cross-Country, Men's and Women's Bowling and Cheerleading to the NNMC Intercollegiate Athletics opportunities as well. The development and implementation of these programs are included in the Athletics Department Strategic Plan.



Northern New Mexico College Foundation — a non-profit 501(c)(3) corporation — has been raising funds to support scholarships and other college initiatives since 1995. The Foundation exists to promote and further the interests, objectives and purposes of the College; to seek and receive gifts, legacies and grants of money or other tangible assets; to administer such for the benefit of the College; and to provide active leadership, direction and expertise in fund raising efforts for the College. The major external stakeholders are found on the Board of Directors of the Foundation. These 12 board members are members of tribal communities, business communities, and community groups that are interested in furthering educational opportunities for the region. The President of the institution serves as an ex-officio member on the Board. The NNMC Foundation has the responsibility of recruiting donors, holding fundraising activities, and establishing guidelines for the distribution of scholarship funds and other activities appropriate to the work of the Foundation.

The relationship between the College and the Foundation has been formalized in a Memorandum of Agreement. The agreement underscores the roles and responsibilities of each entity. The College is responsible for managing the day-to-day operations of the Foundation Office. This responsibility includes the oversight for the office's Director and the management of the Foundation's finances.

The Foundation's Scholarship Endowment Funds have grown to nearly four million dollars. The endowments are one additional way to ensure access to higher education for students from throughout northern New Mexico. The majority of our students balance work, school, and family in an effort to improve their lives. Scholarship support can keep students focused on completion of their education

The Foundation's mission is to increase, manage and distribute resources for the benefit of the students, college and community.

An Alumni program is in the planning stages here at Northern New Mexico College. The goal of the program is to provide alumni with a way to maintain contact with each other, to share news, successes and opportunities, and to support the interests of the College. We are forming a committee to help determine what activities would be of benefit to alumni.

EL RITO Campus Institutes & Centers
Northern New Mexico College



NNMC El Rito Campus Institutes and Centers sits in the middle of the Carson National Forest which manages over 1.5 million acres of forest in the Southwest with three different district offices within close proximity to the campus. The unique location is also adjacent to numerous cultural, ecological and unique geographic sites. The Institute holds the following educationally and sustainably-based programs:

- Agroecology and Biological Research Station
- Northern New Mexico Land Policy and Acequia Institute
- Unique Culture Heritage Programs (Spanish Colonial, Southwest Folk Art, Weaving & Fiber Arts)

- Hospitality & Conference Center
- Sustainable Culinary Systems Laboratory
- 3-D Immersive Room
- Fire Ecology & Simulation Laboratory
- Soil Analytics Laboratory
- Wildland Fire Science Academy

Together, these unique programs serve a wide variety of audiences, including K-12 and post-secondary students, college faculty, veterans groups, senior citizen groups, and a myriad of other community-based programs.

Each of these programs was developed with the input of a broad spectrum of regional and local strategic partners, and it is established and managed in a manner that is respectful of the unique culture and ecological characteristics of northern New Mexico. The design is embedded in science based, land based, and cultural or ecological studies all inclusive of technology to advance learning. Six major distinctive objectives that will be accomplished through NNMC El Rito Campus Institutes and Centers include: 1.) Research, 2.) Experiential Learning, 3.) Community Outreach & Education, 4.) Service Learning, 5.) Career Training, and 6.) Sustainable and Green.

1. **Undergraduate Research:** Northern is not currently considered a research institution in the state. NNMC El Rito Campus Institutes and Centers serves as the academic venue for training, research, and dialog in the interest of extending knowledge and strengthening research opportunities available to students regardless of program and/or discipline.
2. **Experiential Learning:** NNMC El Rito Campus Institutes and Centers focuses on the learning process for the individual NNMC student by giving students the opportunity to participate in field related studies and experimental areas.
3. **Community Outreach & Education:** community outreach takes place in the following ways.
 - a. Community workshops related to agriculture, land management, environmental issues, wildland fire issues, and other local and global ecological issues of concern;
 - b. Center for K-12 students learning activities through various centers;
 - c. Demonstration Sites for various sustainability and other eco-related studies;
 - d. Center for community groups to convene;
 - e. Center for meetings, retreats, and conferences; and
 - f. Center for Northern New Mexico Artistic Studio Tours and Expos featuring local artists.
4. **Service Learning:** NNMC instill students with a sense of service locally and globally through service-learning projects at NNMC El Rito Campus Institutes and Centers. The idea of “giving back” and “tending to the land” through this pro-active approach not only leads to the development of cooperative programs, but allows for the materialization of a committed relationship with the community where both students and staff are brought closer to their communities. The service learning activities at NNMC allow students to apply classroom training to real-world needs. Through these service learning projects, NNMC produces a well-rounded student that is more competitive not only in the workplace, but for post-secondary educational opportunities.
5. **Career Training:** The training opportunities currently provided by NNMC El Rito Campus Institutes 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.
6. **Sustainable and Green:** Finally, the initiative to build green and be more sustainable across campus is one of the most relevant distinctive objectives at NNMC El Rito Campus Institutes and Centers. NNMC El Rito Campus Institutes and Centers is 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.

2P3 Communicating expectations

The College communicates its expectations regarding Athletics, The Foundation, and El Rito Campus Institutes and Centers through multiple print and electronic media, advisory council and board meetings, faculty development, and structured committee meetings.

Athletics: Northern New Mexico College, as member of the National Association of Intercollegiate Athletics is responsible for insuring that its student-athletes, coaches, faculty and staff, alumni and friends abide by NAIA regulations. Under existing rules, alumni and friends can be categorized as “representatives of NNMC’S athletic interest”. As we strive for excellence, both in competition and in the classroom, we must always seek the highest standards of ethical conduct.

The athletics webpage references the NAIA rules which apply to our ‘athletic representatives’. All applicable situations are not covered in this document (which can be accessed at <http://www.goeaglesonline.com/compliance.htm>) but additional questions can be directed to the Athletic Director’s Office. As the NNMC Athletics Program strives for excellence, both in competition and in the classroom, the Athletics Program always seeks the highest standards of ethical conduct.

NNMC Foundation: Donor, Scholarship and Alumni information is made available on the Foundations webpage (<http://foundation.nnmc.edu/nnmc-foundation>).

- Donor information-Each year, the foundation receives numerous applications from current and incoming students. And each year, we must turn away qualified applicants. A scholarship can mean the difference between achieving and not achieving a dream. There are many ways one can choose to support the work of the Foundation, to enrich the learning experience for Northern students. All gifts to the Foundation are made in accordance with the Foundation's *Gift Acceptance Policy*, and then administered in accordance with the donor's wishes. Gifts can be made in honor or memory of an individual, family, or other entity. All gifts are tax deductible according to IRS guidelines.

Table 2.1: Donation information

Donation Type	Donation Description
Cash	Cash is often the most convenient form of giving. Cash gifts are fully deductible for federal income tax purposes, provided deductions are itemized.
Matching Gifts	Many companies will match the donation of any employee up to a certain amount.
Pledges	Pledges enable a donor to plan a personal giving program that is both convenient and tax-wise. A pledge may enable a donor to consider a more significant gift than would have been otherwise possible. Terms for payment on pledges can be determined in a meeting with the Foundation.

Donation Type	Donation Description
Securities	Securities may be made as outright gifts or as a payment on a pledge. Stock certificates may be reassigned directly to Northern New Mexico College Foundation or may be transferred through the donor's broker. The mean market value on the date of the transfer will determine the value of the gift for tax purposes. It is best to consult with a Foundation representative before a transaction is made. Gifts of appreciated securities may be tax deductible, up to 30 percent of one's adjusted gross income. The deduction is based on the full fair market value, and capital gains tax is not due when the stock is transferred to Northern.
Planned Gifts	In certain instances, it may be preferable from an estate, financial and tax-planning perspective to consider long term planned giving as the best way to make a gift. This can be accomplished through bequests, trusts, gift annuities, life insurance policies and other gift vehicles.
Faculty and Staff Contributions	Faculty and staff of the College have the opportunity to support through payroll deduction via the Faculty/Staff Contribution Form submitted to the payroll office.

- **Scholarships:** Foundation Scholarships are available for students in Nursing, Environmental Science, Education, Engineering, Business, and Cosmetology. Open scholarships are offered for all disciplines as well. The Application packets are available online. Incomplete or late applications are disqualified. A complete application includes:
 - Responses to the Personal Statement Questions (students background, educational goals, the challenges faced in completing his/her education, and any other information that should be considered, such as volunteer and community service, employment, talents or special skills, and participation in athletics.)
 - Letter of Recommendation-Two (2) current letters of recommendation **MUST** be included in one's application packet. The letters can be from an advisor or a work supervisor (volunteer or paid work). Letters of recommendation from close relatives are not accepted.
 - Transcripts (official current high school, college, or GED transcript.)
 - Faculty Progress Ranking (Faculty advisor must complete and sign the Faculty Progress Ranking Form. It must be included in the application packet. This form indicates applicant's progress toward a degree or certificate. All forms can be downloaded from the Foundation website at <http://foundation.nnmc.edu>.)
 - Financial Information: Student must complete a recent Free Application for Federal Student Aid (FAFSA) by March 30. **ONLY** the section of the form indicating Expected Family Contribution (ECF) is required with the application, and should be submitted with the application.

All eligible applications will be reviewed and scored by a Scholarship Review Committee that consists of Foundation Board members, donors, Northern faculty and staff, community members, and former scholarship recipients. Scholarship finalists may be interviewed in person. In the case of a tie between two applicants, a second review will be conducted until consensus is reached.

- **Alumni:** This year the Foundation Office has prioritized around the establishment of an Alumni Association. The association will aim to create a network that would allow alumni to remain connected to the institution.

El Rito Campus Institutes and Centers: The Agroecology and Biological Research Station, one of the leading centers at NNMC El Rito Campus Institutes and Centers is currently undergoing process for submittal to the Organization of Biological Field Stations (OBFS), an international organization dedicated to operating research stations across North America. “Scientists working at these field stations and marine laboratories strive to understand natural processes at every scale, from the molecular to the global, from milliseconds to eons.

Table 2.2 Plan and Development for El Rito Campus Institutes and Centers

PHASE	PROJECT DETAIL
Phase I (11.1.2011–12.31.2011)	Project Initiation: Identify Initial Funding Opportunities. Prepare Preliminary Development & Sustainability Plan including Mission, Vision, Core Values, Goals and Objectives. Preliminary draft reviewed by Administration.
Phase II (1.1.2012-12.31.2013)	Project Planning & Development: Develop Feasibility Study to include Business/Marketing Plan. Develop Action Plans. Establish Organizational Staffing Plan. Establish Interim Management Assignments for Phase 1. (Director of Research Station 10% in Phase 1, 25-50% in Phase 2, and 100% in Phase 3) Identify Partnerships, Collaborators, & Stakeholders. Initiate Implementation of Actions.
Phase III (1.1.2014-12.31.2014)	Project Execution: Obtain Research Station status with OBFS. Full Implementation of Action Plans. Research Station Partnerships Established. Program and Education Centers Partnerships Established. All Research Facilities operational. All Conference Event Facilities operational. Resource Centers fully operational. All Management positions assigned.
Phase IV (1.1.2012-12.31.2015)	Project Monitoring & Implementation: Research Station and resources available for full implementation (grant support, NNMC support, other forms of support) Conference and Education Centers in full operation and available for full implementation through forms of support. Thorough financial review of research station, all programs & centers.
Phase V (1.1.2016-12.31.2016)	Project Fully Implemented Research station and all programs and centers in full operation.

To earn the designation and selection under this organization is a lengthy process but will provide extensive credibility to NNMC and establish it as a premier multidisciplinary cross-functional facility that will emphasize undergraduate research opportunities highly applicable and responsive to northern New Mexico needs.

Table 2.3, lists the NNMC student projects currently managed under the Research Station. Each project is overseen by the NNMC Environmental Science Department and is a collaborative effort with the NM ESPSCoR, US Forest Service, Santa Fe Institute.

Table 2.3 –Project (Implemented YR 2013)

Carbon Pulse Events and Fire Intensity
BioChar Particle Size Soil Characteristics
Fire Simulation (FARSITE Modeling)
Forest Recolonization & Fire Intensity
Water Storage Infiltration & Fire Intensity

The Weaving and Fiber Arts program is currently working internally with NNMC's Community and Workforce Development and also with organizations, including the Rio Grande Natural Heritage Area, to establish the unique art and style of weaving known as "Rio Grande Style" with its own criteria and certification process. This includes a resolution proposed at the 2013 NM State Legislative session.

The Spanish Colonial program is in the process of forming a plan for assimilation into a regional Furniture Making Guild specializing in southwest furniture making. This program is also closely working with the Small Business Development Center to promote home-based businesses in furniture making, and work on marketing endeavors that will promote the College's program and maximize student enrollment and degree completion.

The Southwest Folk Art program currently works with local associations and community markets including the well-known New Mexican Spanish Market, Studio Tour Organization, where products that are made by New Mexican student artists are sold, therefore building the students capacity to historically showcase their art, establish their own businesses, and at the same time promote an art form unique to NNMC.

The Land Policy and Acequia Institute is currently in the process of soliciting a board of trustees for full operation in year 2014. Two significant projects that this center will begin to take on in year 2013 include managing a Wildland Urban Interface Management Project with NM State Forestry and also assist with the US Department of Agriculture, US Forest Service's 5-year Forest Plan. The US Forest Service El Rito District Office is planning a 60,000 acre Wildland/Urban Interface project for fire prevention in the NNMC El Rito Watershed that will include between 6,000 and 17,000 acres of hazardous fuel reduction treatments. To be successful, a huge amount of small diameter wood has to be removed from the forest in order to reduce the danger of catastrophic wildfire. A biomass boiler installed on campus would demonstrate the use of these materials as an economic, clean, and efficient replacement for propane and other fossil fuels in an attempt to further accomplish distinctive objective 6.

The NNMC El Rito Campus Institutes and Centers has also been working on restoring and expanding the functionality of the Astronomical Observatory. The 16" Meade LX200 telescope in the 12-foot diameter observatory on campus is an underutilized resource. Northern New Mexico College is currently working to install digital systems to automate its use. The addition of a web addressable digital camera and a networked computer host would allow remote star watching through the Internet. The fairly inexpensive additions to the observatory will greatly enhance its usability by students and interested members of the community.

2P4 Assessing appropriateness and value

We have identified our other distinctive objectives and stated them explicitly in the NNMC strategic visioning and plans. The Athletics Director, Foundation Director, and El Rito Campus Director report on the progress they have made towards meeting their objectives in a bi-monthly report to the President's

Staff. Reviews and updates on Athletics, the NNMC Foundation and El Rito Campus Institutes & Centers are also reported periodically to the Board of Regents.

Assessment and review of the appropriateness and value of these objectives is also obtained through the use of advisory councils and stakeholder satisfaction surveys. The College's process for determining and setting non-learning objectives involves community members, community leaders, business and educational leaders, College business partners, internal Committees, the President, the President's Staff, faculty, and staff. Similarly, the College includes these entities in the review of these non-learning objectives and incorporates the feedback from these reviews and assessments into its planning.

2P5 Determining faculty and staff needs

Athletics: The Athletics Director participates on the President's Advisory Committee along with designated staff and faculty. This provides an opportunity for open dialog and discussions about goals, needs and concerns. The Athletics Director also reports to the Board of Regents on a periodic basis.

NNMC Foundation: The President of the institution serves as an ex-officio member on the Board. As mentioned in 2P2, the relationship between the College and the Foundation has been formalized in a Memorandum of Agreement. The agreement underscores the roles and responsibilities of each entity. The College is responsible for managing the day-to-day operations of the Foundation Office. This responsibility includes the oversight for the office's Director and the management of the Foundation's finances. As a member of the NNMC staff the Foundation Director actively participates on committees and ascertains faculty and staff needs relative to the Foundation objectives and operations.

El Rito Campus Institutes and Centers: The El Rito Campus Director is an active member of the President's Cabinet and a member of the Dean's Council. The open communication between the Director and the staff and faculty allows the Director to gather information on needs and concerns. Similarly, the Director reports activities and accomplishments to the various committees in order to encourage dialog and input from the college community.

2P6 Incorporating feedback

All three of our key non-instructional processes are subject to our Institutional Budget Reviews (See Category 5). The Athletics, NNMC Foundation, El Rito Campus Institutes and Centers must adjust their objectives and processes that support them according to budgetary constraints and other institutional needs.

RESULTS

2R1 Measuring Success

Athletics: demographic data on athletes; athlete retention; members and amount of participation in Booster Club activities; student athlete GPA; cost of travel; cost of personnel; cost of supplies; amount of gates at home games; list of activities to promote the programs; list of students and parents interested in athletic program; number of people who visit and use the athletic facilities

El Rito Campus Institutes and Centers: number of student credit hours generated; number and amount of investment in personnel; cost of food service; amount generated by use of dorms; list of meetings and uses of the campus by community and college members; amount paid in utilities for buildings used and not used; priorities set by the Director of El Rito Campus; proposals for use of the campus; input by the ERUC

NNMC Foundation: amounts given to students in various scholarship categories over the last three years; amounts projected based on current levels of donations; objectives for donations set by the Foundation Board of Directors; levels of scholarship donation based on other foundations of similar size; satisfaction survey collected from the students; survey results on how to improve scholarship awards.

2R2 Performance results

Examples of performance results that help us determine whether we are accomplishing our other distinctive objectives are as follows:

Athletics Department:

Chart 2.1
I. Student Athlete Average GPA

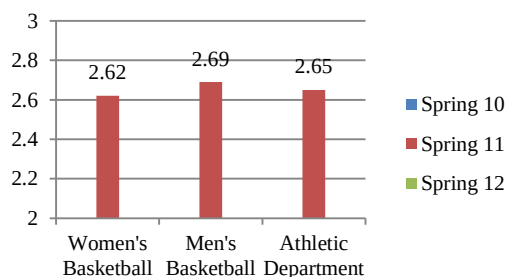


Chart 2.2
I. Student-athletes w GPA above 3.0

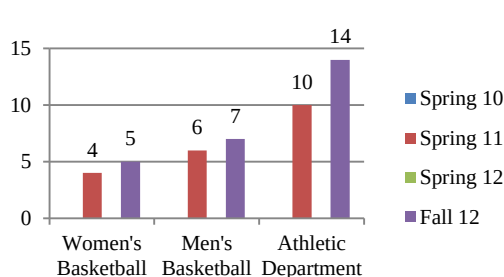


Chart 2.3
I. Student Athlete Highest GPA

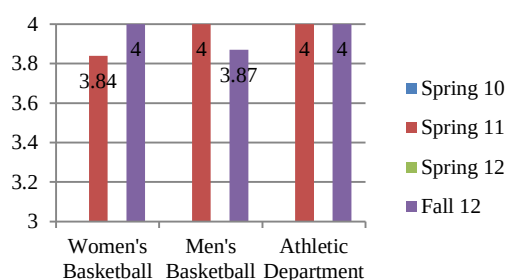


Chart 2.4
II. Student Athletes on Athletic Scholarship

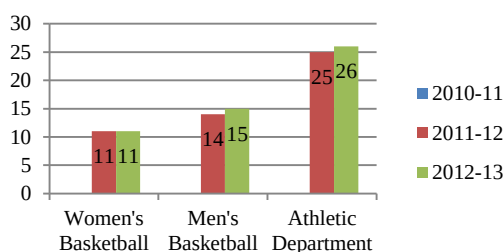


Chart 2.5
II. Total of Athletic Monies Allotted

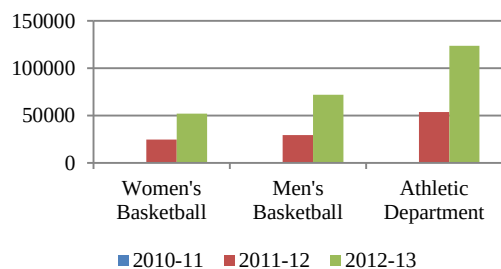
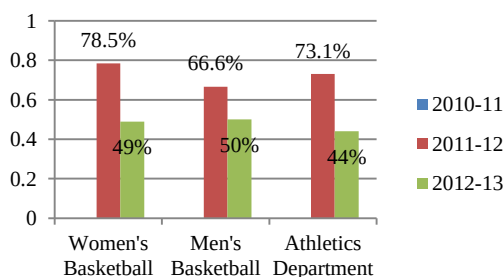


Chart 2.6
III. Retention



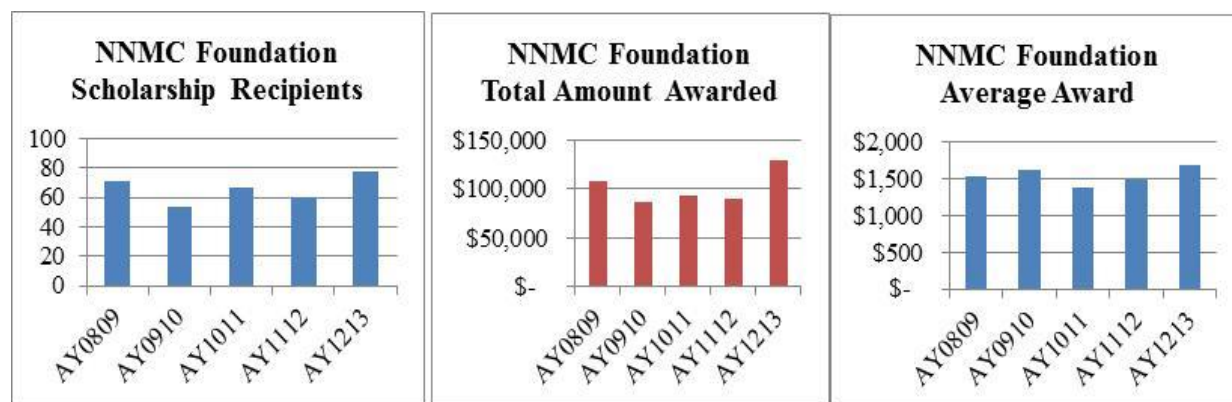
NNMC Foundation: The Foundation's endowment has grown to nearly \$4 million. In addition to scholarships, these earnings support the College's Solar Energy Research Park Academy (SERPA). In the past year, the College has made significant progress developing the Foundation Office's infrastructure and ability to secure and manage a significant increase in revenue. The process includes an update to the Board's investment policies and committee structure. In early 2012, the Foundation Board conducted a retreat to establish its goals for the upcoming year.

Since 2011 the Foundation has awarded \$160,000 in student scholarships. Additionally, in 2012 the Foundation allocated \$114,000 to support a number of priorities of the institution. These priorities include:

- College sponsorships
- Legislative activities
- Statewide General Obligation Bond election
- Purchase of a donor database

As a result of the Foundation's \$114,000 allocation, the College has secured \$2.1 million in revenue.

Chart 2.7, 2.8, and 2.9



NNMC El Rito Campus Institutes and Centers made significant progress in serving the College's diverse stakeholder population and being readily available to local and regional needs. Over the last year, the revenue-generating income has increased by a margin of 50% from the previous year. Based on these figures, an estimated revenue-projection to year 2016 was determined by taking previous annual incomes and increasing by at least 10% annually. This set a 2020 maximum goal of \$850,000 based on current rates and estimations for meals & lodging.

The sixth distinctive objective of "sustainable and green" is addressed through various methods. One includes technical resources. A consultant has been providing technical assistance to Northern New Mexico College under a series of professional service contracts. The most recent of which was funded through the ARRA Heating System Upgrade grant. Accomplishments include the implementation of a district heating system for the three main buildings at El Rito Campus Institutes and Centers. This includes the design, installation, and operation of software to monitor and control the heating system of one entire building wing. Together with additional energy conservation measures, propane costs were reduced from \$140,000 to \$80,000 even though the cost per gallon had increased.

The initial purpose of the district heating system now connecting the three mentioned buildings at El Rito Campus Institutes and Centers was to facilitate the use of locally harvested biomass fuels derived from forest restoration projects to heat the campus. This links well with several ongoing programs including

the Wildland Fire Science Academy and to the new programs using the campus as an experiment station for forestry and sustainable technologies.

Finally, the Sustainable Culinary Systems Laboratory is focusing on Energy Efficiency, Waste Management and Reduction, and Water Efficiency. Furthermore, the use of organically grown products purchased from local food networks will work to meet the “sustainable and green” distinctive objective and achieve a net-zero eco-footprint through the use of sustainable materials and environmentally friendly practices throughout the operation. The advanced and leading ECO-Technologies equipment in this laboratory provides a high-speed food-waste recycling machine. This machine rapidly dehydrates food waste along with compostable disposables, producing a humus-rich soil amendment without the use of enzymes, fresh water or venting and with no other byproducts. This results in zero sewer and landfill impact.

2R3 Comparisons

Athletics: As a member of the NAIA, our NNMC athletes must meet eligibility requirements as determined by NAIA. Freshmen must meet 2 of the 3 criteria: a 2.0 GPA, rank in top 50% of high school class and score an 18 on their ACT or 850 on their SAT. Transfers must have a 2.0 GPA and have obtained 24 credits if they are a sophomore or 48 credits if they are a junior. Sixty-thousand student-athletes play in the NAIA today. The NAIA has colleges and universities throughout the U.S. and NAIA student athletes receive more than \$450 million in athletic scholarships annually. All NAIA athletes are required

to register in the eligibility center. The NAIA Eligibility Center determines the academic and athletic eligibility of all prospective student-athletes. It delivers on the NAIA's larger promise of integrity by ensuring not only inbound eligibility but a level of fairness among competitors.

As we continue to build and develop our Foundation and the El Rito Campus, we explore comparative data and institutions with similar non instructional processes.

2R4 Strengthening the institution

Athletics: Community relations developed by the Athletics department include meet and greet barbeques and mixers for fans and the basketball teams (both men and women). The athletics department also offers

Figure 2.1

The screenshot shows the 'Tell My Story' section of the NAIA registration portal. It includes sections for 'FIRST DATES', 'HIGH SCHOOL INFORMATION', and 'ACT/SAT INFORMATION'. The form contains various input fields, dropdown menus, and radio buttons for users to provide their personal and academic details.

Navigation: About Me, Tell My Story (active), Tell My Story Continued, Profile Summary, My NAIA Connections, Status Page

Tell My Story

Next we need to know about your NAIA start dates, your high school history and standardized testing. (*required fields)

FIRST DATES

When will you begin (did you begin) taking full-time classes at your NAIA school? August 2013
 Estimated date of first competition September 1 2013

HIGH SCHOOL INFORMATION

Estimated/Actual High School Graduation Date: May 2013

Please tell us about each high school you have attended (or equivalent high school diploma earned if you did not attend a traditional high school).

[Add High School](#) [Add Home School](#) [Add GED](#)

Date(s)	Schooling		
08/2009-05/2013	Olathe South High School, Olathe, KS	Edit / Remove	Print Transcript Request Form

Final High School: Olathe South High School

Does your final school keep an official class rank? ☒ Yes ☐ No

Did you earn any college or university credit prior to completing high school? ☒ Yes ☐ No

Please list the institution(s) where you earned credit.

[Add Institution](#)

College/University	City	State		
Johnson County Community College	Overland Park	KS	Remove	Print Transcript Request Form

ACT/SAT INFORMATION

Find out more about test scores

Did you take the ACT? ☒ Yes ☐ No **Required**

My composite ACT score was at least 18 or higher? ☒ Yes ☐ No

Will you take the test again before you enroll in your NAIA school? ☐ Yes ☒ No

Did you take the SAT? ☐ Yes ☒ No **Required**

promotions and giveaways at all home games. The department has designed an Athletic Media Guide for the 2012-13 season. In addition the department has offered free health & fitness screenings for all NNMC students, faculty & staff during the National Athletic Training month. The department also extended the Gym hours. Examples of community outreach include introduction of the NNMC teams to area high schools, participation of the Women's Basketball in the Walk Against Domestic Violence, collection of food donations at home games (Thanksgiving/Christmas), hosting numerous basketball camps for our local youth and Student Athletes volunteers for the 5th Annual President's Golf Tournament. The athletics department also strives to increase Opportunities for local area athletes. Currently, the team rosters are comprised of 22 local area athletes. The local area includes: Rio Arriba County, Santa Fe County, Sandoval County, Bernalillo County, San Juan County, and McKinley County.

Foundation: The Foundation has two main fundraisers that enhance and strengthen our relationships with the communities and regions that we serve: The Annual Foundation Dinner and the Annual President's Golf Tournament. These two events are highly publicized and include recognition of scholarship recipients, donors and opportunities for the two to come together along with staff, faculty and administration.

El Rito Campus Institutes and Centers: As mentioned earlier the El Rito Campus Director and the College work collaboratively with various community members and entities when developing their objectives.

IMPROVEMENTS

2I1 Improvements

Athletics has accomplished: the establishment of the Basketball program as a regular and ongoing program of the College; the establishment of routines and procedures for advertising and encouraging participation by local athletes in the College program; community relations

The El Rito Campus Institutes and Centers has accomplished: the study of utility costs as a way to encourage spending capital funds on renovating heating systems in some buildings; the reinstatement of The Cibola Language Institute as a summer and year-round program for students interested in immersion language instruction; the use of the facilities as a research center.

The Foundation has accomplished: An assessment of the student scholarship application and revision of the application process in response to concerns expressed by students and faculty.

2I2 Culture and infrastructure support

As mentioned earlier, the Directors of our three key non-instructional processes all serve on key oversight and advisory councils. They each work closely with administration as well as faculty. All three non-instructional Processes are included in strategic planning and budgetary reviews and assessments. All three programs must undergo performance evaluations and present progress and targets to the President and Board of Regents.

AQIP Category Three, UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**Overview**

The belief at Northern New Mexico College may be summed up simply by the following statement: It is our belief that the students and stakeholders of Northern New Mexico College deserve the same opportunities and services that every other post-secondary student in the state of New Mexico has access to. To that end, Northern is working diligently with students and other stakeholders to meet both their academic and non-academic needs. We have conducted surveys and from the data gathered we are seeking to improve efficiency in all areas including financial aid disbursement, tutoring services, and aid for certain student populations to name a few. Northern also works closely with the surrounding communities in order to ensure that we are meeting their needs for an educated and lifelong learning workforce. We also host many different cultural activities such as theatre and art shows.

Action projects that have been implemented to accomplish our commitment to meeting student and stakeholder needs include:

Develop Strategies to Improve Recruitment (1/1/2010)-(12/31/12) Northern New Mexico College has launched an expansive recruitment effort in the past two academic years. Under the Dean of Students and Dean of Academic Support, Northern's recruitment model includes the following offices:

Exito Grant, NNMC: This outreach, instructional, student enrichment and professional development activities project is open to all interested faculty and students. The programs and activities encourage enrollment of Hispanic and Native American students, in order to better serve the residents of north-central New Mexico. The Project's programs and services welcome the participation of returning and non-traditional students and disabled individuals. Lastly, EXITO supports aggressive Outreach to the secondary schools to raise awareness of the need for higher education and to provide information on rigorous secondary school programs of study.

Recruitment Office, NNMC: Our new Recruitment Assistant Director is working in concert with various components of the EXITO Grant, and Dual Credit, to broaden their recruitment scope in northern New Mexico and southern Colorado. The new Assistant Director has initiated needs assessments and outreach evaluations to determine how we are doing and our next courses of action.

Develop Strategies to Improve Retention (1/1/2010)-(4/25/11) The Retention Committee utilized quality tools to identify problems and solutions pertaining to improving student retention. These activities allowed the committee to effectively gather the collective knowledge of the group. After summarizing the results, two key issues that surfaced were: Lack of faculty commitment to advising and Lack of counseling/health services. As a result, NNMC now has a developed student ambassador program that provides students with peer support. For a year now, we have offered Mental Health Counseling services to our students with a counselor on staff, and we are currently in the process of negotiating a contract to provide students access to a local health clinic for physical ailments. We are also providing our faculty with advisor trainings, and we have a fully staffed advisement center led by an institutional advisement Director.

Defining and Developing comprehensive first year retention plan (3/31/2011)-(Current) The Goal of this project is to increase student retention through a comprehensive first year retention plan. The plan will address how the College coordinates K-12 outreach, Student recruitment, the Application process, Registration, Financial Aid / Scholarship Knowledge and Academic Advisement.

Our Student Ambassador Project will be renamed the El Puente/Bridge program, and funding will be continued under a Title V grant. The goal is to develop NNMC students to prepare high school students via presentations and to provide guidance on opportunities, support systems, and surviving the college experience. In this endeavor, we are intent upon creating a recruitment and admissions process that is sensitive to and responsive of the unique community that we serve.

PROCESSES**3P1 Identifying changing student needs**

We gather feedback from students through surveys, informal communication, student evaluations of instruction, and assessments by the NNMC Student Services Division. This information is then provided to appropriate individuals or groups for continuous improvement as portrayed in Table 3.1 below.

Table 3.1

Measure	Assessment process and content
Dialog with the Student Services Dean and NNMC staff, faculty and administrators	Topics range from instructional needs to requests for cultural and recreational activities.
Student surveys which collect information regarding desired changes and needs as well as student satisfaction and engagement	• National Survey of Student Engagement (NSSE)-2013 • Noel-Levitz Student Inventory-2012 • NNMC Student Opinion Survey-2011 • NNMC Student Opinion Survey-2010 • ACT Student Satisfaction Survey-2009 Summaries are presented to staff, faculty, and administrators through campus and department meetings, web postings and email.
Student Evaluation of Instruction	Instrument includes questions such as, “How would you change the course?” and “Please offer suggestions to help improve the course.” Chairs process evaluations and decide on changes and improvements.
Web surveys	Surveys poll students on need or desire for weekend and evening courses, web-based courses, enrichment activities, and program performance.
Community surveys	Surveys are distributed to community members to solicit ideas for course offerings and other activities hosted by Northern.
College web page	It allows people to send inquiries which are then routed to the appropriate person/department and provides campus and program information.
Federally-funded programs	The Educational Opportunity Center and CAMP receive input about student support needs and course offerings.
Student Representatives on Board of Regents	NNMC recently received legislation that will allow for the state’s voters to approve a Constitutional Amendment that would create a Student Regent position on the Northern Board of Regents. Amendment will appear on the 2014 General Election ballot.

Core Component 4C1

Northern NM College demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs. Northern also analyses and reports retention, persistence and completion rates in our degree and certificate programs on an annual basis along with other institutions of the NM Council of University Presidents.

Core Component 4C2

The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings. This is accomplished via the Accountability in Government Act (AGA) Quarterly Reporting for New Mexico’s

Public Universities. The report contains benchmarks and targets for three specific measures. These are: Access, Completion and Retention. Northern also analyses and reports retention, persistence, and completion rates in our degree and certificate programs on an annual basis along with other institutions of the NM Council of University Presidents: <http://www.unm.edu/~cup/>.

Core Component 4C3

The institution collects and analyzes information on student retention, persistence, and completion of its programs. Data is reported to the President and the College via the IR webpage in order to be used for planning and continuous improvement. The data is also forwarded to the Legislative Finance Committee and Council of University Presidents. Because the data is reviewed annually by NM Legislators and other stakeholders NNMC must commit to making improvements as warranted by the data.

Core Component 4C4

Northern and its other NM Higher Education Institution counterparts use processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs based on IPEDS definitions. These measures are considered suitable to our student populations.

3P2 Building student relationships

The offices and programs at the El Rito and Española Campuses listed below are high-traffic centers of student activity. We maintain constant communication with students, formally and informally. Furthermore, Northern is working on a text-messaging and cell-phone notification system for informing students of notices, activities, and emergencies. An email broadcast system has already been developed.

- **Student Recruitment.** Before entering NNMC, the Assistant Director of Recruitment & Career Services establishes contact with potential students to assist their entry into college.
- **Student Advisement Center (SAC).** From the beginning, students enter through the SAC during New Student Orientation where links with advisors are first established. Advisors continue to provide academic advisement and link students with faculty advisors. This office is a central clearinghouse of information about campus-wide events from academic processes to extracurricular events and personal needs.
- **Student Activities.** This program promotes the Student Senate, clubs, organizations, cultural activities, field trips, athletic events, and other activities. Students can make proposals to the Student to create new clubs and events.
- **Student Success Center (SSC).** Under the Developmental Studies Department, the SSC is the core of learning assistance. Helpful staff provides placement testing, tutoring, and assistance in the Math and Writing Centers and the computer lab.
- **Financial Aid Office.** By being the grantors and caretakers of students' financial assistance, the staff has close and supportive relationships with students.
- **Dual Credit Office.** In partnership with local high schools, NNMC offers qualified juniors and seniors an opportunity to earn college credit while completing high school requirements. Dual Credit courses are offered in a variety of subject areas including math, science, English, and a wide variety of technical courses. Classes meet on NNMC campus or the high school campus, and are taught by college faculty or qualified high school instructors. Dual Credit academic courses are transferable to all NM public colleges and universities as well as many private and

out-of-state institutions. The Dual Credit Office provides support such as registration and advisement.

- **Northern Pueblos Institute.** We have an American Indian Center Advisory Council with representatives from each of the eight northern tribes as well as a monthly newsletter, Native Eagle News, which updates students and is circulated to the various communities on events, scholarships, etc. Also, Northern has strong relations with Santa Fe Indian school. We offer on-site courses in Pueblo Indian Studies and their entire senior class is enrolled in dual credit.

Other programs and offices that build supportive relations with students include: Accessibility Resource Center, Career Services, Veteran's Services, American Indian Affairs, Educational Opportunity Center, and the Dean of Student Services. The Dean is in regular communication with the above staff that provides information and is accessible to students.

3P3 Identifying key stakeholder needs

Core Component 1D1

NNMC maintains its obligation to the public as is reflected in the mission. Northern New Mexico College makes itself accessible to students by maintaining open enrollment. NNMC has one of the lowest tuition rates in the state. The College provides community-based quality learning opportunities that meet the educational, employment, and enrichment needs of our culturally diverse region by offering degree and certificate programs as well as continuing education courses.

Core Component 1D2

NNMC's educational responsibilities take primacy over other purposes as noted in our Statement of Purpose.

Core Component 1D3

NNMC engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow. We accomplish this through our advisory councils, our community outreach and our "community college" mission (open enrollment policy).

Methods utilized to assess the needs of key stakeholders are summarized in Table 3.2 below. Results are analyzed and used to respond to changing needs.

Table 3.2

Group	Method of Assessment/Data Sources	Data Sources	How results and analysis used to respond to changing needs
Graduates	Survey of graduates, UI Wage Tracking	Assistant Director of Recruitment & Career Services, Department of Labor, NM Higher Education Department, Office of Institutional Advancement	Results provide graduate satisfaction and feedback and are used to make improvements in our program offering, student support and instruction.
Secondary schools GED, ESL programs	Recruitment in area high schools and dialog with school counselors; Dual-credit agreements	Assistant Director of Recruitment & Career Services; Dual Credit Specialists	Results provide feedback used to determine potential recruits and to assess our recruitment efforts. Dialog along with questionnaires provide us with student

Group	Method of Assessment/Data Sources	Data Sources	How results and analysis used to respond to changing needs
			program interests as well as high school counselor thoughts and ideas.
GED, ESL programs	Dialog with staff of Adult Basic Education (GED and ESL) and High School Equivalency Program	ABE Director, HEP Director	Evaluations help to track number of students receiving services and using resources. Information on student and staff needs are also collected. Results are used for Federal reporting as well.
Employers	Survey of employers of NNMC graduates; Career and Job Fairs; Community feedback during recruitment; Input to the Institutional Advancement Office; Requests from the business community to college administrators for instructional programs and contract training; Advisory Councils of vocational programs; Requests for use of campus facilities for community events; Partnership with Department of Vocational Rehab; City of Española Business Needs Assessment	Assistant Director of Recruitment & Career Services; El Rito Campus Director; Department chairs and program Directors; Student Activities Coordinator; Assistant to the President; Accessibility Resource Center; Small Business Development Center	Results help us to assess how prepared our graduates are for the workforce and if they are adequately trained to meet employer needs. We also evaluate and assess what jobs are available to our students and if we are providing programs that will make our students most employable. We attempt to respond to employer satisfaction in order to encourage them to continue to recruit and hire our graduates. We also want to encourage businesses to seek NNMC to provide training and professional development to their employees.
Collaborative Partners including other colleges & universities	Survey of NNMC collaborative partners; Contact with transfer advisors and recruitment reps from other colleges; Course equivalencies between NNMC and other colleges	Registrar; Student Advisement Directors and Advisors; Other program Directors; NM Higher Education Department; Assistant Director of Recruitment & Career Services	Results help to determine if our collaborative relationships are successful and what areas we can improve upon to best support student and stakeholders.
Donors	Survey and database	NNMC Foundation	Results used to help us continue to recruit donors and their support.
Board of Regents	Attendance and dialog of Board of Regents meetings	President, administrators, and other staff	http://site.nnmc.edu/page/bor-meeting-minutes All meetings minutes are posted to support communication to the college community and the public.
NM Higher Education Department	Accountability Reports to the New Mexico Council of University Presidents	Director of Institutional Research and Registrar	The Performance Effectiveness Report is offered as partial compliance

Group	Method of Assessment/Data Sources	Data Sources	How results and analysis used to respond to changing needs
	(CUP); NM Higher Education Department		with the Accountability in Government Act (AGA) and includes its reports to the NM Department of Finance and Administration on common and institution-specific measures. The performance measures enumerated in this report are a focused subset of our ongoing efforts to respond to the policies and needs of New Mexico in concert with meeting the extensive accreditation and professional standards required of public universities.
Federal	IPEDS Reports; Reports to funding agencies of grant-awarded programs (such as HEP, TRIO programs, Carl Perkins Vocational Funding)	Director of Institutional Research; Program Directors and Registrar	Results help us to determine if we are meeting our objectives and how we can respond in order to meet our targets.

3P4 Building stakeholder relationships

Instructional activities. Instructors participate in service learning with students. Practicum students in Massage Therapy, Auto Technology, Barbering, and Cosmetology provide services to the public. The Business Administration Department also provides services to the public and the Nursing Department hosts a Flu Shot Clinic.

Bridge programs with local schools. Dual Credit Specialists work together continuously to make the connection between high school studies and college.

Representatives. NNMC provides representation to such local organizations as the task force on domestic violence, Project Success for fifth-grade children, and the advisory board for Las Cumbres, an organization that assists small children with developmental disabilities.

Counseling Services. Northern's Counseling Office provides a safe place for students to speak with a counselor about mental health issues such as stress, parenting, relationships, family problems, domestic violence, gender issues, and substance abuse. Referrals to psychiatrists or inpatient treatment are available. Services are free to students and all information is kept confidential.

Support Groups. NNMC's Counseling Office organizes and hosts a number of support groups. These include: Women of All Ages, Big Book Step Study (AA) Workshop, Florence Nightingale Learning Community for Nursing Students, Gay Straight Alliance (GSA), "The Blue Path," a Men/Father/Veterans Support Group.

Recruitment activities. The Assistant Director of Recruitment & Career Services, Student Activities Coordinator, Dual Credit Office, and EOC advisors inform students of educational opportunities at Northern. We understand and support the idea that all staff and faculty are recruiters.

Public Relations. The Institutional Advancement Office gathers and disseminates information to and from the public.

Employer Contact. The Assistant Directors of Recruitment and Career Services, El Rito Campus Director, Continuing Education Coordinator, and instructional deans and chairs communicate often with business and industry representatives to learn about educational needs in the community.

Advisory Councils. Instructional chairs and heads of vocational programs periodically convene advisory council meetings that allow for the two-way exchange of ideas for improving curricula. The meetings are venues for local employers to inform the College of the latest trends in their areas of employment.

Small Business Development Center. The SBDC is in constant contact with stakeholders in the business community through workshops and presentations, and by administering various surveys. The SBDC also provides professional development workshops for staff and faculty.

Cultural Events. The College hosts touring dance, art, and music performances for local school groups and communities. NNMC also invites guest speakers and authors to share their experiences and knowledge with our students.

NNMC also addresses requests for symposiums of high school counselors, law enforcement trainings, technology expos, Farmers' Market, Community Kitchen, Native American Speakers series, U.S. Forest Service workshops, El Rito Domestic Water Association collaboration, Rio Arriba County Extension Service workshops, Eight Northern Pueblos activities, and use of computer labs by Rio Arriba County and Jemez School District.

3P5 Determining new groups

As mentioned earlier (and in Category 1), data from ACT SOS, NSSE, FSSE, Noel-Levitz SSI, our NNMC surveys, focus groups and other forms of feedback are used by the strategic planning committees, other College committees, colleges, teams, and divisions to identify current student and stakeholder needs. Results demonstrate the College's performance as well as identify potential new markets. Northern New Mexico College determines which new student and stakeholder groups to pursue in the strategic planning development based on student, community, and employer input. The College identifies strategies for providing students with opportunities to achieve educational and occupational goals as related to the College's vision, mission, and philosophy.

Northern partners with advisory councils to create learning programs that give people increased knowledge and competence to create lasting strategic advantages. Particularly effective in responding to potential new student and stakeholder groups are the Director of the El Rito Campus, Continuing Education Office, Provost, Dean of Student Services, instructional deans and chairs, and Student Recruitment. Along with the Institutional Advancement Office, they create, prioritize, and build relationships based on shared vision and cultural characteristics, including innovation and flexibility in serving students', employer, and community needs (see category 9 for details).

To anticipate future needs, market segments, and new student and stakeholder groups, the Institutional Advancement Office works with the academic colleges and support services to monitor best-in-class programs and services, procedures, market trends, technologies, and opportunities for innovations.

3P6 Handling complaints

Occasionally, a student will encounter a problem on campus that he or she does not know how to resolve. Students are encouraged to try to work out the problem by first discussing it with those most involved with the issue. It is conceivable that many issues are settled or problems resolved when a student makes an appointment with a faculty or staff member and calmly and honestly communicates their frustrations or concerns.

If however, an issue or problem still exists, there is a formal complaint process at NNMC that a student may initiate. All formal complaints must be put in writing using the official NNMC Student Complaint Form. These forms are available in hardcopy in the Dean of Student Services Office, or online.

When initiating a formal complaint, the following steps are followed:

1. Student first attempts to resolve the issue by speaking directly with the individual(s) or office(s) involved.
2. Student completes and submits a NNMC Student Complaint Form (these are submitted online or to the Dean of Student Services Office).
3. When the complaint is received it is forwarded to the appropriate individual to review and address the issue.
4. After student concern has been addressed, student receives a letter documenting the receipt and review of the complaint

Sometimes NNMC students find they are particularly pleased with how something has been handled for them, how they were assisted by a particular staff member, the positive experience they had in a specific class, or some other outstanding thing that happened to them at NNMC. In these cases, students may utilize the same process that is used to log a concern and can submit a note of appreciation. In this case, the process for submitting the form is the same as for filing a formal complaint.

The complaint process is based upon the following definitions:

- **Complaint:** A written concern or formal charge of dissatisfaction with a person, service, or process that requires clarification, investigation, and resolution.
- **Level I Complaint:** A verbal complaint that is resolved. These are not be tracked.
- **Level II Complaint:** A written complaint, based upon the complaint definition that requires a student's signature. If a form is submitted without a student's name, the complaint will not be considered. Level II complaints will be tracked to ensure an action has been taken.

The Student Complaint Process does not apply to grade appeals, complaints of sexual harassment, or any student to student complaints. In these cases students can refer to the Student Code of Conduct for procedures regarding these types of complaints. In addition, outcomes of appeal processes are not subject to further consideration through this process.

Academic deans and chairs require students to evaluate instruction and other aspects of the College. The course-instructor evaluations ask students whether instructors and courses met their expectations, and they are asked to evaluate materials, facilities, and instructional services. Deans and chairs analyze the responses to support improvements in instructors' performance, learning materials, and scheduling. During the administration of the in-house student survey mentioned under 3P1, students are encouraged to write open-ended statements. Specific complaints provided in the surveys are forwarded to appropriate personnel for analysis and action.

Additionally, advisors at NNMC often function as sounding boards for students. Complaints provided to advisors are handled in the same manner as above. Complaints can also be taken directly to the Dean of Student Services via email, formal letter, complaint form or by appointment.

RESULTS

3R1 Determining satisfaction

Instructor evaluations and student surveys are used to determine student satisfaction. Within the past five years, NNMC has administered three surveys: the in-house NNMC Student Satisfaction Survey, the National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), the ACT Student Opinion Survey and Noel-Levitz Student Satisfaction Inventory surveys. Informally, information about student satisfaction is circulated among faculty, advisors, and other staff people via departmental and committee meetings. A formal process is in place with the surveys available throughout our campuses on the web.

SSI (Noel-Levitz Student Satisfaction Inventory): The Student Satisfaction Inventory is a powerful tool to improve the quality of student life and learning. It measures student satisfaction and priorities, demonstrating how satisfied students are as well as what issues are important to them.

NSSE (National Survey of Student Engagement): Through its student survey, NSSE annually collects information at hundreds of four-year colleges and universities about student participation in programs and activities that institutions provide for their learning and personal development. The results provide us with an estimate of how undergraduates spend their time and what they gain from attending college. Survey items represent empirically confirmed "good practices" in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college. NSSE doesn't assess student learning directly, but survey results point to areas where colleges and universities are performing well and aspects of the undergraduate experience that could be improved.

FSSE (Faculty Survey of Student Engagement): The Faculty Survey of Student Engagement (FSSE) was designed to complement the National Survey of Student Engagement (NSSE), which is administered to undergraduate students. The faculty version focuses on: Faculty perceptions of how often students engage in different activities; The importance faculty place on various areas of learning and development; The nature and frequency of faculty-student interactions; How faculty members organize their time, both in and out of the classroom. FSSE is designed to measure our faculty expectations for student engagement in educational practices that are empirically linked with high levels of learning and development.

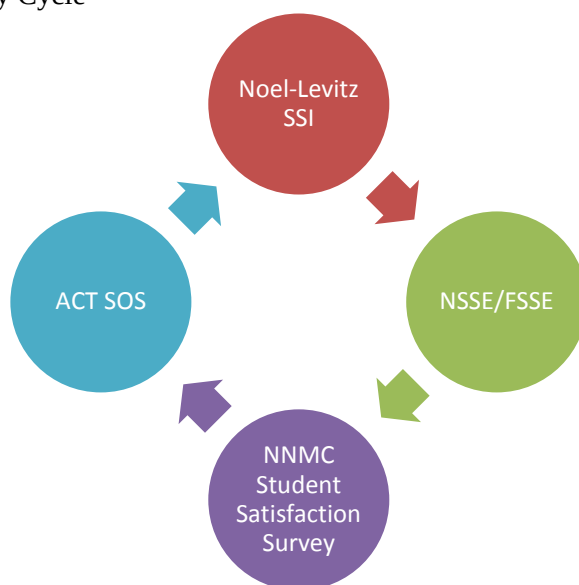
The ACT Student Opinion Survey (SOS): The SOS is designed to explore enrolled students' satisfaction with programs, services, and other aspects of their college experience.

NNMC Student Satisfaction Survey: An internally designed survey that evaluates student satisfaction with the specific functions of the College including: Facilities, Support Services, Business Office, Information Technology, and more. The instrument also asks students about the frequency of use of various departments and services: bookstore, gym, web site, etc.

The surveys are administered in an alternating cycle each spring term. We do this for a number of reasons.

1. Budgeting constraints
2. Model other NM Institution survey cycles
3. Allows a longer period of time for us to respond to opportunities for improvement

Figure 3.1- NNMCC Survey Cycle



3R2 Student satisfaction results

ACT Student Opinion Survey was administered in 2009. The performance results are as follows:

Chart 3.1

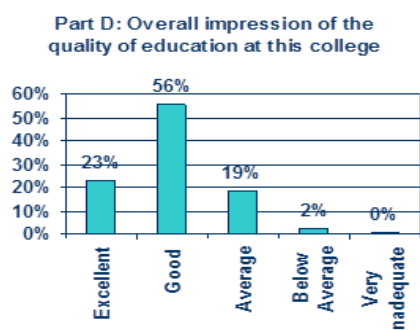


Chart 3.2

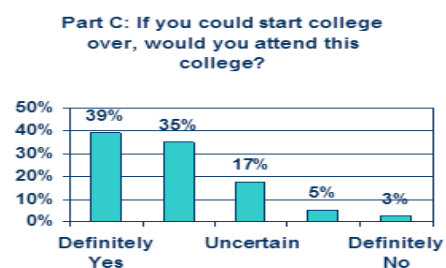
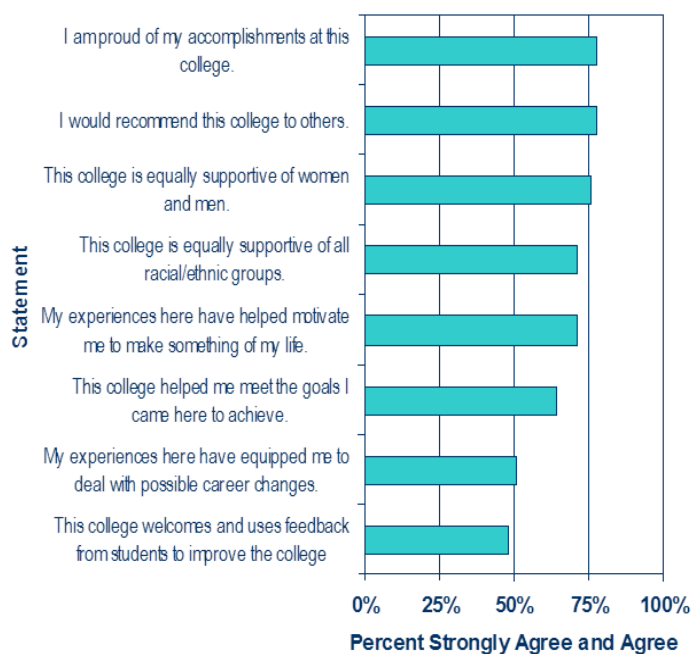
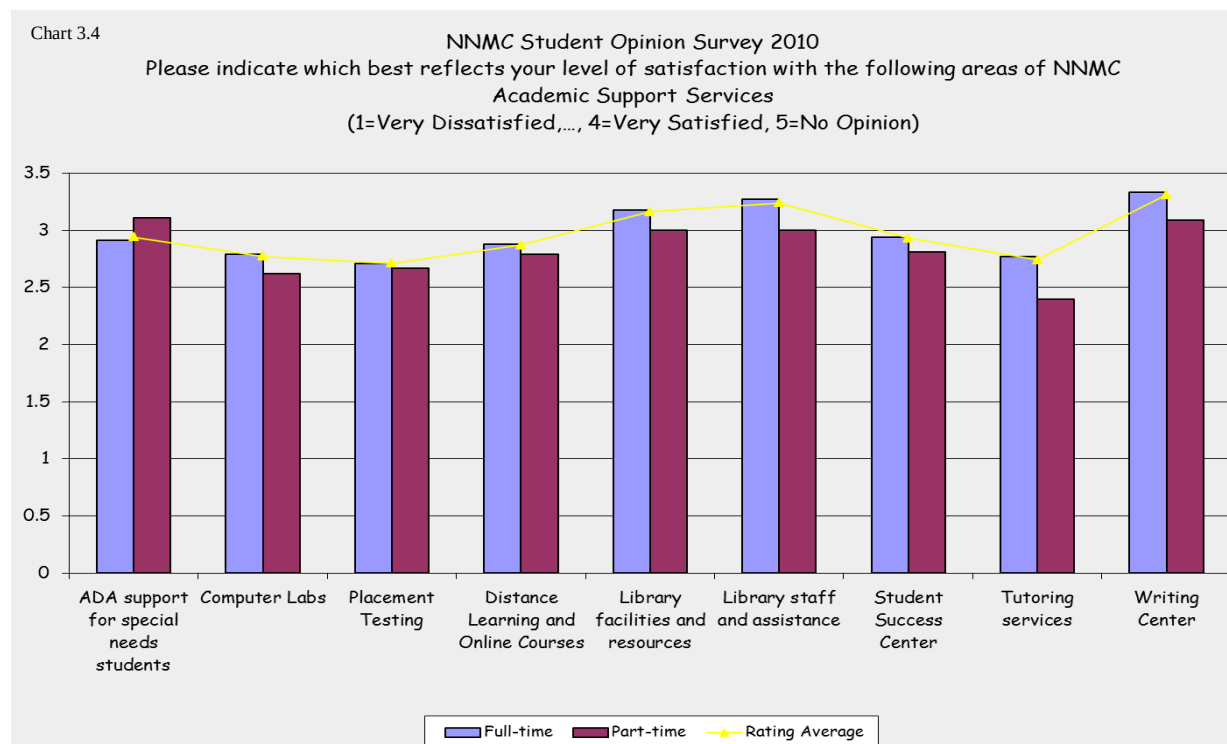


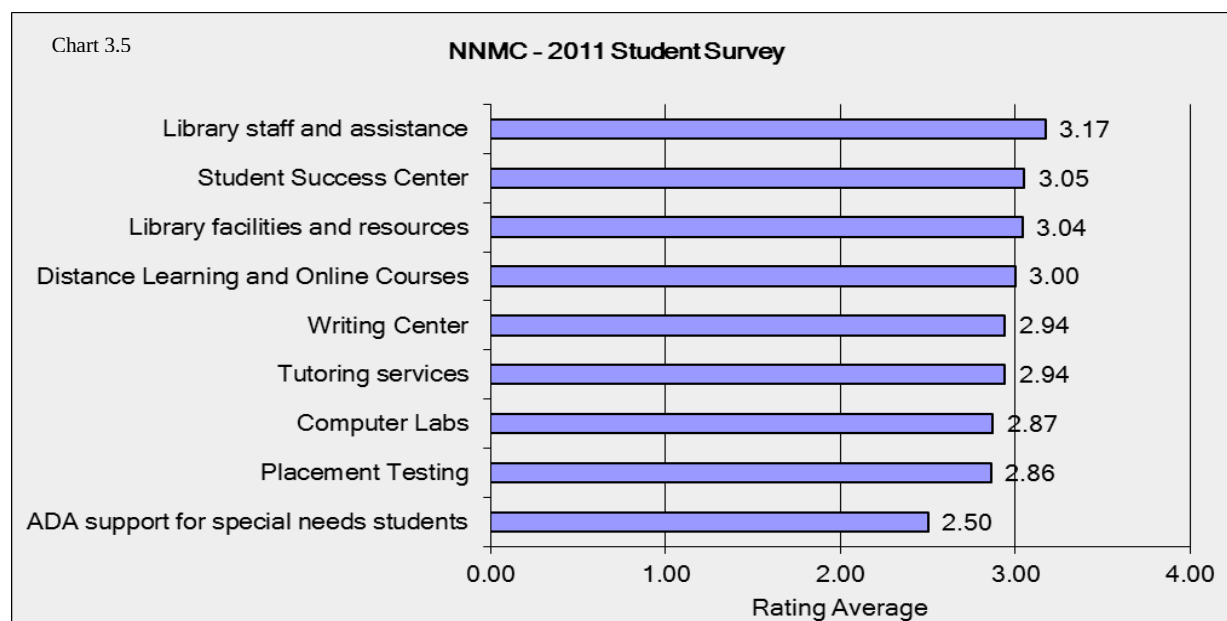
Chart 3.3



In 2010 and 2011 NNMCC administered an “in-house” student opinion survey.



The response rate for the NNMC Student Opinion Survey dropped from 180 on 2010 to 30 in 2011. There were a number of reasons for the drop some of which included changes in the Assessment office, budgetary constraints and time constraints. For this reason the 2011 results are an aggregate of full and part-time students.



In the Spring of 2012 the Noel-Levitz SSI was administered to a sample of students taking general education courses. See table 3.3.

Table 3.3

Noel-Levitz Student Satisfaction Inventory	Item mean average	Standard deviation
1. So far, how has your college experience met your expectations? (n=461) 1 - Much worse than I expected 2 - Quite a bit worse than I expected 3 - Worse than I expected 4 - About what I expected 5 - Better than I expected 6 - Quite a bit better than I expected 7 - Much better than I expected	4.82	1.35
2. Rate your overall satisfaction with your experience here thus far. (n=460) 1 - Not satisfied at all 2 - Not very satisfied 3 - Somewhat dissatisfied 4 - Neutral 5 - Somewhat satisfied 6 - Satisfied 7 - Very satisfied	5.28	1.32
3. All in all, if you had it to do over again, would you enroll here? (n=459) 1 - Definitely not 2 - Probably not 3 - Maybe not 4 - I don't know 5 - Maybe yes 6 - Probably yes 7 - Definitely yes	5.5	1.56

The NSSE and FSSE results will be ready at the end of the spring 2013 term.

Other performance results that we examine to determine student satisfaction are our term-to-term student persistence measures, our year-to-year Student Retention measures and our degree completion measures. All three of these results can be found in Category 1.

3R3 Stakeholder relationships

A primary indicator of strong relations with students is continued or increased use of services and activities. The participation in such groups as CAMP, the EOC, Accessibility Resource Center, and American Indian Affairs is robust; in some cases the participant limits have been reached.

CAMP: The College Assistance Migrant Program (CAMP) at Northern New Mexico College is funded to serve 35 first-year college students who come from migrant and/or seasonal farmworker families. CAMP provides its participants with academic, financial, and personal support to ensure they successfully complete their first year of college. CAMP continues providing academic services to participants throughout their college career until the attainment of their college degree.

Table 3.4

Northern New Mexico College CAMP

Grant Cycle: 2011-2016			
Cohort	Academic Year	# Funded to Serve	# Served
1	2011-2012	35	37
2	2012-2013	35	29

Educational Opportunity Center: This is a federally funded program that provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. The program also provides services to improve the financial and economic literacy of participants. An important objective of the program is to counsel participants on financial aid options, including basic financial planning skills, and to assist in the application process. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions.

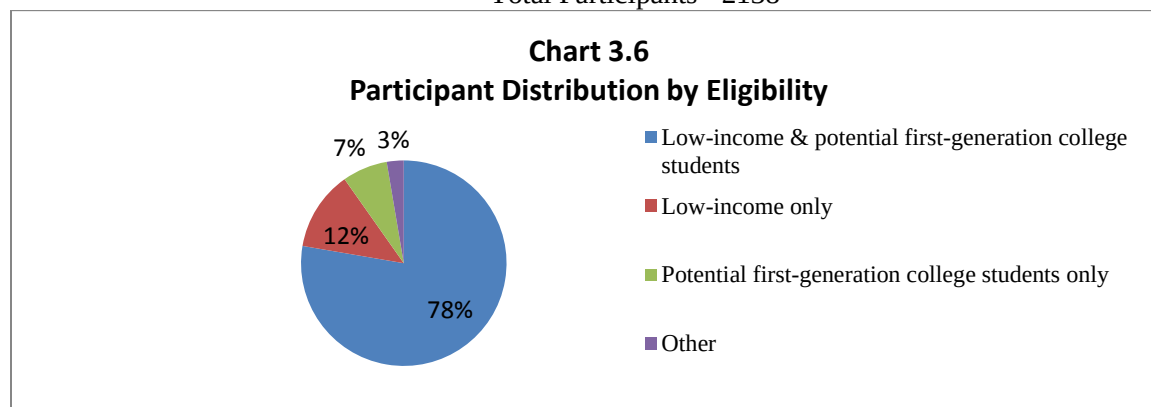
2011-12 Report

Number of Participants Funded to Serve=2000

New Participants = 1340

Continuing Participants= 798

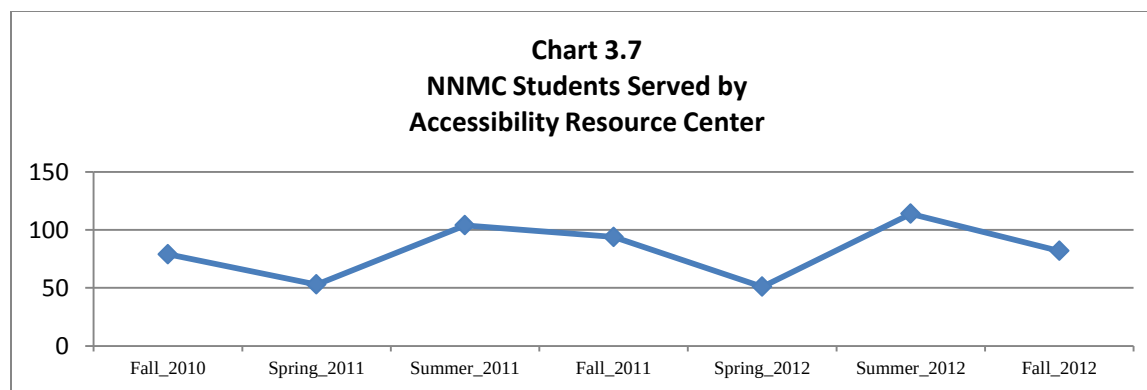
Total Participants= 2138



Accessibility Resource Center

The Accessibility Resource Center works with students, staff, and faculty to promote equity, access, support, and empowerment for students with disabilities and to assure compliance with the Americans with Disabilities Act and other federal regulations. Disabilities include: mobility limitations, sensory disabilities, cognitive, emotional or mental disabilities, learning disabilities, processing and memory issues, health disabilities, traumatic brain injury, and more. Students are under no obligation to disclose their disability to the Accessibility Resource Center or anyone else at the College. All information given to the Accessibility Resource Center is considered private and will not be shared with any other department without permission.

Accommodations are available to students with disabilities who are registered with the Accessibility Resource Center at Northern. The Accessibility Resource Center creates an individualized accommodation plan for each student. Common accommodations include, extended time for in-class examinations and assignments; sign language interpreters; note-takers; digital voice recorders; adaptive software; accessible books; in-class assistant (to help students who need minimal physical assistance in class related tasks); readers; electronic spellers; adaptive equipment.



3R4 Stakeholder Satisfaction

We identify the support service needs of key stakeholders through academic program reviews and satisfaction surveys.

We have made significant efforts to build relationships with stakeholders and especially with our collaborative partners. Through survey tools, we have sought to understand how our stakeholders perceive the relationships we share with them and the quality of our work on their behalf. This survey will continue to be issued annually so that NNMC can track our progress and identify opportunities for improvement.

Table 3.5: Performance results for key student/stakeholder groups

Table 5.15: Performance Results for Key Student Outcome Groups								
Relationship/ measure	Sample Results							
Students: Enrollments, retention, graduation rates, degrees awarded, degree completions, number completing a second degree, evaluations	Northern is a small/rural institution serving almost 2000 students per semester. Student retention is about 75% from Fall to Spring and 55% from Fall to Fall. NNMC graduates an average of 225 students per year.							
		AY0607	AY0708	AY0809	AY0910	AY1011	AY1112	AY1213*
	Certificate	60	72	58	40	36	27	19
	Associates	141	140	136	100	129	98	116
	Bachelors	1	3	22	46	70	51	75
	ALP	16	24	25	27	21	18	10
		218	239	241	213	256	194	220
	*Estimate							
	Student course evaluations are administered both online and in the classrooms. Standard evaluation questions are provided but programs have the freedom to modify evaluations to ask course specific questions.							
Educational Institutions: Articulation Agreements, Memorandums of Understanding	NNMC has articulation agreements with 10 service area high schools. Due to state mandated dual credit, enrollment jumped from 77 (Spring 12) to 377 (Spring 13). NNMC’s Engineering department recently signed an articulation agreement with UNM to provide access to a Master Degree in Information Engineering Technology / Computer Engineering to students from the Española Valley. The This collaboration l provides:							
	•A means to strengthen post-baccalaureate opportunities for students in the Department of Engineering at NNMC. With an enrollment that is close to three-quarters Hispanic, and the expressed demands for graduate degrees in Information							

Engineering Technology/Computer Engineering, NNMC students in the NNMC's postgraduate certificate program can apply for entrance into the Master's degree in Computer Engineering at ECE/UNM (under the Computer Networks and Systems track). Also, credits earned in specified courses of the postgraduate certificate program at NNMC can then transfer into the Master's Degree in Computer Engineering at ECE/UNM as graduate credits, should the student obtains a grade of B or better.

•A means to share resources and lower educational costs at both institutions. NNMC and UNM will gain from the expertise of their faculty through the schedule of cross-listed courses. Delivery of these jointly taught course materials may be through the pre-existing cyber-learning infrastructures at these institutions.

•A means to stimulate the graduate training of engineers in Information Engineering Technology/Computer Engineering. NNMC will benefit from the well-established research and teaching programs at ECE/UNM in the field of Computer Networks and Systems.

**Employees:
Employee
satisfaction, number
of benefits and
programs**

To measure employee satisfaction, NNMC administers a voluntary in-house perception-based online staff and faculty satisfaction survey. Results of the survey are used to determine opportunities for improving valuing people and for improving the institution overall. In 2010 the instrument was redesigned to incorporate recommendations from previous instruments. In 2013, the College administered the FSSE along with the NSSE.

Rating Average: 1=Very dissatisfied ... 5=Very Satisfied	2008 n=110	2009 n=128	2010 n=110	2011 n=141	2012 n=118
Supervisors support and leadership	2.94	3.12	3.12	2.90	2.94
Your job and work responsibilities	3.07	3.14	3.08	2.98	3.07
Training(s) provided / offered	2.55	2.68	2.51	2.39	2.60
Your security and safety while on campus	2.70	3.02	2.94	2.69	2.77
Your health and well-being while on campus	2.85	2.94	2.88	2.80	2.80

**Community:
Hispanic Serving
Institution and
Native American
Serving Non-Tribal
Institutions, annual
number of students
earning degrees**

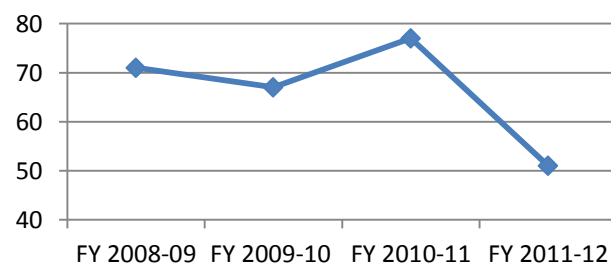
Northern is designated as an HSI and a NASNTI:

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Native American	8%	9%	9%	9%	10%
Hispanic	70%	70%	71%	73%	72%
	78%	79%	80%	82%	82%

3R5 Building stakeholder relationships

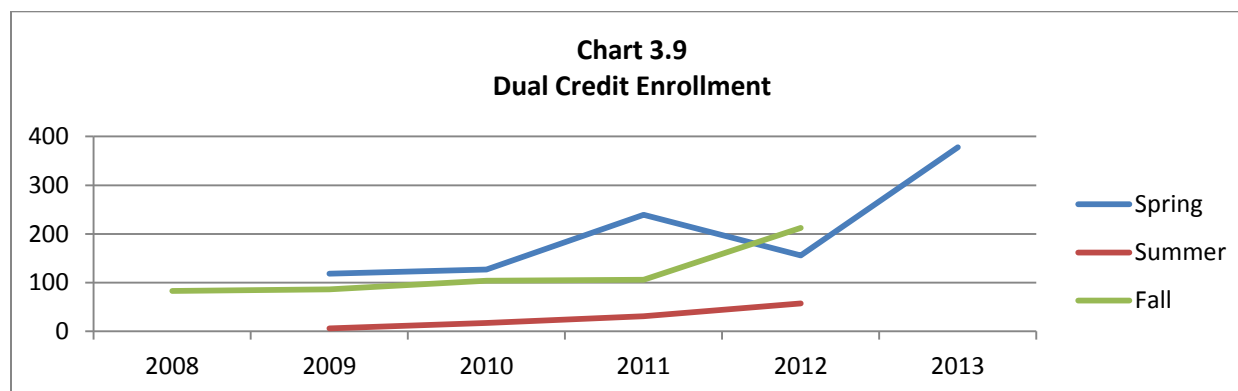
The ESL classes are essential to the ABE program because many of the students who enter into the GED preparation courses also need the supplemental ESL instruction to be successful. The largest subgroup of students we serve is female Hispanic/Latinos ages 25-44. The second largest is male Hispanic/Latino students ages 25-44. The ESL courses are essential to their success in the GED program and their lives beyond our program, whether

**Chart 3.8
Total number of ESL students served:**



that includes employment or entrance into post-secondary education.

Northern's ABE program has made its greatest improvements in ESL classes. In 2011-12, the ESL students had high retention rates. In ESL Beginning Literacy, ESL Low Beginning, and ESL High Beginning, 64% of students completed and achieved level gain of one or more levels. This is an increase of 4% from the previous year. In addition, the ESL Intermediate High level also saw an increase in percentage of students completing. Enrollment in ESL classes was lower than the previous year by 20 students, so the students were receiving more individualized instruction, which may have contributed to the number that stayed and progressed to the next educational level.



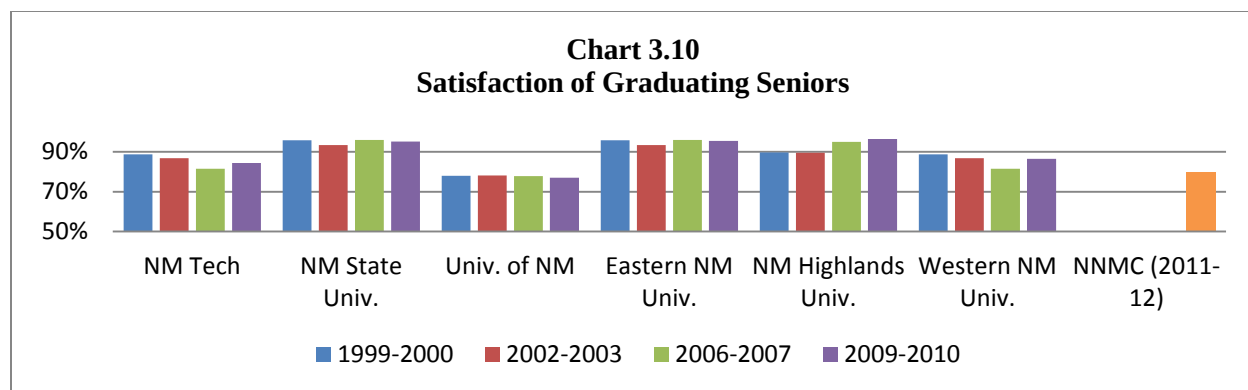
Dual Credit is another area that has shown a substantial amount of growth. Students are now served by two Dual Credit specialists and relationships with area high school counselors continue to be developed and improved.

Another example is a movement towards MOU and collaborative relationships being developed between NNMC and graduate degree granting institutions. These collaborative relationships allow our students to enroll in graduate level studies. Currently the Engineering Department has developed an agreement with UNM for NNMC to receive graduate level coursework. This memorandum is very detailed and covers issues such as cross-listed courses; resource sharing; development of course materials; development of labs and labs materials; and promotion of collaborative research. This will serve as a model as other programs move towards this.

3R6 Comparisons

We compare results with other institutions of higher education in several ways. First, we have encouraged an annual meeting between fellow New Mexico AQIP Institutions to share experiences and better understand how we compare with them. We are also participating in the Council of University Presidents' Performance Effectiveness Plan (PEP Report) annually [<http://www.unm.edu/~cup/Reports.htm>].

Every three to four years the universities survey their graduating seniors to ask them about their satisfaction with many aspects of their education. The last survey was in spring 2010 for most institutions. (NNMC did their survey last year). A recent survey of IR officers determined that the information actually is collected annually at an institution level.



Second, within Student Services, we have used national survey results from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) as well as comparative data from peer institutions about admissions, scheduling, registration, continuing education, and other information about policies and procedures to plan improvements and updates. We have also integrated results at attendance of AACRAO, National Academic Advisors Association (NAAA), and American Council on Education (ACE) national meetings into our planning.

Third, financial aid uses comparative data from National Association of Student Financial Aid Administrators (NASFAA) national surveys, audit guides, best practices symposiums, and Today's News, a national daily publication highlighting practices at colleges throughout the country. Federal Programs (e.g. EOC), in which we have collaborative relations, provide recurring data which discusses our collaborative performance; however, they do not give us comparative data on other institutions working collaboratively under similar grants. For the most part we are encouraged by our actions to date and are working to continually improve in building our key collaborative relationships.

IMPROVEMENTS

3I1 Improvements

NNMC now has a Strategic Enrollment Management Committee comprised of the following offices: Recruitment/Admissions, Student Services, Academic Support, Financial Aid, Advisement, Faculty and Institutional Research. Strategic Enrollment Management (SEM) is an institution-wide responsibility and the central focus of the institution's overall strategic plan. SEM focuses on what is best for students and how to ensure their success while addressing all aspects of the institution's mission. Just like overall strategic planning, strategic enrollment management starts with the institution's mission.

Core SEM principles that guide all current SEM activity:

- Establishing clear enrollment goals
- Promoting student success
- Determining, achieving and maintaining optimum enrollment
- Enabling the delivery of effective academic programs
- Generating tuition
- Enabling financial planning
- Increasing organizational efficiency
- Improving service levels

Strategic Enrollment Management is a comprehensive approach to integrating all of the College's programs, practices, policies, and planning related to achieving the optimal recruitment, retention, and

graduation of students. Optimal is defined by the mission, academic vision, and strategic plan of the institution. “Enrollment management becomes Strategic Enrollment Management when it actively integrates planning, strategies and structures in the formal enrollment management units with the institution’s evolving strategic planning, its academic vision and its fundamental mission” (Morehead State University Strategic Enrollment Management Plan 2006-2010).

Using this definition, the following core concepts then support all institutional SEM activities:

- All SEM activities are mission driven
- SEM develops an institutional culture of student success
- SEM is synonymous with student success and is integrated into the institution’s strategic plan.
- SEM involves all internal and external constituents
- External partnerships are critical
- Everything is assessed and measured so decisions are data driven
- Clear enrollment goals are established based on institutional capacity and the institution’s strategic plan, and not simply on the student profile or revenue generation
- Appropriate academic programs are maintained that prepare students for the careers of the future while sustaining mission appropriate offerings
- Creative thinking and looking outside of higher education for best practices is necessary
- Focus on the appropriate utilization of technology to enhance service to students is encouraged

Northern New Mexico College has identified the following institutional Strengths and Opportunities that affect strategic enrollment management.

- Unique mission in the state
- Location with unequaled natural resources and recreational/research opportunities
- Dependable and dedicated enrollment management and student affairs personnel open to change and new initiatives
- Diverse student population and excellent support system for rural students coming to Northern New Mexico College.
- Long history of academic excellence-particularly in Sciences, Engineering, and Health Fields
- Commitment to specific research and cultural agendas- Northern Pueblos Institute
- Small faculty-to-student ratio and intimate scholarly community
- Increasing awareness of, and attention to, student service and academic support needs, including financial aid

NNMC has also developed a Recruitment Plan for 2013-2018. The recruitment priorities have been identified along with goals and strategies. These recruitment priorities are: Recruitment Research, High School Students, Transfer Students, Adult Students, Culturally Diverse Students, International Students and Pre-enrollment Experience. Each of these seven priorities has one to four goals (3-5 year). Each goal has strategies that will help support meeting those goals. The table below has one example.

Table 3.6 - RECRUITMENT PRIORITY: Culturally Diverse Students

Goal (3-5 year)	Expand special recruitment activities which focus on increasing the diversity of the student body.
	• Involve coordinators of multi-cultural affairs in recruiting activities • Network through minority centers of influence • Advertise in Native American publications in concert with Director of Marketing • Design a poster which targets adults for library distribution • Strengthen ties with church networks for recruiting minority students

	• Highlight Black History Month celebration • Increase outreach to prospective international students
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3I2 Culture and infrastructure

Our strategic planning is where we identify opportunities for improvement based on data emanating from our prior performance. Identifying opportunities for enhancing existing stakeholder relationships and creating new ones is integral to strategic planning.

Each of our strategic plans has 3-5 year goals and objectives. These strategic plans are subject to change based on budget and changing needs but they serve as a framework towards meeting our mission and vision.

A formal process for identifying opportunities for building and further enhancing our stakeholder relationships is currently in place. We have worked on distinct but aligned strategic plans and have identified several strategic stakeholder relationships which, if acted upon, would be beneficial to all parties to the collaboration.

In addition, NNMC has recently contracted with The Santa Fe VIP.com to develop a Security Web Enhancement Plan. Recent Malware threats expedited the development and implementation of these efforts. Phase 1 consists of Wordpress installation, initial framework and site analysis, and identification of template needs and primary navigation. Phase 1 is 70% complete. Next steps will include a backup and recovery strategy. Phase 2, which is the implementation, is scheduled for May 27 - June 3, 2013. Contractors will conduct an initial consultation of interviews, data collection and review and implementation of approved interview data. The College will work with the contractors to develop a file structure arrangement that is user friendly whether user is accessing the website from a PC or a smartphone. Content management, catalog structure, post-types and categories and template structure will all be analyzed and developed. Phase 2 will also contain policy developments including server permissions and user profiles, as well as, dashboard developments with a focus on college specific categories and user permissions. Phase 3 is scheduled for July 1-11, 2013 and will provide training and migration. Training will be provided in 8 mentored approach sessions over 26 days. Migration will entail collaboration with host, troubleshooting, testing, content finalization and initial postings completed for non-static content. NNMC is scheduled to go live July 12, 2013.

AQIP Category Four, VALUING PEOPLE**Overview**

NNMC has made great strides in Category 4. The Human Resources Department was redesigned and, with the collective input of staff and faculty, initiated and implemented a number of studies and procedures. Two Action Projects that were developed since our last Systems Portfolio that pertain to Category 4 are as follows:

DESIGN, ADOPT AND IMPLEMENT A NEW METHOD FOR FACULTY PERFORMANCE EVALUATION (1/2/2008-12/31/09)

This action project committee redesigned the form used for faculty performance evaluation, with the evaluation criteria conforming to the criteria used in evaluation of faculty for promotion and tenure. The new form was subjected to both administrative review and approval and review and approval by the Faculty Senate - an example of shared governance. Faculty performance evaluations have been successfully designed, adopted, and implemented, and feedback is encouraging.

There were challenges, one of which was setting up the training sessions for faculty supervisors; the HR office is conducting these training sessions with limited staff. Another challenge is ensuring that faculty supervisors use the new evaluation process as a career development tool for their faculty.

ESTABLISH ONGOING PROFESSIONAL DEVELOPMENT FOR STAFF (1/1/10-1/31/11)

A committee was formed to develop, create, and deliver a professional development program for faculty and staff. Several programs have been delivered to the campus community:

- diversity awareness
- sexual harassment training
- prevention, safety, & security
- (staff only) professionalism at work
- defensive driving
- helping at-risk students.
- customer service

All trainings with the exception of item 5 were delivered to all faculty and staff in a face to face delivery, and several were mandatory per Federal laws and Presidential request; e.g., diversity awareness, sexual harassment training and prevention, safety, and security for all employees whether staff or faculty. Some results of the trainings were conducted in a focus group, which found that employee awareness and employee staff satisfaction increased. A DVD to go in all New Hire orientation packets was developed, with history of Northern, interviews with students, and 3 videos produced by the staff, faculty, and alumni of NNMC. Plans to integrate all trainings into ongoing procedures have been accomplished.

PROCESSES**4P1 Identifying staff requirements**

Beginning with HLC accreditation criteria and those of specific accreditation bodies, supervisors work with the Human Resources Director (HRD) to develop new job descriptions. The HRD then aligns them to existing job descriptions on the College's salary matrix.

Currently, the HRD is conducting a compensation and classification study. The objective of the compensation and classification program is to develop a compensation plan and pay structure that will place Northern in a competitive position in relation to external markets, in addition to creating and maintaining internal equity amongst current and future faculty and staff. The key goal for the classification program is to achieve the following:

- Provide a framework for planning and decision-making related to organization staffing and the assignment of duties and responsibilities
- Identify and describe the minimum qualifications needed to perform an assigned group of duties and responsibilities
- Provide a basis and rationale for determining and ensuring comparable levels of pay for comparable work by utilizing a systematic method for evaluating individual positions
- Establish consistent benchmarks for making salary comparisons to comparable positions within the College and provide benchmarks for making external salary comparisons to comparable positions in other organizations in relevant labor markets

Initially, HR advertises openings internally (via email) and externally (through local, regional, state-wide, and national outlets) for five days. If suitable candidates are not found (as determined by a selection committee), the position is re-advertised for a longer period.

4P2 Ensuring credentials, skills and values**Core Component 3C1**

The College determines faculty and staffing requirements relative to the strategic plan from various inputs to anticipate and prepare its workforce for changing capabilities and capacity needs. To ensure a balanced workload for faculty and to meet the variable needs of NNMC students, part time employees and adjunct faculty members are hired to meet peak workloads and nonstandard work hours, as well as to implement new initiatives. Adjunct to full-time faculty ratio varies by discipline. No single ratio applies to all the disciplines. The availability of highly qualified adjuncts and the demand for classes influences the number of courses taught by adjuncts.

Core Component 3C2

To ensure full time faculty, staff and administrators meet Northern's academic, operational, and cultural standards, the HR office staff collaborate to ensure existing job descriptions are current and updated as needed. Position descriptions are reviewed annually for relevance and accuracy as part of the Performance Review process. Faculty of accredited programs are screened in compliance with accreditation standards.

We use teams of faculty and staff to establish hiring criteria, screen applications, and interview candidates. Initial screenings result in rankings of candidates based on their submitted application materials. From the rankings, top candidates are invited for personal interviews. At the conclusion of an interview, the search committee makes a hiring recommendation to the respective Vice-President for final approval. Hiring decisions are reviewed and approved by the Board of Regents.

Core Component 3C3

All NNMC employees are evaluated on an annual basis through the Performance Evaluations. Faculty and administrative employee performance objectives are aligned with the operational objectives of the college or department and are derived from the strategic planning process. In the background are the vision, mission, and philosophy.

Core Component 3C4

NNMC's faculty contract requires each faculty member to verify the information provided to the College regarding their education, teaching experience, change in address, and general qualifications to assure the services are accurate and complete. Full-time faculty members are encouraged to participate in development activities that are scheduled during the academic year. There are also webinars to provide information and resources geared at improving faculty skills and knowledge. Generally, faculty development days are scheduled to support both full-time and adjunct faculty. Faculty support and advice on planning development days are welcome and solicited by the administration. Reduced-hour faculty and full-time instructors may be invited to attend faculty development activities.

Core Component 3C5

Full-time faculty must maintain office hours as required by their contract. Each faculty member must post and adhere to a schedule of approved office hours to include at least five hours per week for availability to students, peers, and administrators. This must be communicated to the appropriate Dean and forwarded to the Office of the Vice President for Academic Affairs & Provost. These hours are adhered to when classes are in session. The office hours are distributed across the days of the week and during the day to maximize availability to students, peers, and administrators. All faculty teaching during the day must schedule some of their office hours during the day. All faculty teaching during the evening are required to have office hours at least 30 minutes prior to the beginning of their evening classes. All scheduled office hours count toward the required minimum of 5 hours per week. Scheduled office hours may be changed while keeping the appropriate Dean, and the Office of the Vice President for Academic Affairs & Provost informed. Online faculty are required to respond to student emails within a reasonable time.

Core Component 3C6

Full time faculty members have an important role that includes service in the colleges and to Northern. Service responsibilities may include: faculty orientations, advising students and student organizations, curriculum review and update of content/delivery, department and college committees, councils, task force, monthly college faculty meetings, new program design and current program reviews, provide adjunct support, community outreach, and support of department and college strategic planning. These responsibilities are determined in consultation with the College Dean prior to the start of each academic year based on individual qualification and/or training but may be amended during the academic year. Full-time faculty involvement with other personnel, in College operations and activities outside of the classroom, are vital to the health and success of NNMC.

4P3 Recruiting, hiring, retention practices

NNMC provides a number of incentives to its employees to promote retention efforts. These include:

- Promotion opportunities
- Pay incentives
- Flexible working conditions
- Training opportunities
- Competitive benefits
- Tuition waivers
- Use of College facilities (i.e. gym, weight room, Wi-Fi, free parking)

4P4 Employee orientation

New employees participate in an extensive, dual orientation program. An initial orientation is conducted by HR personnel and consists of an overview of salary, benefits, forms, and basic employee information. These orientations are one on one with the HR Generalist. Institutional information reviewed include: history, mission, vision, handbooks, and information on each insurance carrier. A second orientation is conducted by the new employee's immediate supervisor. New employees are introduced to their department, given a campus tour, and provided detailed information about the new position. Feedback regarding orientation is gathered informally and used for pinpointing improvements in the process.

4P5 Changes in personnel

NNMC, like many postsecondary education institutions, has found the use of adjunct faculty to be an effective management tool that meets the changing complexion of its staffing needs and provides a pipeline for full time faculty applicants when openings occur. Various sourcing tools are used to attract talent for existing or planned openings. A searchable online file, accessible by each college, has been developed that serves as a repository for individuals interested in teaching for Northern.

Adjunct to full-time faculty ratio varies by discipline; no single ratio applies to all disciplines. The College determines faculty and staffing requirements relative to the strategic plan from various inputs to anticipate and prepare its workforce for changing capabilities and capacity needs.

Personnel additions and organizational changes are identified as early in the budgeting process as possible to ensure effective planning and communications are accomplished. Personnel reductions resulting from retirement, attrition, etc. are reviewed by the Effective Resource Utilization Committee (ERUC) to determine whether the need merits replacement, realignment, or reclassification. Succession planning within departments is also determined during the staff/faculty performance evaluation process.

4P6 Contributions to productivity and satisfaction

The academic and operational workforce is organized and managed by job function to accomplish the work of the organization. Core competencies are capitalized through integrated work processes and measured through performance reviews. Work processes are designed to contribute to institutional productivity and employee satisfaction through employee accountability, empowerment and involvement on committees and teams.

The Faculty Senate, comprised of faculty only, meets monthly to address academic issues of governance. The President of the Faculty Senate sits on the Program Review Committee and the Curriculum Committee. The Curriculum Committee oversees the integrity of the curriculum. The Program Directors, chairs and deans oversee the assessment of the curriculum, review the program outcomes for all newly proposed curriculums, and mentor faculty in assessment practices. Similar committees and opportunities also exist for support and administrative staff. All levels of the organization are involved with Strategic Visioning and Planning (*see Category 8*).

NNMC's work processes and activities contribute to the overall communication, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing of all employees through cross-functional participation in committees, forums, and governance. The College's focus on student learning through community and workforce partnerships has created a strong, supportive cultural foundation that has allowed the College to grow and retain its identity. Best practices are shared through the committee structure, councils, colloquiums, celebrations, and convocations, and internal publications.

Organizational learning is accomplished through periodic self- and third-party review and evaluation of work systems. College leadership regularly reviews progress on the strategic plans and action plans to determine their effectiveness in accomplishing short- and long-term strategies. Senior leadership through their actions creates an environment that encourages and supports empowerment and accountability through employee participation in teams and committees and fosters and rewards innovations through NNMC's reward and recognition program.

4P7 Ensuring ethical practices

Core Component 2A

NNMC recognizes and fulfills its public responsibility and demonstrates responsible institutional and community citizenship through principled leadership and integrity. NNMC treats people and organizations with equity, dignity, and respect, and models its values in words, programs, services, and deeds. The College anticipates and takes into account the consequences of its actions upon the larger community to which it belongs and upon higher education in general.

Core Component 2E

The College's Staff and Faculty Handbooks establish guidelines to ensure that all NNMC business is conducted with the highest standards of integrity and in compliance with all applicable laws and regulations. The HR office is currently developing a "Code of Ethical Conduct" that will set forth the College's policy with respect to its fundamental values, sound business ethics, and potential conflicts of interest.

It is NNMC's policy not to tolerate unethical or unlawful behavior from any employee. Unethical practices can be reported by students, faculty and staff to any Dean, Chairperson, Director, or President's Staff member. The President is responsible for interpreting and applying the policy. Employees who violate the policy are subject to disciplinary action up to and including termination. Ethical practices are established in Northern's Guiding Principles and are communicated in open meetings and employee/faculty handbooks, new employee orientation, and performance reviews.

We are committed to providing a work and student environment which is free of sexual harassment and will not tolerate sexual harassment activity by any of its employees or students. We take all reasonable steps to deter discrimination and are committed to act quickly and impartially to address claims of sexual harassment and discrimination and remedy discriminatory effects of inappropriate acts of discrimination on the victim(s). This policy also applies to individuals conducting business within the College.

The Director of Human Resources serves as Northern's Title IX Coordinator and is the designated entity on campus for assuring compliance with all College policies, state and federal laws and regulations that apply to the civil rights of individuals.

Employees are required to participate in preventative and informative trainings in sexual harassment. The trainings are provided annually and staff and faculty are required to receive training at least once every two years. Employees are also evaluated (in their annual performance evaluations) on department and college representation in the greater community. All new employees are oriented with Northern's Guiding Principles during their orientation.

Northern New Mexico College operates by the following Guiding Principles:

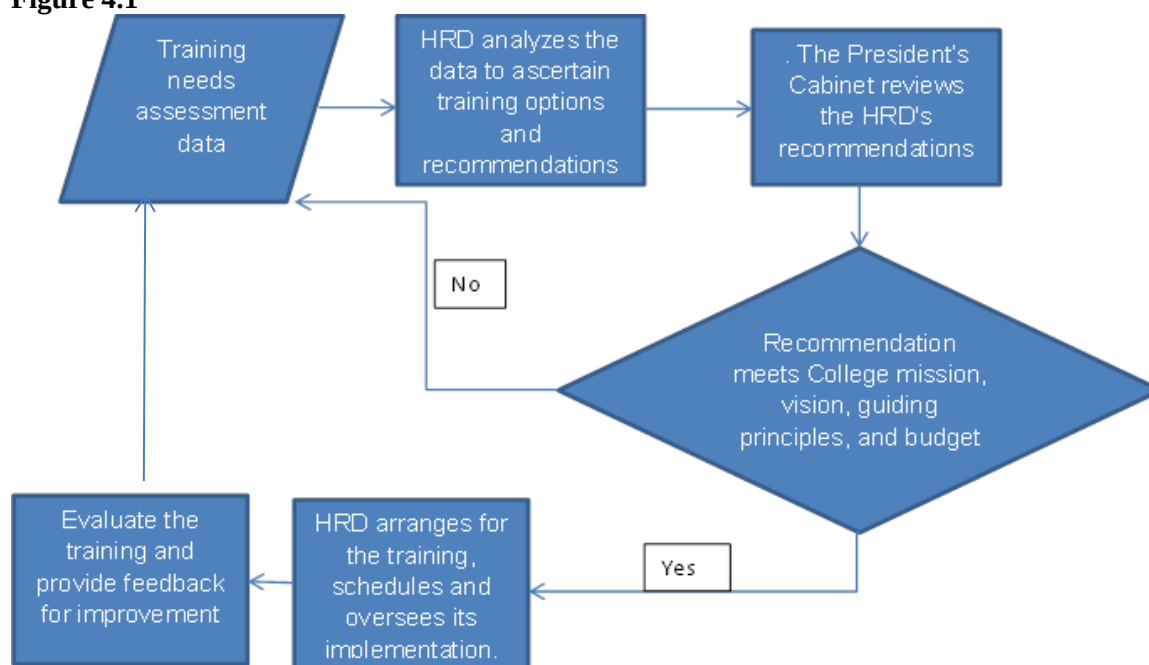
1. Each member of Northern's community acts ethically and with integrity.
2. Northern is sensitive to community needs and responds in ways that include community input

3. Using the Academic Quality Improvement Process Northern's community engages in collaborative decision making
4. Northern seeks and values the contributions of students, faculty and staff.
5. Northern provides relevant, quality and affordable education to make students competitive and productive
6. Northern is a catalyst for educational, social and economic transformation.

4P8 Determining training needs

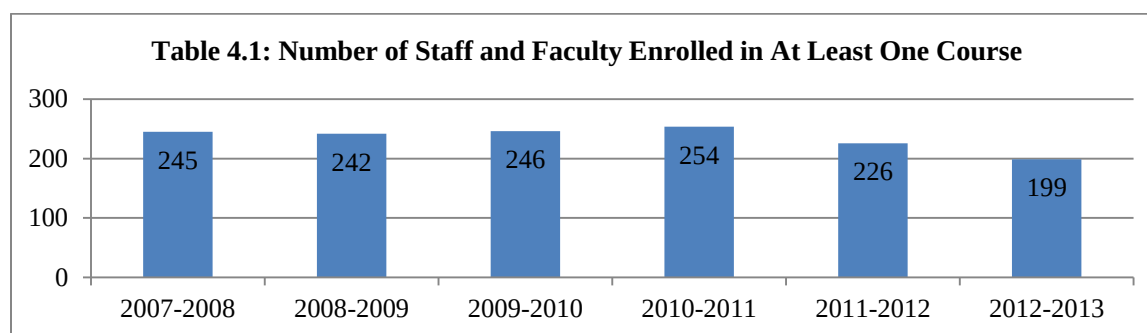
Training needs assessment data are collected from annual employee evaluations in which supervisors and employees inventory training needs and survey data from both faculty and staff employees to identify training needs for continuous improvement. The Human Resources Director (HRD) analyzes the data to ascertain training options and recommendations. The President's Cabinet reviews the HRD's recommendations in terms of College mission, vision, guiding principles, and budget constraints, and makes a recommendation for approval. Pending approval, the HRD arranges for the training, schedules and oversees its implementation, evaluates the training, and provides feedback for improvement. The process is depicted in Figure 1 below.

Figure 4.1



4P9 Training and development

Faculty and staff development funds are available for individuals' professional development. NNMC employees are also encouraged to take advantage of tuition free course offerings.



Training sessions offered by College staff for all employees include: Banner (management information system), computer software, discrimination awareness, registration, technology training, budget and finance training, and sexual harassment awareness.

4P10 Evaluating performance

All new employees have a probationary period. After six months, end-of-probation evaluations are conducted. Thereafter, evaluations of all staff and faculty are conducted annually in the spring or more frequently if there are performance issues.

Reviews are conducted for faculty in the spring of an academic year. This review provides detailed information regarding faculty progress and ways to improve performance. The review includes: teaching, scholarly and creative activities, service, and suggestions for strengthening the documentation of performance.

Both faculty and staff annual performance evaluations explore the employee's interest in and potential for assuming management responsibility. The annual evaluations are useful for succession planning.

NNMC's Faculty Evaluation template was designed, in part, to make explicit connections to Categories 1 and 2. Although similar, there are separate forms for academic divisions and career-technical divisions. Both forms include four basic components:

- Teaching effectiveness
- Student advising
- Mastery of discipline, professional development, and creative activity
- College, public, and community service

Each component includes a number of objectives. Three to five must be selected: one to two objectives are pre-selected and required by administration; the balance is negotiated by the faculty member, and Department Chair depending on individual needs.

NNMC's faculty evaluation system for Chairpersons includes criteria for accomplishing student learning outcomes assessments. And, as discussed in Category 1, the program review process also includes criteria for accomplishing student learning outcomes assessment.

Staff performance planning and evaluation forms can be found at <http://hr.nnmc.edu/employment-jobs>. These annual evaluations measure a range of performance criteria including:

1. Knowledge of job (extent of knowledge of Job, department and institution policies and procedures)

2. Quality of work (accuracy, neatness, productivity and high standards)
3. Time and task management (planning and use of time to complete tasks)
4. Attendance and Punctuality (responsibility regarding absences and/or tardiness)
5. Work Relations (willingness to work cooperatively)
6. Judgment (fact driven decisions, seeks advice)
7. Dependability (can be relied on to successfully complete tasks)
8. Adaptability (adjusts to new situations, new technology, unexpected situations)
9. Departmental/NNMC Representation (properly represents NNMC within and outside community)
10. Cooperation (accepts supervision and constructive criticism)
11. Supervisory Skills (Management only)

The staff performance evaluations also provide an opportunity for the employee to set goals and objectives that align with the College's objectives for both instructional and non-instructional programs and services.

4P11 Reward and compensation

Eligible NNMC faculty and staff are represented by collective bargaining unions. Salaries of eligible faculty and staff are governed by collective bargaining negotiations and agreements.

Given the propensity for the state legislature to routinely apply an across-the-board percentage adjustment to all colleges and universities in the state, NNMC has seen a larger spread in salaries vis-à-vis peer institutions.

NNMC Human Resources annually compares faculty and staff salaries with peer institutions. The target for faculty and staff salaries is 100% of the median of peer institutions by rank. Other NNMC non-classified employees' salary targets are benchmarked against peer institutions, market studies, and longevity. As appealing as added compensation or merit pay (e.g., pegged to helping students learn or accomplishing other objectives) may be, neither is feasible at this time given our salary-funding situation.

Non-Monetary recognition and reward efforts that have recently been implemented include:

- Holiday Potluck Luncheon (End of Fall term)
- Retirement Luncheon (End of Fall and Spring terms)
- Ice Cream Social (Beginning of Fall term)
- Service pins - based on years of service (Fall and Spring Convocation)

Our president and administrators also value the collective knowledge of the college community. In fact, selected employees are invited to participate in the following executive committees:

- President's Cabinet
- President's Advisory Committee
- Effective Resource Management Committee (ERUC)

4P12 Determining motivation factors

NNMC conducts an annual faculty and staff opinion survey (see <http://site.nnmc.edu/page/institutional-research-surveys>) to determine what motivates employees to want to work at NNMC. The results are fed into NNMC's strategic planning and development of objectives, strategies, and tactics in an effort to reinforce positive aspects, and minimize obstacles, related to employment at NNMC. Job performance reviews are also used to gather information on employee interests, goals and concerns. We have a number of focus groups on campus designed to address individual groups that employees are welcome to

participate in. Finally, the HRD is developing an exit survey for employees moving on for whatever reasons.

4P13 Ensuring a healthy workplace

NNMC is committed to employee satisfaction, health, safety, and well-being. We evaluate this via our faculty, and staff surveys. The results from these and other data are fed into NNMC's strategic planning.

All employees have access to fitness and wellness facilities. Health assessment screening and massage therapy are available to all employees through internal departments and colleges. An excellent benefits package is also provided to full-time employees, including medical, dental, and optical health care; vacation and holiday time-off; pension plan; and free tuition for faculty, staff, and immediate family members.

The College has also successfully completed goals to develop and implement a Campus Safety and Security Office and plan. The office now has a well-qualified and committed Director and staff that will continue to work towards preparedness (through planning, education, training and testing) to help reduce confusion, injury, and the loss of life during a disaster incident.

This year, the College has completed the installation of a new phone system campus-wide. The investment was necessary for a couple of reasons. First, the former phone system was more than twenty years old, and, on a number of levels, not sufficient for carrying out the day-to-day business. The College was no longer able to purchase necessary replacement parts because the system was outdated. Secondly, the new phone system is an essential tool in carrying out a campus safety and security plan. The new system now allows the institution to mass communicate with the campus community. The intercom features that come with the system will serve as a mass-alert tool in the event of an emergency.

Eligible phone system expenditures pertaining to Safety and Security are supported with our General Obligation Bond C funding that was allocated to the institution following the past general election. The funding is restricted to purchases that enhance campus safety and security. In total, the College has received \$2 million from Bond C for safety and security purchases. The funding is also being used for the following purchases, which have been identified through a Safety and Security committee.

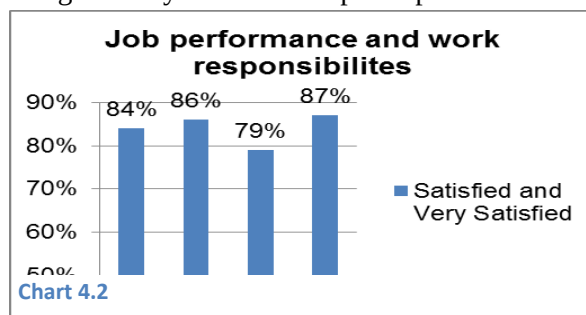
- Security gates
- Enhanced campus lighting
- Keyless entry system for building entrances

RESULTS

4R1 Measures of valuing people

Data for valuing people are gathered and analyzed on an ongoing basis. As we have mentioned, we conduct annual opinion surveys. Additionally, we encourage faculty and staff to participate in various committees. Specific measures include:

- Survey results
- Salary studies
- Years of service (longevity of staff and thus reduction in turnover)
- Trainings offered (meets needs of everyone and how many attend)
- Trainings feedback



- Continuing Education courses and enrollment
- Wellness program use
- Gym use
- Number of promotions

4R2 Results of valuing people

Overall, results from recent surveys indicate high levels of employee satisfaction with "your job and work responsibilities." On average, over 80% said they are satisfied or very satisfied with employment at the College, as depicted in Chart 4.2.

While job satisfaction is high, other data regarding adequacy of policies in meeting needs of faculty and staff are a concern, as Chart 4.3 indicates.

As mentioned earlier, our salary situation remains a top concern as well. This is indicated in our staff and faculty survey results concerning the adequacy of college policies regarding salaries and promotions. Chart 4.4 demonstrates the increased dissatisfaction to chronically low salaries. As we have explained, our salaries are among the lowest in the state – a situation that we have addressed aggressively since achieving a change of status from two- to four-year college.

Chart 4.3

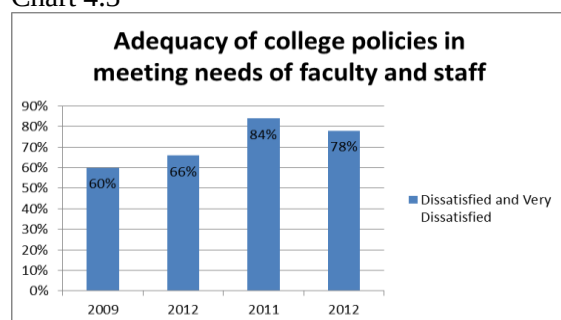
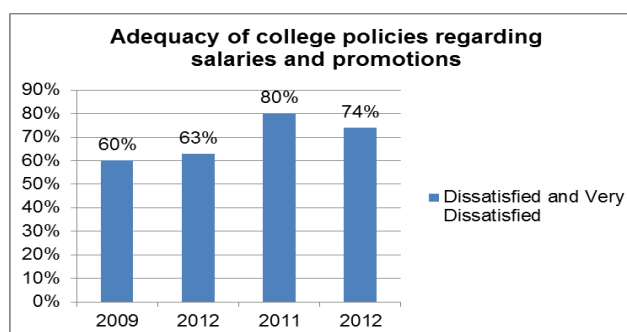


Chart 4.4



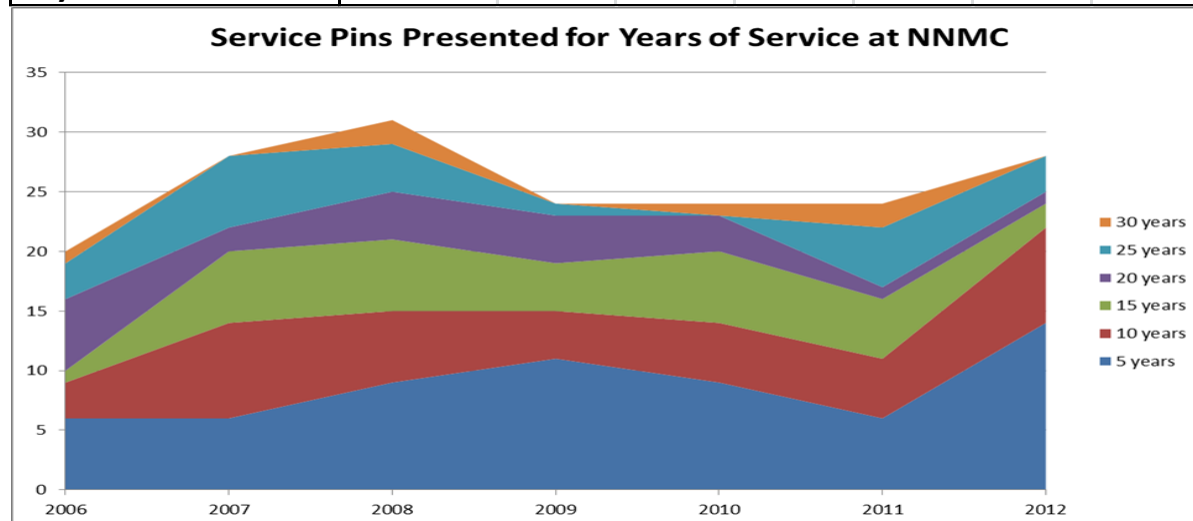
Each year, employees are presented with a Service Pin for completing 5, 10, 15, 20, 25, and 30 years of employment at NNMC. Service pins are presented during August convocation with a note from the president in appreciation for staff and faculty contributions and commitment to the College's mission. Table 4.1 and Chart 4.4 demonstrate these results.

Other measures of valuing people are our support of professional development for our staff and faculty. NNMC promotes and encourages individuals to take responsibility for personal growth for acquiring new skills and knowledge to better serve students and stakeholders.

The College is committed to developing everyone's potential talent, centering its attention on learning. NNMC is focusing its efforts on valuing human capital through the development of various benefit program enhancements for meeting credential needs and standards

Table 4.5 and Chart 4.4

Years of Service	Number of NNMC Staff and Faculty Recognized						
	2006	2007	2008	2009	2010	2011	2012
5 years	6	6	9	11	9	6	14
10 years	3	8	6	4	5	5	8
15 years	1	6	6	4	6	5	2
20 years	6	2	4	4	3	1	1
25 years	3	6	4	1	0	5	3
30 years	1	0	2	0	1	2	0



4R3 Achieving its goals

We also recognize our staff and faculty for their academic research, creativity, and scholarship. This year, we recognized faculty publications from our Colleges of Arts & Sciences, Engineering, and Nursing. Other recognitions also included Student Contributions, Media Exposure, Community Outreach, and Professional Service. Accomplishments between 2010 and 2013 were compiled and documented. Faculty, staff and administrators are recognized and acknowledged for their productivity and effectiveness at convocation.

Table 4.2

Category	Summary
College of Arts and Sciences	Nine (9) professors recognized - Five (5) academic publications - Two (2) academic text books - Six (6) concerts and festivals - Two (2) documentaries - One (1) movie release (Lionsgate Entertainment)
College of Engineering	Three (3) professors recognized - Twenty-four (24) publications - Average 3 publications per year
College of Nursing and Health Sciences	One (1) professor recognized One (1) academic publication
Student Contributions	Seven (7) students

Category	Summary
	• Two (2) colleges • Two (2) research conferences • Four (4) academic programs • Six (6) faculty mentors
Media Exposure	Two (2) projects
Community Outreach	Eight (8) events
Professional Service	Three (3) faculty • Two (2) colleges • Three (3) review panels

4R4 Comparisons

In order for Northern to effectively compete for quality faculty there is a need to address compensation. Relative to the state's other three comprehensive universities (Table 1), faculty at Northern are compensated at the lowest level by an average of at least \$6,000.00. Increasing salaries for higher education faculty is extremely important to the state of New Mexico, and this is particularly so for Northern as the College continues its growth as a 4-year degree granting institution.

Table 4.3

Average Faculty Salary-New Mexico's 4-year Comprehensive Institutions	
Eastern NM University	\$55,809
NM Highlands University	\$54,843
Western NM University	\$52,011
Northern NM College	\$46,834

IMPROVEMENTS

4I1 Improvements

NNMC continues to develop our faculty and staff recognition efforts. Listed below are some of the latest developments based on nominations and HR data.

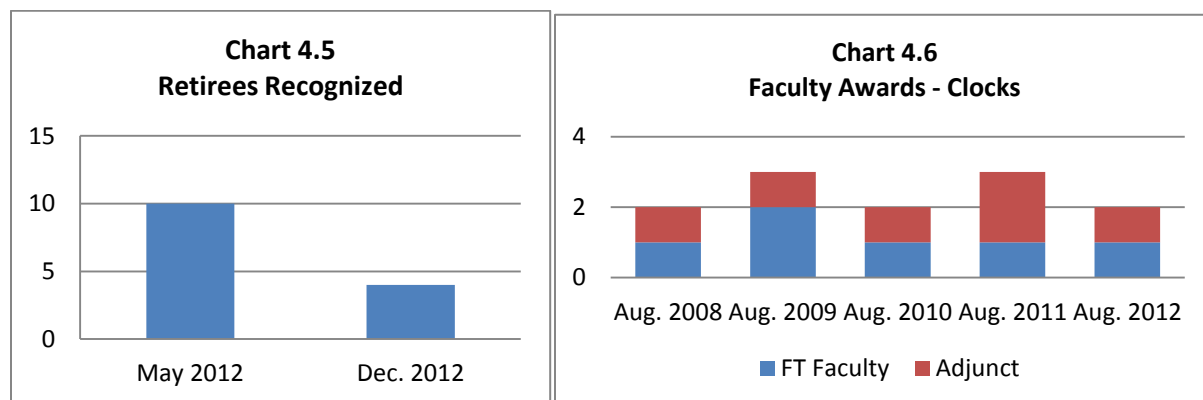
Staff Awards:

- August 13, 2012 in El Rito – Certificates presented to El Rito Facilities staff
- August 31, 2012 in Española – Individual staff award presented to Student Activities Coordinator (Fleece Jacket w/NNMC Logo Embroidered & Certificate)
- August 31, 2012 - Team/Group Award presented to the Facilities Department (Beanie Caps w/NNMC Logo Embroidered to all employees in the Facilities Dept. plus year-long contract for coffee service from Automated Vending Services)
- August 12, 2011 – Two staff awards presented 1) EOC Student Advisor (\$50.00); 2) Business Administration Department Secretary (\$50.00)

Faculty/Staff Recognitions:

- Colloquium Meeting – January 9, 2012 Faculty and Staff recognized (list of accomplishments shared w/everyone)
- Spring Convocation at the Española Campus on January 7, 2013 Faculty and Staff Recognized (list of accomplishments shared w/everyone)

- Tenured Faculty recognized at luncheon after Commencement on May 12, 2012 (pen set). Two faculty members were appointed to Professor – Formal recognition on May 14, 2011 at a luncheon after Commencement.



4I2 Culture and infrastructure support

NNMC recognizes the need for an institution to have a fully staffed HR department and has had three (3) Human Resources Directors since our last Systems Portfolio. Reasons for the turnover include the high-volume demands and limited support staff. The most recent HRD brings over 20 years of experience and a comprehensive understanding of effective management of union issues, disciplinary actions, employee complaints, NM employee law, and NM employee rights. This understanding of the needs and functions of an effective Human Resources Department, along with a thorough evaluation of the needs of the College, has led to a complete reorganization of this department.

Chart 4.7



Our HR Director directs and supervises all Human Resource staff operations. The HRD manages union issues, disciplinary actions, employee complaints, etc. The Human Resources Director determines objective resource needs and allocates them within financial parameters set at the institutional policy level. The HR Director is also an active member of various committees (see Category 5).

The payroll office was reassigned from the Business Office to the HR Office. The Payroll Manager continues to handle all payroll issues (co-ordinates, directs and controls payroll preparation, processing and distribution).

The Human Resources Generalist assists in identifying staff and faculty vacancies. The HR Generalist ensures advertisement procedures are followed: advertise, recruit, process applications, and assist management in ensuring all policies/procedures are followed in the selection process. The HR Generalist conducts new employee orientation and recommends changes as necessary to the orientation process. This person enters new hire information and manages all transaction processing. He/she provides current and prospective employees with information about policies, job duties, working conditions, wages, promotional opportunities and employee benefits. The HR Generalist also gathers input from management and staff regarding training needs to help determine and help develop an effective staff development program and an employee recognition program.

The Human Resources Analyst is responsible for maintaining all personnel, payroll and benefits records/files. He/she assists with new employee orientation, payroll and benefits process. The HR Analyst compiles statistical reports concerning personnel-related data such as hires, transfers, terminations, performance appraisals and absenteeism rates. This office scans and maintains employee records for electronic records storage and provides administrative and basic Human Resources support as needed.

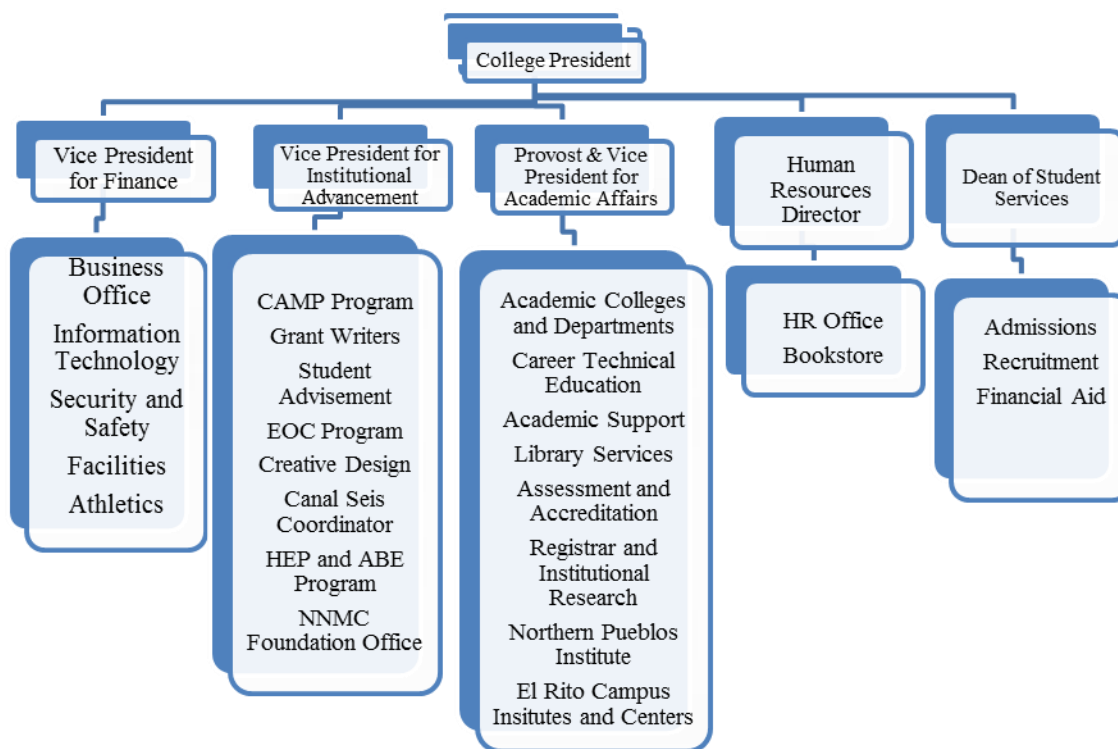
The Compensation and Classification Specialist is responsible for the development, implementation and administration of the College's compensation and classification system. This office administers and manages the Fair Labor Standards Act designations for all classifications. The specialist provides professional guidance, coordination, and support in the effective and consistent application of job classifications, compensation and administration of related policies and procedures. He/she manages and maintains various compensation-related data management systems and provides advice, training, and support as appropriate, in the application of compensation and classification management principles, guidelines and procedures

AQIP Category Five, LEADING AND COMMUNICATING**Overview**

Northern New Mexico College is led by a Board of Regents appointed by the Governor of New Mexico. The Board approves the conferral of degrees, budgets, investments, facility renovation and expansion, and strategic plans governing the College. The Board operates through a committee structure (Executive, Student and Academic Affairs, and Finance/Audit) where actions and initiatives are discussed and recommended to the full Board for final approval. Each committee is chaired by a Regent and co-chaired by a member of the administration. The President reports directly to the Board and attends all regular Board and Committee meetings.

The following committees (President's Staff, President's Cabinet, and Dean's Council) provide the institution with various forums for collectively identifying and addressing institutional barriers and challenges. Most recently the President's Cabinet was identified as the committee responsible for identifying and measuring progress against AQIP Action Projects. Minutes for each meeting are made available to the campus community.

Figure 5.1: NNMC Leadership



The President works closely with the President's Staff in decision making, planning, and communicating to the College at large. The mission and vision of the College drive the efforts of the President, Vice Presidents, and Deans.

PROCESSES**5P1 Mission and vision**

In Fall 2011, the President chartered a committee comprised of faculty and staff to develop a strategic visioning plan on behalf of the institution. The committee was tasked with conducting focus groups and one-on-one discussions with various stakeholders both on and off campus. The goal was to determine what changes, if any, would need to be made to the institution's vision and mission. Additionally, the exercise was aimed at identifying core values that would better contextualize the future of the institution.

In Spring 2012 the Strategic Visioning Committee produced a document titled, *Grow with Us*, a document that encapsulated the committee's field work. The Institution invited Dr. Deborah Friedman, Chancellor at the University of Washington, to lead a day-long strategic visioning workshop. A week prior to the event, the campus community was provided with a copy of the draft document, as prepared by the Strategic Visioning Committee.

Core Component 1A1

The College's mission, vision and philosophy were reviewed and defined through the Strategic Visioning Process and strategic planning. As noted in Category 8, the Strategic Vision was an effort of the Strategic Visioning Team and a consultant from the Small Business Development Center. The college community along with our Board of Regents and administration contributed to the effort and provided input with the guidance of an outside consultant during the above mentioned day long workshop. In addition, individual departments have developed three to five-year Strategic Plans that support and are aligned with the Strategic Vision. The drafts were reviewed by a cross-representation of senior management and faculty. The revised Strategic Vision was presented to faculty and staff for further development and continues to be refined as the strategy emerges. The inclusive and dynamic nature of the Strategic Visioning Process ensures that the Strategic Vision and its component action plans and strategic plans are a living document adapting to the changing needs of the College's constituents. The final strategy and updates are approved by the Board.

Core Component 1A2

NNMC's main educational programs are a distinctive array of 47 Associate's, 15 Bachelor's, 13 Certificates and 4 Post-Bachelor's Certificates. The College is structured in five academic colleges, each targeting specific needs and each offering traditional and cohort scheduling options. The College's focus is primarily on working students who seek advancement by acquiring broader, deeper knowledge, new skills, and academic credentials; traditional first-time, full-time degree-seeking students constitute 11% of the total student body.

Core Component 1A3

Actions and priorities in the College emerge from its Mission, Vision, Philosophy and Statement of Purpose. The Strategic Vision and Strategic Plans (*see Category 8*) are achieved through college and departmental efforts and implemented through action plans. The College's budgeting process is integrated with strategic planning. Deans, Chairpersons, Directors, and administrators work collaboratively to identify and prioritize strategic initiatives emerging from the Strategic Vision and Plans. In 2012-13, a new interactive budget management system was launched to further align budget items to the strategic plan.

5P2 Setting direction**Core Component 2C1**

NNMC is privileged to receive continued support from public local and national community, business, and political leaders. NNMC is led by a Board of Regents appointed by the state governor. Board

approvals include new degree programs, conferral of degrees, annual budget, investments, facility renovation and expansion, and strategic plans governing the College, and to hire and dismiss the College President.

Core Component 2C2

The Board of Regents reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Core Component 2C3

The NM Department of Higher Education Coordinates and oversees the laws, rules, and finances of NM Institutions of Higher Education. The College provides reports to the New Mexico Higher Education Department and the New Mexico Council of University Presidents. The Board is under no obligation or influence from donors, public officials, or other external parties in setting the direction for the College. The College has a conflict of interest policy that ensures that the Board of Regents and the senior administration act in the best interest of the institution. As per the Board's Bylaws, the Board of Regents maintains, at all times, a Conflict of Interest Policy governing its actions.

Core Component 2C4

The President reports to the Board of Regents, as the principal executive officer of the College and, in general, supervises and controls all of the day-to-day business and affairs of the College. The President is in charge of all employees and responsible for their performance. The President provides the Board with appropriate information, in a timely manner, in order that the Board may promulgate policy. The President executes policies and implements identified goals through the day-to-day management of the College. The President provides and is accountable for leadership of academic excellence and also administers the instruction, student services, and business affairs of the College. The President serves as the Board's designated representative with respect to all matters concerning employer-employee matters including evaluations in accordance with college procedures. The President manages and controls college property and enters into contracts on behalf of the College as authorized by the Board. Finally, the President cooperatively participates in planning long term goals for the College and serves as the Board's administrative arm in carrying out those goals. The Board of Regents approves these long term goals.

Core Component 5C1

Each year the institution is required to submit its annual budget and special project funding requests to the State's Higher Education Department. Special projects, or Research and Public Service Projects (RPSPs), may be funded by the State if 1) funding exists for such projects, and 2) projects are inextricably tied to the vision and mission of the institution. As a result, the budget planning process is an annual examination of how well the institution is aligning its programs with the vision and mission of the College.

Core Component 5C2

Throughout this process, the institution's Deans and Directors prepare summative reviews of their programs in the context of funding programmatic expansions. These reviews require that leadership align the successes and next steps of each program to the overall goals of the institution. Programs that cannot be sustained by the institution's state appropriation are then prioritized for RPSP funding. The success of these requests rests heavily on the likelihood that the mission of the College will eventually sustain project continuation.

Core Component 5C3

The College has also established the Efficient Resource Utilization Committee, which is comprised of faculty and staff. The committee is responsible for discussing major changes to the institution as they relate to institutional resources. Programmatic priorities are driven by the mission of the institution which is driven by the cultural, educational, and economic needs of the students and region.

Core Component 5C4

In addition to budget preparation, the College conducts academic program reviews annually. These reviews, which are ultimately presented to the Board of Regents, are aimed at 1) longitudinally evaluating the vivacity of the programs, 2) determining next steps for strengthening programs, and 3) aligning program growth with the mission of the institution.

Core Component 5C5

Our Program Advisory Councils are comprised of local leaders in the respective fields of study and provide ideas and insight from informed individuals who interact on a daily basis with local, regional and even national socioeconomic trends. Advisory Councils regularly review current programs for their relevance to real world applications of their content, compliance with certification standards required in their respective fields, and degree of graduate preparation to face emerging trends. External constituencies like the Advisory Councils inform NNMC faculty, staff and administration on what the workforce needs and demands across fields. Through these discussions, needs and collaborations emerge. The College of Education regularly responds to real world needs. COE students, placed in schools as interns and observers, constantly receive information that informs their training, which they share with faculty through formal reflective writing and discussion tasks embedded in their coursework. First-hand feedback on emerging trends in local schools relayed through interns and mentor teachers informs curriculum revision to better prepare candidates for the realities of teaching. Internships and clinical experiences in Health Sciences serve a similar purpose: to expose students to the realities and future trends within their fields of study and to inform ongoing curriculum developments to better prepare graduates to confront the challenges in their fields.

5P3 Anticipating the needs of students and stakeholders**Core Component 1B1**

NNMC publishes its mission statement, vision statement, philosophy, and statement of purpose in its catalog, student handbook, faculty handbook, staff handbook, website, and through a variety of electronic and print media. Strategic plans are available to NNMC staff and progress is reported through electronic alerts.

Core Components 1B2 and 1B3

The mission and vision statements are current and describe the scope of NNMC's commitment to instruction, learning, public service, economic development, and cultural purpose.

Mission: Northern New Mexico College provides accessible, affordable, community-based quality learning opportunities that meet the educational, employment, and enrichment needs of our culturally diverse region.

Vision: By the year 2015, Northern New Mexico will be a regionally recognized comprehensive university creating a culture of quality student learning that addresses student and employee needs while maintaining the community college mission.

Philosophy:

- Northern recognizes that students are the focus of the school and seeks to enhance their skills and self-image in order to help them set and meet realistic career and life goals.
- Northern believes that educating is holistic and that each student's needs and interests are to be complemented by the curriculum, extra-curricular activities, and administrative structure. In this way, students and staff are integrated in pursuit of education.
- Northern strives to provide a comprehensive education to all residents of its service area.
- Northern strives to provide an educational program that reflects the needs of the communities of northern New Mexico.

Statement of Purpose:

- To provide educational programs and course offerings which: lead to two-year degree and certificate programs; transfer to baccalaureate-granting institutions; and meet the needs of students in skill upgrading, job advancement or change, and personal development.
- To provide academic advisement, personal counseling referrals, placement testing, career guidance, tutorial services, and developmental studies to assist students in achieving their maximum potential.
- To provide activities and learning opportunities which meet the educational and community service needs and interests of students and the community.
- To provide opportunities for the intellectual, aesthetic, and cultural needs of students and the community by scheduling activities and services to further those needs.
- To provide adequate organizational and support services to meet students' needs and to maintain integrity and quality in its educational offerings.

As previously mentioned and described in detail in Category 8, in 2012, the College began creating new departmental Three to Five-Year Strategic Plans that were aligned with our Strategic Vision.

In addition, to take into account the needs and expectations of current and potential students and stakeholders NNMC uses advisory councils, surveys, focus groups and evaluations of courses, programs and services to garner feedback. Academic Affairs and Academic Support uses the information to guide change in programs and to assist with goal setting for the next academic year. Deans use feedback to initiate: curricular changes, course scheduling changes, textbook changes, changes to faculty teaching assignments and to establish goals and objectives for faculty on an annual basis that tie into the strategic planning process of the College.

5P4 Seeking future opportunities

A year ago, the President began the process for creating the Office of Institutional Advancement (OIA). The creation included both the reorganization of existing departments and the creation of new departments. The newly created departments include:

- Communication and Marketing
- Grants Office
- Governmental Affairs
- Media Relations

The mission of the OIA is 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. Major goals, as identified in the department's strategic plan include:

- develop and execute a comprehensive Capital Campaign which reflects the collective priorities of the institution;
- develop and carry out a Marketing Plan which builds student enrollment, increases recruitment of diverse and exceptional faculty/staff, and strengthens external partnerships;
- improve and streamline the College's communications to internal and external constituents;
- successfully identify, secure, and manage an increase in private and federal grant funding that supports the priorities of the institution;
- establish and maintain a mutually beneficial partnership between the College and its alumni; and
- coordinate and execute an annual comprehensive legislative strategy that yields an increase in state appropriations.

In essence, the OIA has been developed to facilitate partnerships that enhance the institution's ability to enroll, retain, and graduate students. This process also includes an ongoing dialogue that determines how Northern can better serve its partners, specifically those within the region. These dialogues have yielded a better understanding of how Northern impacts the local economy, workforce, and K-12 educational sectors.

For the first time in the College's history, the OIA staffs a full-time grant writer. The institution's grant writer is responsible for identifying sponsored project opportunities that align with, and hold potential for, strengthening the institution's academic and student support programs.

5P5 Making decisions

Under a commitment of the administration to enhance transparency and shared governance, the College has instituted the following standing committees.

Table 5.1

Committee Name:	President's Staff
Chair	President
Meeting Schedule:	Weekly (Mondays)
Composition:	Vice President for Finance and Administration, Vice President for Academic Affairs & Provost, Associate Provost, Vice President for Institutional Advancement, Dean of Students, Director of Human Resources
Committee Name:	Deans Council
Chair	Vice President for Academic Affairs & Provost
Meeting Schedule:	Bi-weekly
Composition:	Academic Deans, Dean for Academic Support, El Rito Director, Registrar, Librarian
Committee Name:	President's Cabinet
Chair	President
Meeting Schedule:	Bi-weekly
Composition:	President's Staff, Deans Council
Committee Name:	President's Advisory
Chair	President
Meeting Schedule:	Every third Friday
Composition:	Athletic Director, Faculty Senate President, Student Senate President, Director of Facilities, Registrars, Creative Director of Communications and Marketing, Director of Northern Pueblos Institute
Committee Name:	Academic Chairs Deans/Directors (ACD)
Chair:	Vice President for Academic Affairs & Provost
Meeting Schedule:	Monthly
Composition:	Deans Council, Academic Chairs, Academic Directors

Core Component 5B

The above committees provide the institution with various forums for collectively identifying and addressing institutional barriers and challenges. Most recently the President's Cabinet was identified as the committee responsible for identifying and measuring progress against AQIP Action Projects. Minutes for each meeting are made available to the campus community.

In keeping with the structure of the administration, the Board of Regents has established working committees that better link their fiduciary responsibilities with the work of the College. Each committee is chaired by a Regent and co-chaired by a member of the administration. These committees include:

Table 5.2

Committee Name:	Facility and Finance/Audit Committee
Meeting Schedule:	Monthly
Purview:	Institutional Budgets and Audits, Facilities
Committee Name:	Executive Committee
Meeting Schedule:	Monthly
Purview:	Board by-laws, institutional policy, Board training
Committee Name:	Student and Academic Affairs
Meeting Schedule:	Monthly
Purview:	Academic Programs, Student Support, Enrollment Management

5P6 Using information and performance results

New Mexico has been among the most recent states to embark on an outcomes-based higher education funding formula. The formula has been fundamentally established to address the state's achievement gap and national ranking in postsecondary degree attainment. Northern's student demographics (academic and social), position the institution well in becoming a state and national leader in closing the achievement gap. Appropriately, Northern's Director of Institutional Research has been appointed to a statewide funding formula task force that is driving recommendations on the formula outcomes that are based on statewide student performance data. This process has truly forced institutions across the state to better understand success at the very micro levels. As a result, the Provost has established the PACDAAR, a committee that was chartered to review longitudinal institutional data, as well as explore the implications that the funding formula would have on the institution. The result was a partnership between Northern and a sister institution, that allowed for the adoption of DataMart. DataMart is a robust data repository that provides exceptionally simple data mining and extraction features that provide Deans and Directors with institutional and programmatic trend data. The College has since conducted training on the use of DataMart and adopted a policy that governs its access.

The institution has chartered a Strategic Enrollment Management Committee that has been tasked with identifying the ongoing data reviews and queries that will assist in understanding enrollment and retention trends. These data will guide institutional policy, procedures, and strategic planning as it relates to student outreach/recruitment, and advisement.

5P7 Communication strategy

Over the past three years, the institution has made a concerted effort to increase communication at all levels. The strategies have been multi-faceted, ensuring that staff, faculty, and students are aware of pertinent information that impacts their work environment.

The College has developed a bi-monthly newsletter - The Eagle Newsletter. The publication, which is disseminated campus-wide via email broadcasts and hard-copy print includes staff updates; showcases the work of students, faculty and staff; and includes a listing of upcoming events.

The College has also purchased six flat-screen televisions that are strategically located throughout the campus. The screens are updated by a team of representatives from each of the College's departments. The screens are used to showcase the work of students, faculty and staff; display upcoming events; and include a listing of groups/events on campus.

The College has also streamlined the process by which college personnel and students share information via email broadcasts. Broadcast dissemination, which is managed by the OIA, is used to share pertinent information to students and college personnel. All events that are linked to the institution, including College-sponsored events, may be disseminated via broadcast.

This year the Office of Institutional Advancement developed the Northern Legislative Newsletter which provides recipients with updates on the progress that the institution is making against its legislative priorities. The newsletter is disseminated to the campus community, the community at large, policy-makers across the state, and legislators. The newsletter also provides readers with opportunities to participate in the College's legislative efforts.

Integral to enhancing communication among college personnel, and across the region, has been the institution's commitment to fund such a priority. Over the past three years, the institution has nearly tripled its marketing budget. This increase includes the funding for two student designer positions. Each Monday, the President disseminates a Morning Message which is shared via email broadcast. The message celebrates accomplishments of the institution, highlights events/milestones of the prior week, and shares information about upcoming events.

The institution has also implemented executive procedures and institutional policies that facilitate enhanced communication campus-wide. These policies include campus vetting of institutional policies. All policy revisions and proposals are required to undergo a 30-day campus vetting period. The college has completed to vetting process for a policy on SMS alerts. The alerts will be used to notify users of pertinent updates, delays, closures, and emergencies.

5P8 Leadership communication

In Spring 2012, the College invited a contractor to lead a campus-wide strategic visioning workshop. The eight-hour workshop aimed at updating the College's vision and providing a forum for which the entire campus community could share in the process. The product of the workshop was a document titled, *Grow with Us*.

Northern's vision, mission, philosophy, and statement of purpose are communicated on a recurring basis to all employees in our newsletters, website, graphics (murals) in the rotunda of the Administration Building, and meetings with and presentations to the faculty and staff, such as College-wide Convocations held at the beginning of each semester. Announcements of policy and procedural changes emanating recommendations are communicated to the faculty and staff along with an explanation of which vision, mission or strategic plan objective is being satisfied by the implementation of the new policy or procedure.

5P9 Encouraging leadership

The college has been extremely successful in securing grant dollars that support faculty development on a number of levels. Over the past three years, over \$500,000 in Title V and III funding has been committed to support staff and faculty development, both on and off campus. As is required by federal legislation, each development opportunity must be tied to institutional gaps. Subsequently, professional development must be linked to institutional improvement. In order to support faculty development that does not align with an existing grant, the Provost has established an annual fund in the amount of \$150,000 to further facilitate development.

Each year the College executes two faculty/staff convocations. Each event includes two days of workshops that provide cross-training and information sessions that strengthen a campus-wide understanding of resources, services, policy and procedure updates, and best practices.

5P10 Succession planning

Articulation of the institution's vision, mission, and philosophy is occurring on an ongoing basis. This ensures that new employees, at all levels, are familiar with the guiding principles of the College. Each year the institution executes two faculty/staff convocations. At this time, personnel are provided with an overview of the mission, the priorities of the institution for the subsequent academic semester, and several opportunities to attend cross-training workshops.

Each year the Board conducts a retreat with the administration to collectively identify its priorities for the upcoming year. These priorities guide the work of the College which is carried out through the permanent committee structures identified in 5P5.

RESULTS

5R1 Measures of Success

NNMC designs measures related to leading and communicating in four ways, the first of which is the annual performance evaluation of faculty and staff. Objective measures of leading and communicating are included in each evaluation. As mentioned in Category 4, supervisors provide employees with feedback on supervisory skills (where applicable), career planning, and supervisor directed goals for the forthcoming year. NNMC faculty performance evaluations measures, specifically, areas that faculty will need to show strength in for consideration of promotion and tenure, and provides a useful framework for faculty development including leadership.

The second measure is the annual survey of staff, and faculty. Survey results have identified opportunities for management to improve in leadership and communications. Staff and faculty evaluate "Leading and Communicating" by providing feedback on policies and procedures, job satisfaction, communication and work environment. This instrument also provides feedback from staff and faculty on the College's adherence to the Guiding Principles.

The third measure is metrics on communication efforts (dissemination and frequency) including our Message from the President, Campus Newsletters and Legislative Updates. The feedback on this effort is provided in the Staff and Faculty Survey. The Director of Institutional Research gathers, analyzes, and reports these data to the Office of the President and Board of Regents.

The fourth measure is our strategic planning efforts. At this time each college and department has a 3-5 year strategic plan that is aligned with and supports our Strategic Visioning and our mission. These are discussed in Category 8.

5R2 Leadership results

Staff and faculty performance evaluations are mandatory for each employee of the College. The results are collected and reviewed by the Vice-Presidents and/or Human Resources. Final recommendations for rehire based on the evaluations are presented to and approved by our President and Board of Regents. The President's evaluation is completed by the Board of Regents.

The Staff and Faculty Survey results pertaining to Leading and Communicating are shown in the charts below. These charts depict the opportunities for improvement or percent (%) dissatisfied and (%) very dissatisfied. A low or decreasing percentage is better.

Table 5.3

	2009	2010	2011	2012
Adequacy of college policies in meeting needs of faculty and staff in regard to salaries, etc.	60%	66%	84%	78%
Fairness of college policies in regard to salaries, promotions, grievance adjudication, etc.	60%	63%	80%	74%
Your opportunity to give input into the budget through program/unit reviews	51%	46%	77%	57%
Your awareness of the College's budgeting process	51%	46%	77%	58%
Articulation of policies, vision and priorities by college leadership	41%	46%	67%	50%
Internal communications		28%	61%	39%
College acknowledgement of faculty and staff contributions to college mission	37%	36%	56%	47%

Many of these areas continue to be addressed through our new committee structure, the efforts of our Institutional Advancement Office and our most recent policies review and updates.

In addition, NNMC asks its employees their level of agreement with NNMC's adherence to six (6) guiding principles. The table below displays the percentage of employees that strongly agree and agree to these statements. It is important to note that these results include "No Opinion" responses.

Table 5.4 - Guiding Principles	2011	2012
Each member of Northern's community acts ethically and with integrity.	25%	33%
Northern is sensitive to community needs and responds in ways that include community input.	29%	44%
Using the AQIP process, Northern's community engages in collaborative decision making	19%	29%
Northern seeks and values the contributions of students, faculty and staff.	27%	43%
Northern provides relevant, quality and affordable education to make students competitive and productive	66%	60%
Northern is a catalyst for educational, social and economic transformation.	56%	54%

Each summer our Board of Regents hosts a planning retreat along with the President and President's Staff to identify the College's new Legislative priorities. This three day retreat is an opportunity for college Leadership to communicate and review current strengths and challenges.

5R3 Comparisons

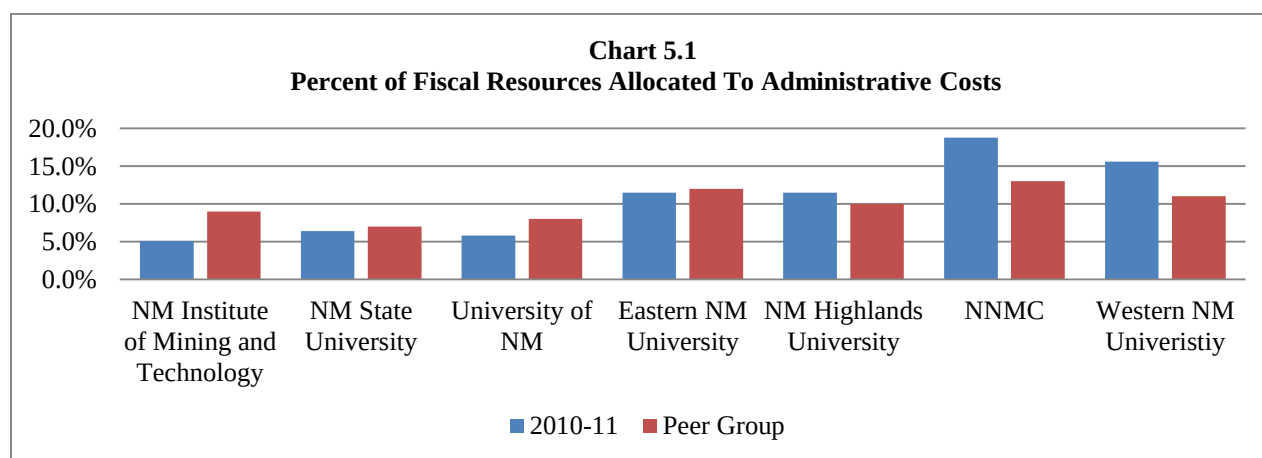
NNMC has surveyed its students, faculty and staff on an annual basis since 2006. Data gathered is posted on the NNMC website. The College continues to work closely with our sister institution on the Performance Effectiveness Report and are constantly seeking performance measures. Our President and Vice-presidents are all active members of the Council of University Presidents.

One indicator of institutional efficiency is the percent of total educational resources dedicated to administrative costs. This is measured as the ratio of Administrative Costs (i.e., institutional support) to total Education and General Expenditures (instruction, research, public service, academic support, student services, and scholarships and fellowships). Chart 5.1 and Table 5.5 compare New Mexico's 4-year

institutions as reported in the IPEDS Finance Survey and the State's Annual Performance Effectiveness Report.

Table 5.5	2006-07	2007-08	2008-09	2009-10	2010-11
NM Institute of Mining and Technology	5.7%	4.2%	4.8%	5.1%	5.1%
NM State University	6.1%	6.4%	6.6%	6.6%	6.4%
University of NM	6.4%	7.3%	7.0%	6.6%	5.8%
Eastern NM University	9.5%	10.8%	11.5%	11.7%	11.3%
NM Highlands University	11.4%	11.1%	11.2%	12.4%	11.5%
NNMC				15.5%	18.8%
Western NM University	13.0%	13.0%	13.3%	13.8%	15.6%

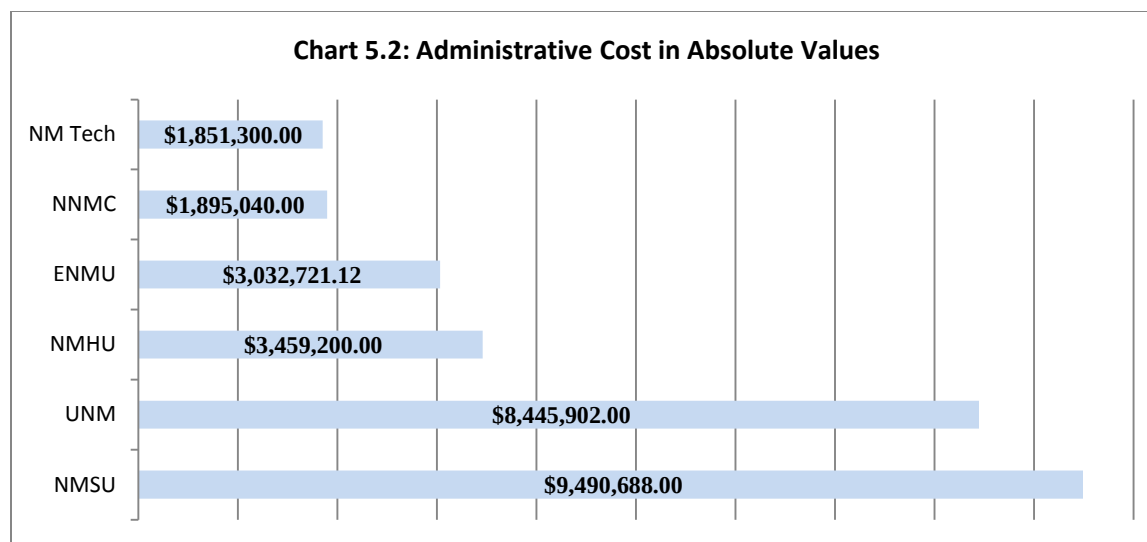
There is variation over time in administrative costs for all institutions, as well as in their peer benchmarks.



It is important to note that NNMC's total Education and General Expenditures (instruction, research, public service, academic support, student services, institutional support, and scholarships and fellowships) is dependent on state allocations and grants. This smaller amount, relative to our NM sister institutions, affects the denominator and thus impacts the percentage in Chart 5.1. Table 5.6 and Chart 5.2 display these Fiscal Resources allocated to Administrative Costs in absolute values for 2010-11.

Table 5.6: Fiscal Resources allocated to Administrative Costs in Absolute Values for 2010-11

	Total State appropriations	Total Funds	State appropriations (\$)	Percent to Admin Cost	Absolute Value
NMIMT	22.0%	\$ 165,000,000.00	\$ 36,300,000.00	5.1%	\$ 1,851,300.00
NMSU	28.3%	\$ 524,000,000.00	\$ 148,292,000.00	6.4%	\$ 9,490,688.00
UNM	22.3%	\$ 653,000,000.00	\$ 145,619,000.00	5.8%	\$ 8,445,902.00
ENMU	39.1%	\$ 68,640,000.00	\$ 26,838,240.00	11.3%	\$ 3,032,721.12
NMHU	64.0%	\$ 47,000,000.00	\$ 30,080,000.00	11.5%	\$ 3,459,200.00
NNMC	36.0%	\$ 28,000,000.00	\$ 10,080,000.00	18.8%	\$ 1,895,040.00



IMPROVEMENTS

5I1 Improvements

In early 2011, the institution completed a reorganization of its academic units. The process resulted in the establishment of formal academic colleges and department. The reorganization facilitated efficiencies in management and a hierarchy of decision making, leadership, and communication.

Over the past year, a concerted effort has been underway to renew all of the institution's policies. The Policy Review Committee was established to review the institution's existing policies for appropriateness and consistency as they relate to current legislation, state and federal drivers, and other policies within the institution. It was collectively determined that the policies required a complete overhaul, resulting in the commencement of a two-year process to update and publicly vet each policy. The work, which is being guided by the institution's legal counsel, has yielded Board of Regents approval for one of eight series of policy. The second series has been publicly vetted and is now complete for Board of approval. The entire process requires that the campus community be provided with at least 30 days to review and comment on proposed policy revisions. Feedback is then incorporated, where appropriate, by the Policy Review Committee.

Recently the Board of Regents adopted a policy that allows for a student representative among its composition. The intent was to create an opportunity for the student body to be consistently heard at the policy-making level. To date, the institution has appointed two co-representatives that actively participate in board meetings and institutional committees. The Board has also been successful in moving legislation that would allow for the Governor's appointment of a Student Regent who would have the full rights of a Regent as identified in the State's Constitution.

5I2 Culture and infrastructure support

As noted in 5P7, the institution has developed a robust committee structure that allows for campus community input at various levels. All institution-wide changes that impact the academic unit at the College are presented to the Dean's Council for feedback and input. The President, who chairs two Advisory, two Cabinet, and four Executive meetings monthly, is equipped with several opportunities to vet programs and policies among the campus community. Minutes for these meetings (excluding executive meetings) are maintained and disseminated to further facilitate a culture of transparency and communication.

AQIP Category Six, SUPPORTING INSTITUTIONAL OPERATIONS**Overview:**

NNMC has implemented two action projects that support Category 6 since our last Systems Portfolio: 1. The Facilities Department's action project to improve reporting, and 2. The Campus Safety and Security project.

1. The Facilities Department action project to improve the receipt, processing, and clearing of maintenance reports received from customers: 11/24/2009 – 2/11/2010.

NNMC's annual survey of students, faculty, and staff revealed the need to improve the Facilities Department's receipt, processing, and clearing of maintenance reports. The department determined that the traditional processes were antiquated and lacked the functionality of web-based reporting, dispatch, and clearing. The Facilities project improvement team (PIT) interviewed four vendors of maintenance software to evaluate the most effective system for processing improvements at Northern, with special considerations for ease of implementation and user training. The PIT compiled the research, selected MPulse, and were approved for purchase and installation.

Primary staff is trained, and the system is operational. Maintenance request objectives are met by consolidating work orders into a single electronic form that replaces the former stream of emails, informal notes, and verbal requests. Increased confidence in this system is monitored with our annual staff and faculty surveys. System tracking objectives are met by eliminating follow-up phone calls, emails, and impromptu meetings to check the status of work orders. Customers and staff are provided with the opportunity to observe the real-time status of work orders at any time. The "reply to requestor" objective is met by providing communication directly to the requester, and this validates work order details easily and accurately. All messages are stored automatically on the "Request Record" feature, eliminating the chance that a request is lost, and customers are notified of any status changes to their requests with automated updates. Software-generated reports are available and used to identify new opportunities for improvement.

2. Campus Safety and Security: 11/28/2011 – 12/12/2012.

Northern has placed emphasis on a number of crises that are most relevant to its geography and community, including: fires, earthquakes, break-ins, and bomb threats. The Campus Safety and Security action project provides a framework for the College to minimize any threat to life and property resulting from natural or man-made disasters. The new policy identifies the actions, roles, and responsibilities of individuals and departments in the event of an emergency. The Safety and Security Policy was drafted by a faculty member with 20 years as an environment, safety, and health professional, and it was reviewed by the greater campus community, including: the Safety and Security Committee, the Faculty Senate, the Regional Incident Commander, and the Española City Fire Chief.

In addition to the new policy, a Safety and Security Office was developed. The Office continues to prepare through regular policy review, education, training, and testing in the interest of reducing confusion, injury, and loss of life in the event of an emergency. The existing plan aims to ensure a safe and welcoming campus and treats the staff, residents, visitors, and property in a respectful manner at all times. The College fosters a working relationship with area law enforcement and other appropriate local emergency responders. Additionally, a bond issue was passed this year that provides funds in the amount of \$2 million specifically for safety and security.

PROCESSES**6P1 Identifying student and stakeholder needs**

NNMC has systematic and proactive processes to identify the support service needs of its students and stakeholders including surveys, focus groups, and feedback mechanisms. Other examples include:

- The Student Senate meets regularly to discuss needs germane to students and to present these issues to their advisor or appropriate departments if they cannot resolve them.
- The College webpage contains a “Contact Us” option in all major sections of the site that provides a list of departmental contact information in order for comments to be sent electronically.
- Through NNMC’s course evaluations for online classes, the College is able to gather feedback from online students.
- Student surveys are conducted each year: the ACT Student Opinion Survey (2009); NNMC Student Satisfaction Survey (2010 and 2011); the Noel Levitz Student Satisfaction Inventory (2012); and the NSSE (2013).
- A staff and faculty survey is conducted each year and the FSSE (2013).
- Student Advisement Center, Educational Opportunity Center (EOC), Student Ambassadors, Dual Credit Office, Northern Pueblos Institute, Admissions and Recruitment Offices all provide support to our students in services including greeting students in the Administrative Building, assisting with collecting a payment, and answering questions about financial aid.

These systems give managers at all levels the ability to identify and address key support issues and critical situations quickly, and in many cases, proactively.

- Vice-Presidents present and integrate feedback from ad hoc committees, surveys, environmental scanning, best practices, faculty, student and key stakeholder input to the President’s staff and design responsive and innovative action plans.
- The College determines key work process requirements at the program, department, college, and institutional level through process flowcharting and other quality and project management tools. Strategies incorporating data and assessment measures are used, as appropriate, from students and other stakeholders.

Key requirements for all processes emphasize student and stakeholder service and satisfaction with an outcome of ultimately helping students learn. A strong return on investment, effective utilization of resources, sound fiscal responsibility, and continuous improvement are the foundation for all work process design.

6P2 Identifying administrative needs

Through departmental and College-wide committees, Northern provides regular and open forums for identifying the administrative support needs of faculty, staff and administrators. Administrative support services include those necessary to operate and maintain the campus and facilities, maintain a safe and secure environment, and hire and support the employees needed to accomplish the institution’s mission. Each is integrated into the budgeting processes.

Understanding faculty, staff, and administrators' needs for support services is based upon feedback from individuals and the systems that serve them. Feedback is provided on the quality of the services and information about possible unmet needs. Various tools and channels are used to identify the support needs. These range from direct communication, to surveys, working groups, and formal meetings. Table 6.1 provides examples of feedback through which faculty, staff, administration, and other stakeholder needs are determined.

To keep up with the needs of other stakeholders, NNMC utilizes advisory groups representing local businesses, vendors, community groups, and other key stakeholders. The College is also well represented by faculty and staff in area by professional, service, regional, and community organizations that provides NNMC with additional feedback from stakeholders.

Table 6.1 Feedback for Identifying Faculty, Staff, Administrative, and Other Stakeholder Needs	
College	
Town Hall and Convocation	F,S,A,O
College Councils and Committees	F,S,A
Faculty Senate	F,A
Foundation Board Meetings	F,S,A,O
Board of Regents Meeting	F,S,A,O
Human Resources Staff	F,S,A
Information Desk	F,S,A
Departmental	
Business Office Audit	A,O
Advisory Council Feedback	F,S,A,O
Electronic and print communications	F,S,A,O
Academic Support Strategic Initiatives	F,S,A,O
Library Services	F
Academic Department Chairs	F,A
Deans Council	F,A
Academic Deans and Chairs Council	F,A
<i>F=Faculty, S=Staff, A=Administration, O=Other Stakeholders</i>	

6P3 Physical safety and security

Northern is committed to providing a secure, safe campus and workplace for its students and employees. Campus security is the responsibility of the College Safety and Security Office. The College facilities are for the use of the faculty, staff, and student populations of the school. NNMC does not have dormitories, and the campuses are comprised primarily of commuter students. Consequently, the security and access problems are greatly reduced. The campus walkways and parking lots are well lit at night, thereby reducing secluded or dark areas that could comprise safety.

Evening security guards conduct periodic checks of campus facilities and are available to investigate any suspicious activity and are available to respond quickly to emergencies. Students, faculty, and staff who observe any crime or incident on campus are asked to report the incident to the Safety & Security Office.

In the event of an incident, a formal report is completed. A determination is then made if it is appropriate to report to off-campus agencies. The College takes all crimes seriously and is trained for possibility of responding to assault, theft, presence of illegal substances, homicide, and sexual assault or harassment. Local authorities are summoned any time a victim desires to file a formal report. Incident reports are kept on file in the Business Office and are reviewed annually by the Vice-President for Finance and Administration to determine if security policies need to be updated to address campus concerns.

Northern works through an integrated and cross-representative committee structure to evaluate and implement continuous improvements to key support processes that contribute to physical safety and security on campus. In particular, the Safety and Security Committee was integral in establishing legislative priority for the passage of the general obligation bond that allocated \$2,000,000 to address campus-wide security concerns. Each committee concerned with Northern's physical security focuses on improving employee well-being and satisfaction by ensuring the College is providing a safe and healthy work environment that is conducive to individual growth and productivity.

Safety training is provided on a regular basis, and the College offers CPR courses. Safety posters are prominently displayed in all work areas, and personnel are designated in each area to help coordinate staff during emergencies.

The College's Banner database is accessed using a single point of user authentication. This is accomplished by deploying a password system that assigns services (menu option access) and restricted-, permissions-based access to guard against identity theft through technology.

Key support processes are communicated through publically shared minutes, Town Hall meetings, Convocation, *The Northern Eagle Newsletter*, and other departmental and all-campus publications.

6P4 Day-to-day management

Key student and administrative support service processes are managed on a day-to-day basis by supervisors to ensure that they meet the needs of students and stakeholders through methods that enhance academic programs, help students learn, and increase student/stakeholder satisfaction. Other examples include:

- A major responsibility of the Strategic Enrollment Management Team is to quality check processes to ensure all students are accounted for and on the right path to enrollment. Performance metrics are comprised of data collected on such processes as transcript evaluation, and number of students in each stage of enrollment. Instruments include; visit documentation and performance reports.
- Periodic activity and productivity summaries are generated from Information Technology Services and provided to the VP for Finance and Administration. This data is then shared with the President's Staff for informational purposes.
- Within Academic Advising, daily interactions between the advisor and the student are documented through an e-mail trail. Beginning in Fall 2013, this information will be documented in Degree Works (NNMC is currently in the process of implementing this online student academic management system). The Degree Works tool will be available to any faculty member

and select student support activity employees who have a need to check on a student's academic records.

6P5 Documenting support processes

The College's VP for Finance and Administration prepares and presents a financial report to the Board of Regents and the College community at each of the monthly Board of Regents meetings. The financial report includes the quarterly Fiscal Watch submitted to the NM Higher Education Department, as well as mutually-agreed-upon metrics relating to quality, customer service, productivity, and operating efficiency. Individual managers, at the Director level and above, monitor these metrics and other measures pertinent to departmental goals and daily operations.

The College has created and continues to develop a Budget Management System to provide enhanced day-to-day management, documentation, and improvement of key administrative support functions. The system gives managers the ability to identify and address key issues and critical situations quickly and often proactively. Operating metrics are linked to the institutional budgeting process which enables the College to respond quickly and specifically to the need for additional staff or support services and resources.

In addition, the College encourages knowledge sharing, innovation, and empowerment through its extensive committee structure, communication networks, Town Hall and convocations, publications, and meeting minutes for various College committees broadcasted via email and/or posted on the web. Students and other external stakeholders provide input through emails, student surveys, and focus groups. Students can provide input by appointment or walk-in visit, by telephone, by surface mail, or email.

RESULTS

6R1-2 Process measures

Measures and results of key student support service processes are provided in Category 1 and Category 3 and include some of the following:

- Financial aid, recruitment, admissions, registration, advising and library metrics
- Career Coaching Center Metrics
- Library Services Metrics
- NSSE Student Satisfaction Survey Responses
- ACT and Noel Levitz Survey Results
- Tutoring and Writing/Math Center Metrics

In addition Tables 6.2 and 6.3 demonstrate a comparative analysis of the past four fall semesters with regard to Math and English Placement. The college uses the ACT COMPASS instrument and cut-off scores to determine course placement for first time students.

Table 6.2: Math Placement Scores Comparison over four fall Semesters

	Fall 2012	Fall 2011	Fall 2010	Fall 2009
ABE (Adult Basic Education)	65	51	40	48
PD 108 (Basic Computational Skills)	117	128	131	135
MA 100 (Fundamentals of Mathematics)	54	70	36	73
MA 102 & 103 (Basic Algebra)	35	65	48	70

	Fall 2012	Fall 2011	Fall 2010	Fall 2009
MA 130 & UP (Intermediate Algebra & Up)	19	24	6	12
Total	290	338	261	338
Total below Math 130	271	314	255	326

Table 6.3: English Placement Scores Comparison over four fall Semesters

	Fall 2012	Fall 2011	Fall 2010	Fall 2009
ABE	20	35	25	27
ENG 106 (Basic Reading and Writing)	39	64	43	61
ENG 108 (Basic English I)	71	84	118	87
ENG 109 (Basic English II)	106	84	82	53
ENG 111 (English Composition I)	38	43	46	30
Total	274	310	314	258
Total below ENG 111	236	267	268	228

Both math and writing cut off scores were recently reduced to be in alignment with cut off scores from New Mexico Highlands University, Santa Fe Community College, Luna Community College, and UNM Taos. The math cut-off scores were implemented in the spring 2013 semester, and the English scores will be implemented in the fall 2013 semester.

6R3 Performance results for administrative support services

Measures and results of key administrative support service processes are provided in Table 6.3.

Table 6.3

Process	Requirements	Measures	Results
Human Resources	- Safe environment - Training and Growth - Equitable pay and benefits - Job Satisfaction - Proper staffing	- IPEDS HR Report - Staff and Faculty Satisfaction survey - Employee longevity - Benefits - Retirement plan participation - Tuition waiver participation - In-house training and development participation	See Category 4 for selected results
Infrastructure	- Facility usage - Effective communication - Effective Resource Utilization	- Building utilization - New construction - Operating budgets - Communication efforts	See Categories 4 and 8 for selected results

Process	Requirements	Measures	Results	
Finance	Financial Growth and Stability	Total Revenues and Investment Returns*		Total Revenues and Investment Returns (IPEDS Core Revenues)
			IPEDS FY	
			2008-09	\$ 25,825,473.00
			2009-10	\$ 27,551,446.00
			2010-11	\$ 31,783,978.00
			2011-12	Submitted 4/13
Total revenues and investment return is the sum of the following amounts: tuition and fees; government appropriations, grants and contracts; private gifts, grants, and contracts; contributions from affiliated entities; investment return (income, gains, and losses); sales and services of educational activities and auxiliary enterprises; hospital revenue; independent operations revenue; and other revenue.				

6R4 Using information to improve services

NNMC uses a variety of responsive applications of information to improve student, administrative, and organizational service. Examples include but are not limited to:

- Student Usage Surveys are used by the VP of Academic Affairs/Dean of Student Services to measure services in Career Services, Library, Student Resources, and Academic Advising.
- Strategic Enrollment Management has a strategic plan for tracking students from inquiry, through interim steps, to enrollment, which allows administrators to see what part of the overall enrollment system is working and where it might need improvement.
- Strategic Enrollment Management utilizes email and conventional postal correspondence to track communications with a student throughout the enrollment process. Data reports include metrics at various enrollment stages including inquiry, application, admission and enrollment.
- The Registrar utilizes data from IPEDS, Completions Components, Enrollment, Graduation Rates, FTE's, and Quarterly Activity Reports collected for internal office management, to detect trends, and may result in workload shifts or additional staffing.
- Tutoring and study skills collects usage data, Career Services tracts students served, and presentations, Accessibility Resource Center tracks student contacts and accommodations, and Quarterly Activity Reports to measure responsiveness, impact, and to improve services.
- The College employs a number of strategies to prevent errors and reduce rework. These include training and professional development, work assessment, frequent monitoring of performance, error reports, job tickets, and process mapping.

NNMC uses the following mechanisms regularly for monitoring the effectiveness of its information system:

- **Systems security checks:** Network traffic logs are maintained and reviewed on a regular basis. Access to critical systems is only allowed after verification of authorization. All issues are tracked through a ticketing process and require appropriate approval.

- **External penetration and vulnerability assessments:** NNMC contracts with an outside source to test and validate NNMC's system vulnerability. These tests are primarily related to the Peripheral Component Interconnect compliance but also serve as an additional function to ensure the College has a methodology for discovering and responding to new threats.

6R5 Comparisons

Available comparisons for key metrics for *Supporting Organizational Operations* are provided in Category 1 and 3.

IMPROVEMENTS

6I1 Improvements

Improvements since the 2009 systems Appraisal Feedback for Supporting Institutional Operations include, but are not limited, to the following. All of these initiatives create a solid foundation for more effective day-to-day operations.

The College created an Institutional Advancement Office. The Office of Institutional Advancement provides the following grant writing and sponsored-project administration services to the College:

- Grant proposal writing, including pre-proposal planning
- Proposal proofing and submission
- Budget development
- Assistance with generating/obtaining letters of support
- Budget tracking and reporting
- Time and effort management
- Performance report review
- Creating and maintaining a repository for all of the institution's grants

Furthermore, the College developed and implemented a new online Budget Management System (OBMS). In coordination with our Banner System it provides a mechanism for conducting budget review, enables tracking and tracing, and enhances reporting. The Finance and Administration Department reviewed and improved processes in accounting by reducing the number of accounts designated per department. The number of fund accounts was reduced from 378 to 130. The number of organization accounts was reduced from 222 to 185. A Safety & Security Office was developed, created, and is fully staffed and operational. The Finance and Administration Department was reorganized and is now more effectively staffed to improve processes in cash payments, reimbursements, grants, and budgeting. Finally, the College conducted and successfully completed all pending annual audits and have reduced findings (any error, exception, deviation or deficiency noted by an auditor as a result of an examination of audit evidence) from 40 (2010 audit) to 15 (2012 audit).

6I2 Culture and infrastructure support

To improve its current processes and systems for leading and communicating, the College is stringently behind the philosophy that effective communication is essential for its continued success. With that, various councils and committees have been formed around the improvement of existing academic and administrative processes and systems. All of these groups focus on academic quality improvements, innovative programs that meet the evolving needs of the community, and effective customer service.

AQIP Category Seven, MEASURING EFFECTIVENESS**Overview**

NNMC has made satisfactory progress in the collection, analysis, distribution, and use of data and information. NNMC continues to build and utilize its database using Banner SCT. The College continues to train and develop our staff to enter and extract this data. We have also developed interactive databanks for key users to use and analyze information. We have researched and invested in standardized assessment instruments, and we continue to refine and develop our own internal assessment efforts. We have developed a data management team as well as a Data Policy working document. NNMC has also investigated and identified a new and more appropriate peer-group for comparative purposes.

We work closely with the NM Higher Education Department, the NM Council of University Presidents, the NM Accountability Work Group, and the NM Public Education Department to develop useful and valid performance measures. Our Institutional Researcher was appointed to the State Technical Committee to consult and assist in the development in our new State Funding Formula. The committee had representatives from various community colleges, branches, comprehensive, and research universities.

We have implemented new system back-up procedures and monitoring efforts. We recently purchased, installed, and trained for the use of a new phone system known as Shore Tel in order to improve communication capabilities and efficiency. Our IT staff continues to develop and improve procedures for responding to IT needs and requests. Methods of monitoring institutional need and tracking IT responses to those needs are being measured and reported continue to be improved. Similarly, the IR office is tracking IR responses and institutional data needs and satisfaction.

In 2011, the Provost and Vice President for Academic Affairs delegated an institutional committee to review and monitor our data reporting efforts. The PACDAAR (Provost's Advisory Committee on Data Acquisition, Analysis and Reporting) was instrumental in the development of DataMart. This committee also developed a Data Policy which is currently a working document.

NNMC also has a Data Management Team which consists of the data custodian (Registrar), the institutional researcher (IR), the data coordinator, and the Banner System Administrator. All data requests are submitted via the data request form developed by this group. All data requests are reviewed by all members in order to reduce duplication of effort. The increased communication has reduced workload and the data request form has provided a mechanism for tracking and reporting jobs.

Finally, the Office of Institutional Research is now housed in the Registrar's Office to better coordinate effective data management for the College. The Registrar (as the data custodian) now works closely with the Institutional Researcher to report performance data and other measures to internal and external stakeholders.

PROCESSES**7P1 Selecting, managing and distributing data**

NNMC selects, collects, aligns, manages, integrates, and distributes data and information for tracking daily operations and overall organization performance and to drive improvement through a variety of mechanisms in response to accreditation and other standards. Strategic and action plans include selection, management, and use of information and data to support student learning, overall institutional objectives, innovation and continuous improvement. Key internal and external budget indicators tracked include among others tuition, total revenues and investment returns, core expenses by function, and market growth.

In 2011, the Provost initiated an initiative to improve data quality by assigning a committee responsible for data's accuracy, accessibility, consistency, and completeness, among other metrics. The team consisted of executive leadership, faculty, researchers, and data stewards. The initiative was aimed at improving the accuracy and quality of all data reported. The goals of the initiative included:

- Establish standard definitions for key Institutional metrics
- Establish a data policy that aligns reporting across the institution
- Deliver key reports in the short term
- Improve accuracy of existing reports
- Standardize data definitions and elements
- Deliver consistent reports on key performance indicators
- Provide limited access to key approve users

The Deans' Council and the Program Review Committee established guidelines for assessment of the learning outcomes across the College. Faculty members are responsible for implementing the assessment processes and reporting the results annually. Assessment reports from each College are submitted and reviewed annually. Assessment of learning outcomes is tracked using the WEAVE online software.

In addition, the Information Technology Services division at NNMC provides support and consultative services, provides a comprehensive stable service and research environment based on needs and validated through the use of standard performance metrics. Services include helpdesk, institutional email, student information system, student email, and telephone and data communication services. Short- and long-term requirements and expectations include stable systems, quick resolution response, evolving systems, and incorporating new technologies. Utilization of metrics guide growth and support increasing planned work efforts.

7P2 Data supporting planning and improvements

NNMC utilizes a variety of technologies and processes to select, manage, and distribute data and performance information to support its planning and improvement efforts.

Core Component 5D

NNMC works systematically to improve its performance. We develop and document evidence of performance in participation with state committees and reporting such as the Council of University Presidents – Accountability Work Group publication of an annual Performance Effectiveness Report. NNMC learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts by setting targets and

using benchmarks. All Performance Effectiveness Data is reviewed by legislative committees and improvements are expected.

NNMC uses Banner, an administrative software application developed specifically for higher education institutions by Systems and Computer Technology Corporation (SCT). Banner maintains student, alumni, financial and personnel data. It consists of five integrated systems:

- Finance
- Student
- Financial Aid
- Human Resources
- General

The systems are highly integrated through a common database. Data is stored in an ORACLE database and accessed through Banner. The database is shared by all Banner users at NNMC, making record maintenance more efficient in tracking a person from initial application through graduation. The Banner interface simplifies data access for all users, resulting in consistently successful data access that is not subject to a barrier of extensive technical knowledge. Banner provides the features needed for processing student information (admissions, registration, etc.), human resources information (employee benefits, salary/deduction history, etc.), financial aid information (need analysis, packaging, etc.), and finance information (general ledger, accounts payable, accounts receivable, etc.).

Sharing data between multiple departments is facilitated through Banner access, but access to data is granted through a permissions system that respects the confidentiality and complexity of the information stored in the database.

Customizable reports are provided by the Data Management Team via our Institutional Data Request Form. The Data Management Team consists of the Registrar, Institutional Researcher, Data Coordinator and Banner System Administrator. This team was designed to minimize duplication of effort and improve communication between the data stewards and the college community. The Data Request Form is available online and provides a mechanism for gathering pertinent information regarding the requester's research question. This request form also provides measures on number of requests and turnaround time.

7P3 Determining data needs

NNMC management provides leadership for reviewing, evaluating, and recommending strategies, plans, policies, and standards in support of the College's goals. The PAC-DAAR assists the academic departments, colleges, and other areas to select, manage, and distribute data and performance information to support their and the College's planning and improvement efforts.

Selection and evaluation criteria are based on the value of projects as measured against the mission and vision of the institution. It ensures the College's standards are identified and consistently applied across the institution and that a continuous improvement strategy necessary to achieve the strategic vision and plans is attained and a robust and reliable infrastructure is implemented.

7P4 Analyzing performance

NNMC is a member of the New Mexico Council of University Presidents (CUP). The CUP directly responds to the expectations of policy makers and other concerned citizens by publishing an annual

Performance Effectiveness Report designed, in part, to comply with the requirements of the Accountability in Government Act (AGA). This report describes each university's AGA performance goals and offers considerable additional accountability information. The Council has identified a set of common indicators of university quality and effectiveness. These indicators measure the progress of New Mexico's universities in meeting statewide performance expectations. Focusing university and public attention on these indicators will promote the improvement of higher education and the achievement of our goals. Indicators of university quality are in the following comprehensive categories:

- Effective and efficient use of resources
- Accessible and affordable university education
- Student progress and student success in our universities
- Academic quality and a quality learning environment

For the first four quality indicator groups listed above, a common set of performance measures has been selected to provide a means by which each NM university can demonstrate its performance level. Although the universities use common performance measures, each institution's performance level reflects its unique institutional mission, students, and other constituencies, and the program and service mix it has developed in response to state and regional needs. Each institution uses these measures to set performance improvement goals. <http://www.unm.edu/~cup/Reports.htm>

Several performance measures are based on broad-based surveys of our constituencies, administered on a cyclical basis. These surveys provide valuable information for reviewing and enhancing our programs. Information includes students' satisfaction with their undergraduate experiences, which is collected through a survey of graduating seniors.

7P5 Determining comparative data

The primary source of comparative data for postsecondary education institutions is the Institute of Education Sciences of the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Database System (IPEDS). Comparisons are made between NNMC and its peers and NM community colleges and universities.

As mentioned in previous categories, NNMC participated in the National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) for the first time in 2013. In 2009, the College participated in the ACT Student Opinion Survey. In 2012, the College participated in the Noel Levitz Student Satisfaction Inventory.

In 2010-2011, NNMC became a member of the National Student Clearinghouse, a nationally trusted source for education verification and student educational outcomes research. More than 3,300 colleges and universities participate and provide access to actual enrollment and degree information on each of their students. Clearinghouse services comprise three areas:

- **Compliance:** The Clearinghouse reports enrollment status and deferment information for financial aid students on behalf of participating institutions to the education finance industry and Department of Education.
- **Back-Office Support:** The Clearinghouse offers a suite of services specifically designed to help institutions streamline a number of administrative areas, including academic verification, transcript ordering, and more.
- **Academic Support:** Only the Clearinghouse offers access to a nationwide coverage of postsecondary enrollment and degree records. Through its educational research service, Student

Tracker, the Clearinghouse enables educational institutions and researchers to study postsecondary enrollment and success.

Additionally, the National Student Clearinghouse Research Center supports and enables the nationwide effort to use accurate longitudinal data outcomes reporting to make better informed educational policy decisions leading to improved student outcomes. Clearinghouse services are designed to facilitate an institution's compliance with the Family Educational Rights and Privacy Act, The Higher Education Act, and other applicable laws.

Table 7.1 identifies the major organizations to which NNMC currently provides data, and the type of data provided. Each of the organizations in turn provides the College with summary data for comparison. These measures, among others are reviewed by senior management as part of the strategic planning process and tracked to support organizational improvement and innovation. NNMC assures that all data it makes public is accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion.

Annual Reports	Measures
Integrated Post-Secondary Education Data (IPEDS)	Institutional Characteristics, Completions, and 12-month Enrollment components, Human Resources, Fall Enrollment, Finance, Student Financial Aid, Graduation Rates, and 200% Graduation Rates components.
Complete College America	Total degrees and certificates, Graduation rates (Certificate, Associate, Bachelor's), Time to degree, Credits to degree, Remediation enrollment, Remediation graduation, Transfers
Higher Learning Commission	AQIP Based Accreditation Data
NAIA	Athletic Scholarships, Athlete's GPAs
Carl D. Perkins Report	Technical Skill Attainment, Credential, Certificate or Degree, Student Retention or Transfer, Student Placement, Non-Traditional Participation, Non-Traditional Completion, Form K Enrollment Form Each indicator is also disaggregated into NM PED Special Populations: (i.e. Individuals with Disabilities, Limited English Proficiency, Other Educational Barriers, Economically Disadvantaged, Non-Traditional, Single Parent, Displaced Homemaker)
CUP Performance Effectiveness Report	Full-Time Equivalent Student Enrollment, Total Current Funds Revenue for Main Campus, Percent of Fiscal Resources Allocated to Administrative Costs, Percent of Fiscal Resources Allocated to Instruction, Research, and Public Service, Tuition Rates, Financial Aid That Must Be Paid Back By Students, Percent of Student Body Receiving Aid, Diversity of Undergraduate Students, Hispanic and American Indian Diversity of Undergraduate Enrollment, Transfer Students from New Mexico Two-Year Colleges, Retention of First-time Freshmen to Their Second Year, Six-Year Graduation Rate of First-Time Freshmen, Degrees Awarded, Faculty Diversity, Faculty Salaries, Student Satisfaction
CUP Semi Annual Report	Retention Measure, Access Measure, Completion Measure
DFA Submittal Sheet	Access Measure, Retention Measure, Completion Measure, Transfer Measure, Funding, Extended Services, Student Satisfaction, Distance Education
National Student Clearing House	Enrollment and Degree information
New Mexico Agencies: NMHED, NMDOL, NMPED	NM Enrollment and Financial Aid Information, Course/Program Information, Degrees Awarded, Salaries, PELL/BIA Report, ABE data

New sources of comparative data are scrutinized and validated before use.

In May 2011, NNMC and its leaders began research to identify a new IPEDS Comparison Peer Group for Northern New Mexico College. The previous comparison group that was selected for Northern New Mexico College had been identified in 2001. Since then the College has undergone a series of changes that have made it necessary to consider a new peer group. These changes include:

- Change of Mission: From community college to a 4-year college
- Native American Serving Non-Tribal Institution: 10% Native American population served
- Highest degree offered: Bachelor's degree

Using the IPEDS Data Center website, NNMC narrowed down a list of over 7300 institutions to 46 institutions using the following criteria:

- Miscellaneous: Title IV participating, U.S. only
- Sector: Public, 4-year or above, Public, 2-year
- Degree-granting status: Degree-granting
- Highest degree offered: Master's degree, Bachelor's degree
- Institution size category: 1,000 - 4,999
- State or other jurisdiction: Arizona, California, Colorado, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington
- Geographical region: Southwest (AZ, NM, OK, TX), Rocky Mountains (CO, ID, MT, UT, WY), Far West (AK, CA, HI, NV, OR, WA)

The list was reviewed and special program schools were removed. These included Colleges of Law, Health Science Centers, and Medical Branches. The list was then reviewed and researched by college leaders who identified those that were also HSIs (Hispanic Serving Institutions). In addition to matching the list to HSI's, NNMC also compared the list with a list of schools that have been designated Native-American Serving Non-Tribal Institutions (NASNTI). Northern serves a 10% Native American population. All comparisons were supplemented with online research.

On June 21, 2011 the following list was recommended as the most appropriate comparative Peer Group for Northern New Mexico College. The list was proposed to and approved by the NMHED:

1. Adams State (CO)
2. Fort Lewis College (CO)
3. Eastern New Mexico University
4. New Mexico Highlands University
5. Western New Mexico University
6. Brazosport College (TX)
7. Sul Ross State University (TX)

7P6 Ensuring alignment

As illustrated above, NNMC takes an integrated approach to ensure consistent and timely department and unit analysis of data that aligns with the instructional and support goals of the institution:

- Academic Deans and Chairs Council and Program Review Committee assist the academic departments, colleges, and other areas to select, manage, and distribute data and performance information to support their and the College's planning and improvement efforts.
- Progress within each division Strategic Plan is updated and communicated by respective Vice-Presidents to the President's Cabinet.

In addition, organizational performance are reviewed and prioritized on a regular basis by the President's Staff as part of the strategic planning process. NNMC's committee structure plus internal publications such as The Northern Eagle Newsletter and campus-wide meetings such as Convocation are a significant part of communicating the College's targets and results with faculty, staff, and constituents. Online viewing is also available for those working offsite. The NNMC Annual Factbook, Legislative Update and webpage are venues for sharing NNMC's priorities and organizational performance with the public. As an AQIP institution, the College's Systems Portfolio, Action Projects, and support documents including Federal Compliance reports are available for public viewing on the College's website.

Results from internal and independent audits as well as accreditation-related performance reviews are incorporated into the strategic planning process. In addition to Northern's strategic planning process and bimonthly management meetings to review organizational performance, NNMC utilizes the AQIP Action Project process to identify, initiate, improve, and implement a systematic evaluation of improvement projects in key process areas. Improvement projects focus and highlight NNMC's efforts in undertaking specific improvement initiatives, and they provide the evidence that NNMC is seriously committed to continuous improvement.

7P7 Ensuring system effectiveness

NNMC employs a comprehensive approach to ensuring the accuracy, integrity and reliability, timeliness, security and confidentiality of its data, information, and knowledge management systems. This approach encompasses concepts that are mission critical in providing information necessary for accurate, effective, and timely decision making. Examples include:

- **Degree audit:** To ensure institutional and degree integrity, an initial degree audit of transfer coursework is performed on all incoming transfer students, evaluating transfer credits for credibility and for application against NNMC degree requirements.
- **Systems security checks:** Network traffic logs are maintained and reviewed on a regular basis. Access to critical systems is only allowed after verification of authorization. All issues are tracked through a ticketing process and require appropriate approval.
- **External penetration and vulnerability assessments:** NNMC contracts with an outside source to test and validate NNMC's system vulnerability. These tests are primarily related to the Peripheral Component Interconnect compliance but also serve as an additional function to ensure the College has a methodology for discovering and responding to new threats.

In the event of an emergency, continued availability of hardware and software systems is addressed on the Continuity of Operations (COOP) and Disaster Recovery (DR) Plan. If the hardware and software services are physically unreachable, IT staff maintains the services from remote locations. If the hardware and software systems are destroyed due to a natural disaster, the DR Plan is activated and procedures are followed to have fail-over take place and restore all services based on the COOP. This is NNMC's identified DR site.

Continued availability of data and information is accomplished by NNMC adoption of virtualization of services and data as well as following a vigorous industry “Best Practices” complete daily backup to disk. In the event of an emergency involving data loss, data is restored from replication of data from a virtualized server and from disc if required. Continued access to ERP data and information is accomplished through the use of an external hosting site classified as a level 4 hardened provider. In this environment the College’s provider, Oracle On Demand (OOD), has redundant services built into their facilities that ensure unplanned outage risk is minimized as stated in the license agreement.

Continued access to non-ERP data and services is ensured with the implementation of redundant servers in a clustered environment. When a server or service fails, the clustering logic automatically resolves the failure. If a service fails, the failed service is identified and restarted. If a server fails, all services that were running on the failed server are automatically moved to another server in the cluster. Monitoring of IT services is accomplished both internally and externally. Internally, probe scripts and clustering logic assure continued availability to College data and information. Externally, NNMC has contracted with a company to monitor critical College web servers. If any outages are identified, IT staff is notified by text message and email so the outage can be addressed as quickly as possible.

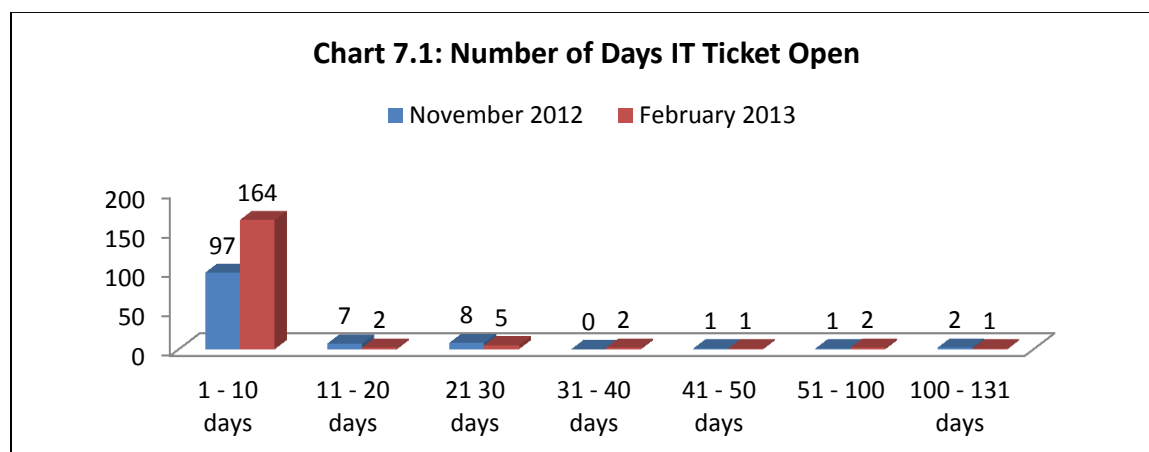
RESULTS

7R1 Measuring effectiveness

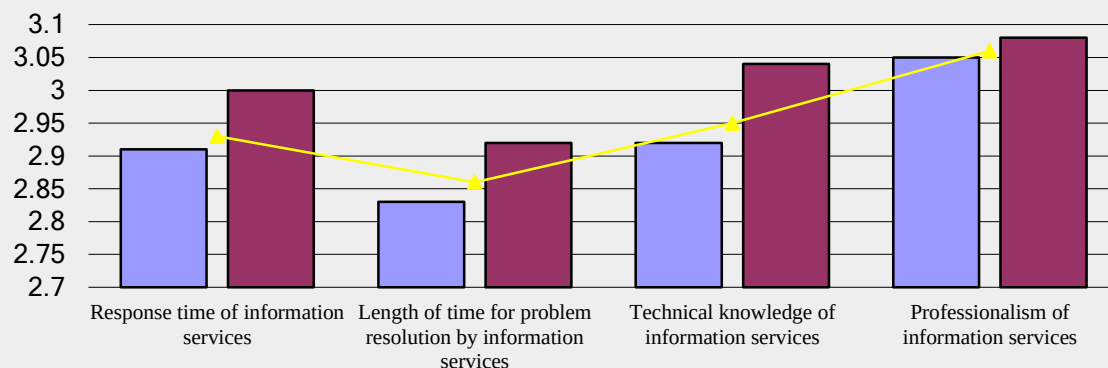
In addition to the measures mentioned in 7P7, periodic meetings provide status reports on:

- Resource Forecast; demand, available FTE, contracted services, and net (prepared for budget review process)
- Service Desk Work Effort by Category and by Staff: administrative activities, projects/ milestones, enhancements/ configurations, reports, ticks
- Service Desk Calls; total, answered, abandoned, average time to answer, # days ticket open
- IR Data Requests: total, answered, time to complete, department and project type
- Survey results pertaining to Information Technology Services

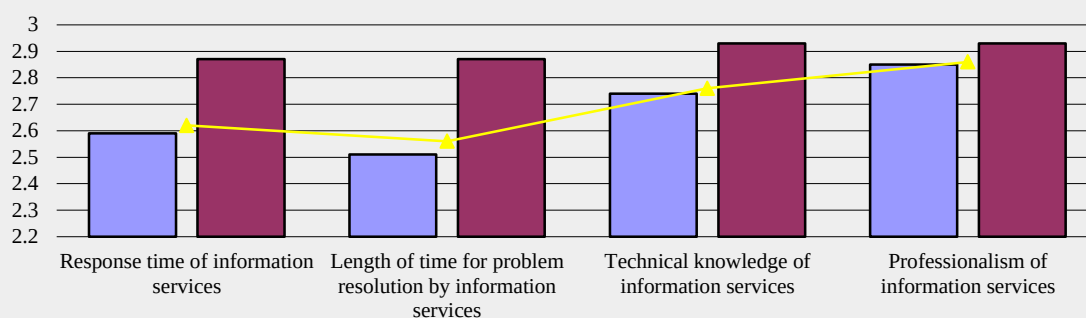
7R2 Evidence of effectiveness



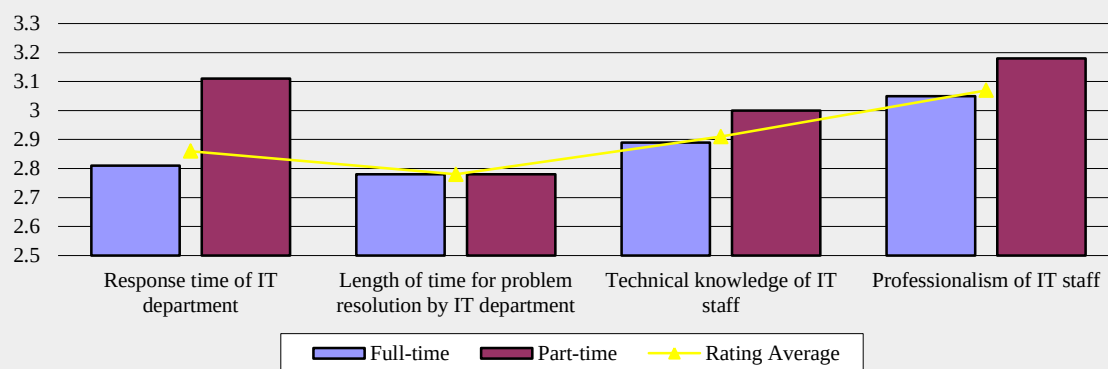
**Chart 7.2: Average level of satisfaction with IT Services
2010 Staff and Faculty Survey**



**Chart 7.3: Average level of satisfaction with IT Services
2011 Staff and Faculty Survey**



**Chart 7.3: Average level of satisfaction with IT Services
2012 Staff and Faculty Survey**



The levels of satisfaction in charts 7.2, 7.3, and 7.4 are based on a 5 point Likert Scale.

7R3 Comparisons

In 2006, NNMC adopted an instrument from Terra Community College (OH) that measures the effectiveness of how the institution measures effectiveness. The College has since administered the survey at the end of each academic

year and shared the instrument with other NM AQIP schools. Respondents are individuals who have worked directly with the IR office within the most recent academic year.

Table 7.2: Measuring the Effectiveness of How the College Measures Effectiveness

Programs, Services, and Activities	Terra Comm. College (2006)	Central NM Comm. College 2012 (n=41)	NNMC 2006 (n=)	NNMC 2008 (n=42)	NNMC 2010 (n=20)	NNMC 2013 (n=13)
1. This institution regularly conducts surveys to evaluate the quality of its programs and services.	3.647	2.34	3.75	3.98	3.95	3.00
2. This institution uses state and national data to compare its performance with that of other institutions.	3.618	2.71	3.33	3.55	3.35	3.15
3. This institution continually evaluates and upgrades its processes for collecting data.	3.272	2.27	3.38	3.62	3.65	3.00
4. Student input is systematically monitored and measured as a basis for improvement.	3.127	2.10	3.29	3.38	3.65	2.62
5. This institution analyzes all relevant data before making decisions.	2.282	2.22	2	2.8	2.7	2.54
6. Employees are involved in the development and improvement of performance measures.	2.583	2.44	3.38	3.1	3.15	2.54
Overall Average Performance	3.284	2.35	3.19	3.41	3.41	2.86

IMPROVEMENTS

7I1 Improvements

NNMC is in the final stages of implementing Ellucian Degree Works™. This tool provides a comprehensive set of web-based academic advising, degree audit, and transfer articulation tools to help students and their advisors negotiate the College's curriculum requirements. In addition, the academic planning tools and real-time counseling capabilities will help advisors provide consistent and meaningful direction to students. Transfer articulation support helps staff and students determine how coursework from other institutions is assessed and applied at ours. Students receive the academic advice they need to succeed and advisors gain new capabilities to help them advise their students more successfully. With Degree Works NNMC advisors can provide: interactive "what if" scenario planning, timely degree certification and support for retention and improved transfer recruitment

7I2 Culture and infrastructure support

DataMart is a robust data repository that provides exceptionally simple data mining and extraction features that provide Deans and Directors with institutional and programmatic trend data. The College has since conducted training on the use of DataMart and adopted a policy that governs its access. DataMart continues to develop and evolve as data needs are identified. Currently DataMart has 3 components: Student Profile (demographics, matriculation type, etc.), Program Review (Student - Course Level Data), and Course Level (enrollment, faculty status, location, etc.).

AQIP Category Eight, PLANNING CONTINUOUS IMPROVEMENT**Overview**

Northern New Mexico College provides two-year and four-year degree programs and is dedicated to distinguishing itself as a premier academic institution in its region. With the onset of Strategic Visioning, NNMC affirmed its commitment to the regions' cultural roots and to advancing a new and complex understanding of the outgrowths and legacy through innovative, collaborative, and interdisciplinary scholarship. Over the past year and a half, the campus community has engaged in multiple forums to articulate shared values, define goals, and refocus efforts to serve the diverse students and communities of northern New Mexico.

As NNMC maps out a sustainable future for Northern New Mexico College by reflecting on the maintenance of land-based traditions in northern New Mexico, the College's mission and character are defined at the intersection of institutional and regional history. In alignment with the original charter of the school, NNMC is proudly a Hispanic- and Indigenous-serving institution, with those populations respectively constituting 72% and 10% of the student body. When it opened in 1909 as the El Rito Normal School, the institution was the first in the state designed to specifically serve the Spanish-speaking population of the geopolitical region. As it evolved, Northern expanded its mission and reach to provide an inclusive educational experience for all students, becoming a more comprehensive and transnational institution while preserving a unique campus character that continues to embrace, embody, and promote the proud traditions of the Hispano and Native communities it has historically and primarily served.

Our commitment is to create a land-based college whose hallmark is a high degree of educational excellence while maintaining a responsible and sustainable growth ration that is in harmony with our institutional and natural resources. NNMC aspires to create a best-of-both-worlds college, where contemporary innovations embrace and build on the enduring legacies of tradition. Where traditional college curricula, contents areas, and pedagogies connect with home knowledge's to transform learning and discovery. NNMC aspires to create a college where diverse knowledge systems and ways of knowing are woven into an interconnected culture of excellence.

The transformation does not stop with the student experience. Owing to its high-quality educational programs, NNMC is an important cultural and economic resource for the region and the state. With 15 bachelor's degrees in five academic colleges, and dozens of associate's degrees and certificates, Northern is poised to become an even more central and influential force in shaping the economic and civic life of northern New Mexico and beyond in this global, multicultural century.

The College of Community Workforce and Career Technical Education and the Small Business Development Center create economic development opportunities that not only raise individuals' earning capacity, but also enhance the economic profile of our entire region. This is just the beginning.

The El Rito campus is currently undergoing a transformation to become a regional Innovation Center that will contribute to policy development for sustainable living in northern New Mexico.

PROCESSES

8P1 Key planning process

The NNMC Regents have adopted a policy regarding institutional planning that is designed to integrate planning across the institution. The process includes five phases that take place over a three-year period:

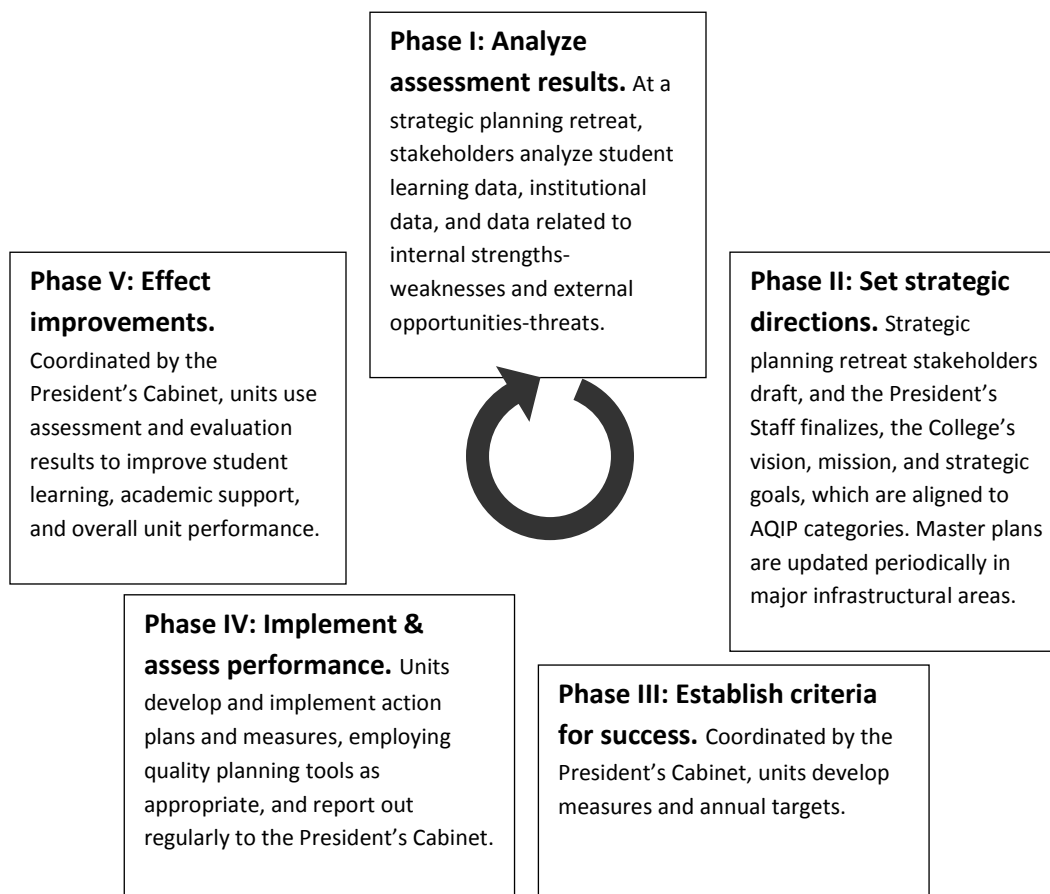


FIGURE 8.1: Strategic planning phases

The President's Staff has been responsible for Phases I-III; the President's Cabinet has been responsible for Phases IV-V. The President's Cabinet meets bi-weekly and monitors the operational performance of College committees. Each committee has been governed by a charter that spells out the group's purpose, membership, meetings, officers, attendance requirements, minutes, and procedures for amending by-laws. Newer committees are less formal but are still governed by individual plans.

8P2 Short- and long-term strategy selection

Our most recent strategic planning efforts ultimately identified 27 institutional objectives. In Fall 2009, an ad hoc group of President's Cabinet members utilized an interrelationship diagram to prioritize the 27 objectives. The ad hoc group aligned the revised purpose statements to the nine categories of the College's systems portfolio. The President's Staff assigned the objectives to colleges, departments, and institutional standing committees, and tasked the groups with designing measures and establishing targets. Undergirding the strategic objectives are three master plans that are updated periodically, as needed:

- **Academic Plan:** used to coordinate student learning assessment, program review, new program development, instructional and informational technology, evaluation of academic support services, and production of evaluation reports to the New Mexico Higher Education Department,

Higher Learning Commission, U.S. Department of Education, and other state and federal agencies, as needed. **Unit responsible: Provost & VP for Academic Affairs.**

- **Strategic Enrollment Plan:** used to outline enrollment management goals and initiatives for the College and address efforts to increase retention, improve enrollment services, establish new-student recruitment targets and programs, and improve student life. **Unit responsible: Student Services Dean.**
- **Finances Plan:** used to implement the strategic plan, maintain effective fiscal operations; outline revenue goals for legislative lobbying, capital campaigns, annual fund-raising, planned gifts, foundation gifts, government funding, and alumni cultivation, and identify short- and long-term goals and priorities for all major facility rehabilitation and new construction. **Unit responsible: Vice-President for Administration and Finance.**

8P3 Developing key action plans

NNMC utilized quality improvement tools to support the implementation of objectives, measures, targets, and action steps. For tracking the objectives' implementation, the College has the organizational committee structures as described in 5P5.

The College's strategic goals are organized according to the categories of AQIP's systems portfolio. The goals, assignments, and actions are listed in 8R2. Action Projects are developed from many of these strategic goals as well.

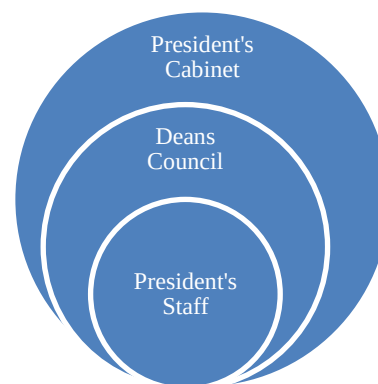


Figure 8.2: Organizational Committee Structure

8P4 Aligning the planning process

Strategic objectives, strategies, and tactics are developed in 5 phases as described in 8P1. They are approved by the President and Board of Regents. The President's Staff assigns each of the objectives to an appropriate entity within the organization. Such assignments may be directed to a committee or organizational unit, with action steps, measures, costs, and other details stipulated by the President's Staff. When resources are needed for implementation, the objectives are presented first to the President's Cabinet for consideration and coordination, with final President's Staff approval. Objectives that impact any of the College's master plans require President's Staff approval.

8P5 Selecting measures and setting targets

As participants at our strategic planning retreats develop objectives, they also identify appropriate measures and targets against which future performance will be measured. Final articulation of the measures and targets has been the purview of the President's Cabinet and various standing committees. NNMC attempts to identify "a critical few" data points as opposed to flooding an issue with data, some of which may be irrelevant to continuous improvement. NNMC attempts to measure items that will shape the improvement of performance over time.

8P6 Linking strategies to resources

AQIP Committees and process improvement teams are required to submit estimates of needed resources and costs to the President's Cabinet prior to activity implementation. Likewise, the Chairpersons of these committees and teams are required periodically to update the President's Cabinet on their progress.

Core Component 5A1

NNMC has developed a budgeting process that supports strong financial progress and stability. As noted in Category 4, NNMC's human resources are sufficient to support its current operations and processes are in place for succession of faculty and staff. As noted in Category 1, the College offers a comprehensive array of services and provides physical and technological infrastructure and support to meet its current and future needs.

Core Component 5A2

Effective resource utilization processes are approved by the Board of Regents, managed by the President's Staff, and executed by the faculty and staff to ensure that its educational purposes are responsibly met in alignment with the mission, vision and philosophy of the institution (*see Category 5 for a complete description of the organizational committee structure and responsibilities*).

Core Component 5A3

The strategic direction, plans, and visioning of the College incorporate and reinforce the mission, vision, philosophy, strategy, guiding principles, and culture of the institution (*see Category 1*).

Core Component 5A4

As noted in Category 4, the College has a structured process for identifying and ensuring staff in all areas are appropriately qualified and trained. Category 4 also details how the institution provides ongoing personal and professional development opportunities for all faculty and staff.

Core Component 5A5

NNMC's budgeting review process and Budget Management System allows for effective budgeting and an interactive means for monitoring expense.

8P7 Risk

Risks in our planning process are assessed and addressed within individual unit or departmental strategic plans. Fiscal issues are assessed and addressed via our annual Budget Reviews. Budget reviews focus primarily on FTE and operation costs.

8P8 Developing capabilities

Northern ensures development and nurturing of faculty, staff, and administrators through the institution's organizational strategies and action plans via the Presidents Staff and the President's Cabinet. The President's Staff meets each Monday morning to facilitate and coordinate the needs of the College and to provide feedback for the President's Cabinet. The Cabinet meets every other Tuesday morning. This committee is comprised of the following stakeholders: Deans and Directors. This committee works with all faculty and staff members to map out professional development needs for the College. The following is a summary of ongoing campus wide development.

Nursing and Radiology faculty attend professional development conferences annually in order to maintain licensure and certifications and to maintain clinical currency in their respective fields. Registered Nurses must complete 30 Continuing Education Credits (CEUs) every two years in order to renew their license. In addition, nursing faculty attend conferences related to best practice in teaching and nursing education and accreditation related matters.

The Humanities and Social Sciences Department pursues a multi-track effort to help nurture and develop faculty in order to help them meet the institution's needs. First, this department is developing a grant with the National Endowment of the Humanities that will help NNMC partner with other schools and institutions, expanding the opportunities for professional development in interdisciplinary studies. Faculty

hold departmental meetings each semester in order to develop cohesive departmental policies and to communicate new policies and goals of the College. Faculty are expected to pursue departmental and college-wide objectives. Finally, faculty are beginning a two-year curriculum review for our new B.A. in Integrated Studies, a review that will culminate in a faculty retreat; the purpose of the review and retreat is to facilitate a greater familiarity and sensitivity to best practices in interdisciplinary programs around the country.

Title V ÉXITO, funds professional development that supports the grant objectives of strengthening developmental learning with emphasis on writing and math, implementation of "intrusive advising," the development of first year experience programs, and equity and diversity in teaching and learning. The grant funds opportunities for faculty and staff working in these areas to attend professional conferences and to bring in content area experts to consult, and the grant also supports faculty and staff who are interested in attaining their graduate degrees. Funding allows for and there are future plans for implementation of "Teacher Incentive Grants" (TIGs) to provide mini grants to faculty and staff working on ÉXITO Initiatives; the mini-grants allow for faculty/staff to develop action projects associated with bringing change under the auspices of equity and diversity to campus.

The Distance Education (DE) program at Northern New Mexico College supports DE staff to conduct research evaluating new educational technologies and their application for online, F2F, and traditional classroom pedagogy's.

Northern's Office of Financial Aid must keep up to date with ever changing federal and state regulations governing Title IV aid programs. Therefore, to insure staff development and administrative capabilities, it is imperative for all financial aid staff members to participate in regular training. Selected staff members are required to attend the yearly Federal Student Aid Conference hosted by the Department of Education. FA staff also participates in the annual New Mexico Association of Financial Aid Administrators conference which focuses on federal and state regulatory changes and gives the staff opportunity to build a support network with professionals from around the state. FA staff also participate in webinar trainings hosted by the Department of Education or the National Association of Student Financial Aid Administrators (NASFAA). Weekly staff meetings help develop a clear line of communication among the staff and brings to light any administrative deficiencies that need to be addressed to effectively meet the organizational mission. In addition, through the yearly staff evaluation process each financial aid staff member is assessed by their supervisor and is provided with positive feedback to address specific training needs

Northern's Developmental Studies Task Force (comprised of Deans and faculty members from both Math and writing) has assisted in professional development opportunities to attend conferences on developmental education, advising, and mentoring. Northern has also created opportunities for collaboration and mentoring among full and part time faculty to strengthen curriculum and find solutions to address Developmental Studies issues. Northern's department of Academic Support participates in the New Mexico Advisement Association which meets annually to address latest "Best Practices," and other areas to improve advisement at the College.

RESULTS

8R1 Measures of effectiveness

NNMC measures the effectiveness of systems for planning continuous improvement directly and indirectly. Direct measures have come from our Action Project Update Form, which asks, "Describe the overall outcome measures or indicators that will tell whether this Action Project has been a success or failure in achieving its goals." Ongoing assessments based on a critical few metrics for each Committee

and process improvement team are analyzed by committees, teams, and the President's Cabinet. Annual assessments of system effectiveness have been conducted as an integral part of the "data immersion" phase of strategic planning. Indirect data derive from our annual surveys results have been utilized extensively.

8R2 Performance results

The College's strategic goals are organized according to the categories of AQIP's systems portfolio. The goals and assignments are as follows:

Table 8.1: Strategic goals assignments and status

Goal		Assignment	Action Plan	Status
Category 1 - Helping Students Learn				
1.1	Improve student learning	Assessment Director	Reorganization of Advisement and Training. Develop First year Experience Project. Obtain Program Accreditations	90% Complete
1.2	Improve general education assessment	General Education Committee	Current Action Project	50% Complete
1.3	Improve students' evaluation of instruction	Provost	Update program specific evaluations	50% Complete
1.4	Improve program review	Academic Deans and Chairs Committee	Develop new format for data collection and analysis to align with Academic Plan Priorities	100% Complete
1.5	Establish faculty development program	Provost	Action Project	100% Complete
Category 2 – Accomplishing Other Distinctive Objectives				
2.1	Expand scholarship support	Foundation Director	Expand donors and collaboration	Ongoing
2.2	Improve athletics	Athletic Director	Meet NAIA Standards for Excellence	Ongoing
2.3	Improve the utilization of El Rito Campus	El Rito Campus Director	Develop and implement El Rito Institutes and Centers	Developing
Category 3 - Understanding Students' and Stakeholders' Needs				
3.1	Implement an enrollment plan	Recruitment Director	Develop and implement a Strategic Enrollment Plan	100% Complete
3.2	Improve student retention	Student Services Dean & Provost	Current Action Project	Ongoing
3.3	Improve student life	Student Life PIT	Expand student activities	Ongoing
3.4	Improve career services	Student Services Dean	"Accelerate" Project with workshops and career coach	100% Complete
Category 4 - Valuing People				
4.1	Establish a staff development program	Human Resources PIT	Action Project	100% Complete
4.2	Improve staff evaluation process	HR Director	Action Project	100% Complete
Category 5 - Leading and Communicating				
5.1	Improve shared governance	President's Staff	Development of advisory committees	100% Complete
5.2	Improve college communication	President's Staff	Development of newsletters, legislative updates, phone systems and media opportunities	100% Complete

	Goal	Assignment	Action Plan	Status
5.3	Improve budgeting process	President's Staff	Development data tool to monitor and forecast expenditures and revenues. Implement for FY13 Budget Reviews	100% Complete
Category 6 - Supporting Institutional Operations				
6.1	Improve regulatory compliance	VP for Admin & Finance	BMS, Audit completion and reduction of "findings"	100% Complete
6.2	Improve maintenance request process	Facilities Director	Action Project	100% Complete
6.3	Improve website development process	IT Director	Develop and monitor under the guidance of a Creative Designer	Ongoing
6.4	Improve digital procurement process	VP for Admin & Finance	Finance Plan	Developing
6.5	Reduce energy consumption	El Rito Campus Institutes and Centers	ARAA Heating System Upgrade	Ongoing
Category 7 - Measuring Effectiveness				
7.1	Improve web-based data management	Director of Institutional Research	Development of DataMart	100% Complete
7.2	Develop comparative institutional data	Director of Institutional Research	Investigate standardized survey opportunities. Participate and contribute to the Council of University Presidents Accountability Work Group	100% Complete
Category 8 - Planning continuous improvement				
8.1	Improve systems portfolio development	President's Staff	Action Project	Ongoing
8.2	Improve celebration of continuous improvement	President's Cabinet	Develop employee recognition opportunities with Human Resources Office	Ongoing
Category 9 - Building Collaborative Relationships				
9.1	Improve service learning collaborations	Dean of Workforce Development	See 9I1	Ongoing

8R3 Performance projections

Northern NM College began its Strategic Visioning process almost two years ago. A Strategic Visioning Committee was formed and different representatives of the College were invited to contribute to its development. The Committee was co-chaired and facilitated by the Director of the Small Business Development Center. This co-chair consults and facilitates the strategic planning process at a national level. The Director of Diversity and Equity also co-chaired the committee and brought with her knowledge and respect for the community at large. Other committee members included students, faculty, Institutional Research Director, Accessibility Resource Center Coordinator, and Distance Education Director.

The findings and recommendations of the Strategic Visioning Committee and the All-Campus Visioning Retreat—in particular, the assertion that equity, diversity, and social justice are integral and fundamental to all performance objectives—underlie new directions and prospects for the advancement of NNMC. Using sustainability in the context of traditional agricultural practices as a central metaphor, the College envisions the next five years as a time for *Sembrando y Cultivando* (Seeding and Cultivating) a new culture of excellence at our growing institution.

In order to meet the mission and vision, NNMC identified the following Performance Objectives, i.e., institutional goals to be reached. These objectives are listed not in priority order but to spell out the easy-

to-remember acronym: **S.E.E.D.S.** Objectives were framed to be specific, measurable, achievable, relevant, and time bound. Extending the “growing” metaphor, the S.E.E.D.S. represents the fields of development in which departments, colleges, and support services offices will flourish. The S.E.E.D.S. of NNMC Success Performance Objectives (discussed and revised at the All-Campus Visioning Retreat) is as follows.

Student success and job placement

Excellence in teaching and learning

Establishment of alternative funding sources

Development and advancement of community

Sustainability

8R4 Comparisons

Comparative national data are generally not available in the area of strategic planning. Past performance data provides another set of key comparative data.

8R5 Evidence of effectiveness

NNMC has coordinated and aligned the planning process, organizational strategies, and action plans across various levels. This is accomplished by developing departmental strategic plans that fall under the framework of our Strategic Vision. The table below demonstrates how the SEEDS of the Strategic Vision are accomplished by the Priorities of the Academic Strategic Plan. This is an example of how NNMC aligned the S.E.E.D.S. Performance Indicators with one of the strategic plans.

NNMC will achieve the academic vision at by developing and promoting a distinctive NNMC identity based on its strengths, location, cultures, and traditions; and by promoting access to success, i.e., by attracting, educating, and graduating diverse students from the service area, the state, and the nation. In this way, Northern becomes an influential contributor to the state of New Mexico.

TABLE 8.2: EXAMPLE

Academic Division Priorities	S	E	E	D	S
Priority 1: Create and maintain superior curricula, intellectual environments, policies, and programs that will attract, educate, and graduate well-prepared students.	X	X			
Priority 2: Provide resources and financial incentives to enable all faculty members to perform scholarly, creative, and research activities that shape and make major contributions to the education of our students and to their respective fields of expertise.		X		X	X
Priority 3: Allocate resources, develop academic support services, and promote a collegial culture to attract, develop, and retain an exceptional and diverse faculty and student body.	X	X			X
Priority 4: Apply our intellectual, academic, cultural, and research resources to promote sustainable economic growth and prosperity, and to transform the quality of education throughout our region and state.			X	X	X
Priority 5: Advocate for policies and resources that improve and expand opportunities for underrepresented students throughout our service area.	X	X			
Priority 6: Develop and implement a comprehensive plan to protect and enhance the distinctive historical, geographical, and cultural identity associated with our location in northern New Mexico, in a way that will make us a national model and research center.			X	X	X

Priority 7: Practice sound management of institutional resources to continue to be a best value for our students and community.			X		X
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IMPROVEMENTS

8I1. Improvements

The principle forum employed on an annual basis, to identify, prioritize, and assign responsibilities for opportunities for improvement, has been the strategic planning efforts held during the Fall semesters. It is important to note that the design for strategic planning for improving current processes and systems is presently under revision. Other planning processes have included:

- Year-round learning that occurs in deliberations of the committees, process improvement teams, and individual students, faculty, staff, and community members. As concerns are raised and as ideas for improvement emerge, the College responds by giving these ideas consideration for inclusion in the continuous improvement activities.
- A web-based “suggestions for improvement” form will be available July 2013 that can be filled-in and submitted for consideration by the committees.
- Documentation of AQIP and institutional planning, progress, and results available on our website.
- Feedback loops inherent in year-round meetings that circulate Cabinet information throughout the institution. Each department is represented on the President’s Cabinet where current results, improvement priorities, and performance projections are discussed on an ongoing basis. Committee members subsequently meet with their respective groups and share the findings of these meetings. Detailed minutes are kept and distributed electronically for all to view and communicate. The President’s Cabinet meets every other Tuesday morning and has standing and variable agenda items.
- And finally, Board of Regents meetings, that are publicly announced and available for all to attend and participate. These meetings include regular, monthly reports on progress in implementing the strategic plans.

8I2. Culture and infrastructure support

As stated in this section and other Categories of the portfolio, data results pertaining to the strategic objectives are coupled to AQIP reporting expectations. The College continues to seize the opportunity to improve key planning and improvement processes. Areas that will continue to be developed are:

- Develop new strategic goals that chart broad-based programs and services consistent with our College mission and vision while focusing on student learning and development.
- Implement annual operational planning and evaluation at the department and unit level for accomplishing the annual targets.
- Utilize web-based data management tools to track progress, ascertain success, and identify opportunities for improvement.
- Develop meaningful comparative data to other higher education institutions in order to develop and improve key planning processes.

AQIP Category Nine, BUILDING COLLABORATIVE RELATIONSHIPS**Overview**

Northern New Mexico College is committed to the advancement of our community and our region and we recognize that only through strengthened and valued relationships can we meet this mission. We establish and maintain relationships that directly address the institution's Mission and vision in particular those that broadly address the overall capability to connect and address the needs of students and community. Keys to this effort are:

- The Northern New Mexico College Foundation was established to provide institutional development and scholarship opportunities to qualifying applicants. The use of funds is largely based on criteria established by donor entities. Donors come from all parts of the community to include employers, families, and sponsoring private and non-profit organizations.
- Northern New Mexico College maintains degree transfer articulation with New Mexico colleges and universities. These agreements allow students graduating with transfer courses or degrees in technical, career, or liberal arts fields to transfer directly to Northern New Mexico College.
- Northern New Mexico College maintains local and regional industry partners on advisory councils for program development to assure that students are well prepared for the regional workforce as well as to address research meaningful to the community.

We recognize that advancement of the community is a joint effort with community that requires communication and collaboration at every possible level. Participation and input from community leaders in the development of the College serves to ensure that the priorities for advancement are served. Industry partners have defined areas for research, such as the Wildland Fire Academy at the El Rito Campus Institutes and Centers, which addresses research and education opportunities that address the extreme fires that have been observed regionally and nationally due to drought conditions. Industry partners have served to identify areas for program development such as the establishment of SERPA and the Sostenga Center, where alternative energy and agricultural food resources have been defined as priorities in the community. These programs are funded by research dollars to support community and industry objectives. The relationships between funding, the academic institution, industry and the political climate are illustrated in Figure 9.1

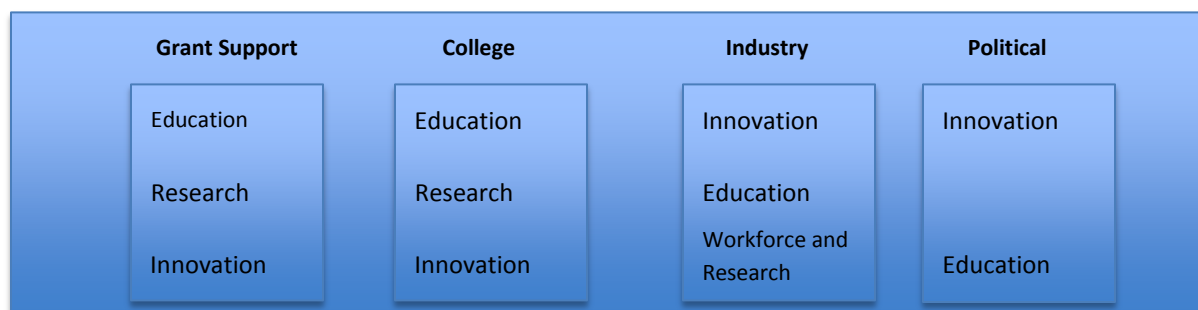


Figure 9.1: Industry Collaboration in Program Development

PROCESSES**9P1 Educational and organizational relationships**

Northern New Mexico College understands the important role an institution of higher education can have in serving community, as it is explicit in the mission. Geographic proximity is considered to be a predominant factor when prioritizing partnerships and collaborations. NNMC establishes formal relationships and participates in mutually beneficial activities in the interest of meeting common goals and objectives. We collaborate with twelve public school districts and five non-public schools that have common program pathways and address areas of interest and need as established for the region. We collaborate with the regional schools to help students' meet academic objectives and establish a basis for pursuing a college degree while still in high school as well as establish pathway programs to align students with coursework and their academic objectives through concurrent/dual-credit programs as established in formal agreements so that college-ready high school students may enroll in the college. These agreements (with the exception of Pojoaque and Santa Fe Indian School) are entered into under the Dual Credit Act and negotiated by the New Mexico Public Education Department.

Partnerships and activities are prioritized in response to the needs of the partnering entities by assessing the overall impact of the partnership activities relative to the overall outcome, time, cost (e.g. funding & human resources), and scope.

Northern New Mexico College aligns program development with other educational institutions so that students are able to transfer easily from one institution to another. As a partner with the northern New Mexico consortium of colleges and universities, Northern New Mexico College identifies pathways, remedial coaching and opportunities for program alignment to provide the broadest opportunity for student success between two-year and four year programs and institutions.

NNMC aligns the Career and Technical Programs with the Carl D. Perkins Career and Technical Education Act of 2006, which strengthens the connections between secondary and postsecondary education and improves state and local accountability. Particularly in the areas of applied technologies, industry partners are engaged early in the process of program development to assure that the programs are aligned with industry and job expectations.

We have a systematic approach to building formal partnerships, such as those governed by grants or other external funding. These guidelines outline the process and establish procedures; however, each grant opportunity is distinct in its nature, and often the process is adapted to the particular objectives of the specific partnership. A formal process for establishing a partnership often includes the following steps:

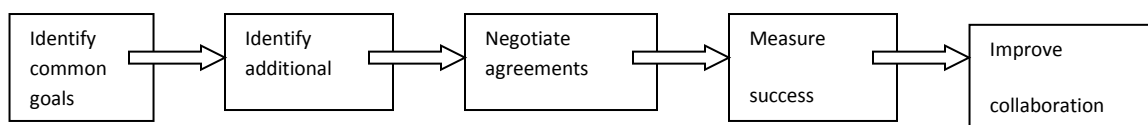


FIGURE 9.2: Framework for establishing and improving partnerships

This process is specific to collaborative partnerships involving grants; however, many other collaborations are less formal – for example, community based partnerships that support the objectives of the feeder school partners and Northern. While these informal partnerships may not be governed by established guidelines, they do follow a basic framework as illustrated in Figure 9.1 above. The steps in this process include the following activities:

- **Identifying Common Goals:** Through open lines of communication and research we address the needs of the institution, students, and stakeholders in the community and establish goals to address the identified needs.
- **Identifying Partners:** We identify the partners best suited to address those needs. These partners may emerge through a request from an employer or community organization or from an initiative generated by strategic planning.
- **Negotiating Agreements:** We negotiate the agreement to establish clear objectives, strategies, and responsibilities for all involved parties.
- **Measuring Success:** We collect data through reports and surveys to evaluate the success of the partnership in achieving its stated outcomes.
- **Improving Relationships:** We implement changes renegotiating agreements to build on strengths, alleviate difficulties, and address opportunities for continuous improvement.

9P2 Creating, prioritizing and building relationships

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. We work directly with advisory council members to ensure that industry standards are integral to program and course content so that students address coursework relevant to the future workplace. Collaborative 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. Responsibilities and resources are identified as we negotiate the relationship. Formal partnerships are governed by a grant agreement, a Memorandum of Understanding (MOU), or a Memorandum of Agreement (MOA), all of which specify the terms of the relationship and each party's responsibility. This process helps to build a solid foundation for a partnership to be beneficial of all involved.

Though somewhat isolated from large industry, Northern New Mexico College resides approximately 35 miles from a leading national research laboratory with whom the President and other leaders within the College maintain regular communication to assure program alignment in order to address workforce needs. Northern's program development Advisory Councils maintain advisory members from this entity as the largest employer in the region. The Regional Development Corporation also works with us in identifying industry and educational partners that directly address workforce and economic development needs in the area. Ongoing relationships with these entities are managed through regularly scheduled meetings, outreach activities, advisory meetings, and other activities that bring the groups together for a common objective.

9P3 Relationships with student service providers

We create, prioritize and build relationships with organizations that provide services to the students through both internal and external partnerships at the College. Through grant funding, NNMC developed services for mental health counseling, career building, and small business development. Formal relationships are established with external organizations that provide services to the students, such that for basic dental and medical for specified student groups, through the formal mechanism of a concurrence, either by contract, Memorandum of Understanding (MOU), or a Memorandum of Agreement (MOA), all of which specify the terms of the relationship and each party's responsibility. This process assures that the foundation of the roles and responsibilities of each partner are clearly defined and that the benefits are mutual.

The faculty, staff, and administrators provide services, structure, and mentoring to the students. We strengthen such services through collaboration, communication, and recognition in the interest of building and strengthening the relationships necessary to provide full benefit to the students. We achieve strengthened collaboration when faculty, staff, administrators, and students work together on committees and special projects in the student's interest. We have established modes of communication that serve to expand awareness, provide clarity and promote initiatives that support students. We strengthen service to students through recognition of those who excel in meeting the needs of students. Table 9.1 illustrates some of the other activities in collaboration, communication, and recognition that serve to build relationships within the College.

Table 9.1: Building relationships within the institution

Collaboration	Communication	Recognition
Strategic Planning • Student Senate • Program Assessment • Standing Committees • Ad-hoc Committee • Campus-wide Clean Up days	NNMC Web Site • Canal Seis Campus TV • Legislative Updates • Results from Faculty, Staff, and Student Satisfaction Surveys • Fall and Spring Convocation	Recognition Awards • Retirement Awards • Graduation Ceremony • Foundation Scholarship Dinner • Student and Faculty Art Shows • Student Poster Session – Research Projects in the Sciences • Student Art Exhibits and Musical Performances

9P4 Relationships with materials and service providers

As a State institution Northern New Mexico College must follow and comply with the New Mexico State Procurement Code and other applicable policies and procedures for selection of vendors for services and materials.

9P5 Relationships and interactions

Northern New Mexico College creates, prioritizes, and builds relationships with the educational associations, external agencies, consortia partners, and the general community by fostering mutually beneficial relationships. Relationships are prioritized based on the impact and effect of the relationship to program accreditation, student support services, impact, and cost.

NNMC's Ben Lujan library is a member of the statewide consortium LIBROS that provides reciprocal borrowing and inter-library loans. This consortium membership, along with the membership in the New Mexico Consortium of Academic Libraries (NMCAL) also makes online database collection procurement more attainable through group pricing models that allow us to provide more access to more materials relevant to the faculty and programs of study.

Northern belongs to the New Mexico Academic Advisement Association that serves the purpose of gaining strength to the profession of academic advisement.

With the northern New Mexico consortium of colleges and universities, Northern New Mexico College Northern identifies partnering opportunities for remedial activities such as Math Camp, to address the regional (and national) issue of under preparedness of first year college students in college mathematics. The relationship with the consortia has provided leverage for program development, elimination of program redundancy between institutions and articulation where it makes sense. The relationship with the consortium has better illuminated pathway opportunities to graduate programs within the institution, as well as refined relationships with employers who can better discern between the offerings of each institution and how the various programs can meet their industry objectives.

Collaborative relationships are crucial in the general community as NNMC maintains formal and informal interactions with groups that address the rich heritage of the area.

At the national level the College maintains memberships with various relevant organizations to address the community objectives. Members of the leadership reside on the boards of the University Economic Development Association (UEDA) and the National Association for Chicano and Chicano Studies (NACCS), which are initiatives that directly address the initiatives and values in the community we serve.

Other organizations include:

- ACE - American Council on Education
- AASC&U - American Association of State Colleges & Universities
- AGB - Association of Governing Board of Colleges & Universities
- HACU - Hispanic Association of Colleges & Universities

9P6 Ensuring needs are met

Northern New Mexico College builds communicative relationships from the start. The administration, staff, and faculty are encouraged to take the time to personally meet with community members and groups to discuss how the institution is meeting their needs and we count on honest and reliable dialog to develop trusting relationships. Through a platform of open communication the community will know that they can approach the College and express their concerns.

Because collaborative relationships are established with industry and community groups both formally and informally in the interest of meeting common goals and objectives, the College is able to evaluate the ability to successfully meet the objectives. Partnerships and activities are established in response to the needs of the stakeholders by assessing the overall impact of the partnership activities relative to the overall outcome, time, cost (e.g. funding & human resources), and scope where overall success is evaluated on the ability to address the need (benefit) while managing the time and cost within the scope of activities.

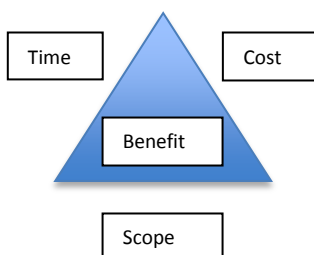


Figure 9.3

Through the advisory councils, surveys, focus groups and evaluations of courses, programs, and services NNMC assesses whether stakeholder and student needs are being met. The Office of Institutional Research provides survey information to the Office of the Provost, Deans and Chairs to guide change in programs and to assist with goal setting for the next academic year.

For specific endeavors faculty and staff serve as the direct contact with organizations and associations as either board or committee members or in an unofficial capacity in order to be responsive to the varying needs of the relationships and ensure that their needs are being met.

9P7 Creating internal relationships

The internal structure for program review and evaluation encourages active collaboration within different departmental areas. The institution promotes shared support for and designs systems and processes for a common mission among its faculty, staff, and administration.

RESULTS

9R1 Measures of collaborative relationships

NNMC assesses the success of the collaborative relationships through bi-annual surveys of external partners and Faculty and Staff. A specific instrument is administered to the collaborative partners to gain insight on important measures and opportunities for improvement. It asks respondents to agree or disagree with the following statements. The College:

- Actively identifies and is committed to the achievement of its collaborative agreements
- Is consistent in carrying out its role and tasks with regard to one's objectives
- Demonstrates effective interpersonal skills
- Actively uses effective group process skills and facilitates their use by others
- Contributes to objective maintenance by actively facilitating the identification of strategies necessary in maintaining progress
- Communicates effectively with its Collaborative Partners
- Responds to inquiries in a timely manner
- Is responsive to the needs of its Collaborative Partners

The survey asks respondents to rate the overall collaborative partnership, list one or two strengths or areas of satisfaction, and list one or two opportunities for improvement.

9R2 Performance results

The commitment to collaborative relationships allows NNMC to reach out into the community, combine the resources with other organizations, and improve the lives of many. Results of key collaborative relationships include the following:

- Educational opportunities and financial support for area high school students
- Foundation Fund near \$4,000,000 to provide scholarships for students to support their educational goals at Northern
- Educational outreach to remote areas and at-risk populations
- Essential clinical experience for the nursing and radiography students at area hospitals
- Expert training for the students in needed fields such as the Wildland Fire Science and the Construction Trades apprenticeship programs
- Essential service to the community and support for community organizations through service learning projects
- Business consulting and training to established and prospective businesses
- Marketing/Advertising Consulting and training to entrepreneurs and artists

In 2009, 2010 and 2011 we conducted a Collaborative Partner Survey for those who have or have had a formal collaborative arrangement with the College. A 2013 Collaborative Partner Survey is scheduled for administration in June 2013. Table 9.2 below outlines the sections of this survey and the information requested. The information from this survey is used to identify strengths and opportunities for improving collaborative relationships.

Table 9.2: Summary of Survey of Collaborative Partnerships

Section	Response Statement on a Scale of Strongly Disagree – Strongly Agree	2008 Feedback	2009 Feedback	2010 Feedback	2011 Feedback
NNMC's Commitment to partners	NNMC actively identifies and is committed to the achievement of its collaboration agreements.	86.5% Agree or Strongly agree	83.3% Agree or Strongly agree	93.4% Agree or Strongly agree	83.3% Agree or Strongly agree
NNMC's communication with partners	NNMC communicates effectively with its Collaborative Partners.	83.3% Agree or Strongly agree	70.6% Agree or Strongly agree	85.7% Agree or Strongly agree	70.6% Agree or Strongly agree
NNMC's responsiveness to partner needs	NNMC responds to inquiries in a timely manner. NNMC is responsive to the needs of its Collaborative Partners.	89.2% Agree or Strongly agree	77.8% Agree or Strongly agree	93.4% Agree or Strongly agree	88.9% Agree or Strongly agree

Some of the specific suggestions for improvement include better communication about paperwork deadlines and increased collaboration with network districts, to conduct annual meetings, and more opportunity to develop formal partnerships. To ensure continuous quality improvement, a need to incorporate processes that complete the feedback loop and initiate progress to address these concerns from the partners. At the same time, there is a need to celebrate the positive strengths partners identified in the survey. The following are some examples:

- Good communication
- Excellent teachers – interested in the success of their students
- Professional, helpful and willing staff
- Prepared students with a commitment to serve

The results from the Service Learning Survey reflect a high rate of student satisfaction in these activities. On a scale of 1-5 with 5 being the highest rating, the average scores ranged between 4.07 and 4.46. Students felt that the service learning projects led to significant personal growth and development, intellectual development and academic learning, and social growth and development.

9R3 Comparisons

In comparing the collaborative relationships with other institutions of higher education, we find the approaches are similar; however, some have been in existence longer or have more resources dedicated to building and developing collaborative relationships. We are, nonetheless, encouraged by the actions to date and are working to continually improve in building the key collaborative relationships.

IMPROVEMENTS

9I1 Improvements

We have initiated several improvements to the current processes of building collaborative relationships. A main improvement is to have established a bi-annual community needs assessment for non-profit agencies in the greater Española area. As stated, one goal of this Action Project is to gather information from the community to better grasp the community needs and to help faculty and staff design meaningful service learning and research projects. Another objective of this effort is to help promote the service learning

program and to encourage instructors to incorporate this pedagogy into their classroom instruction. This survey will lead to the development of an on-line data bank of potential community partners that will facilitate the process of building collaborative partnerships for the purpose of service learning and research projects. Additionally, service learning has become an important element in the faculty tenure process.

Another improvement is the development of a new and improved web site for the College. This web site will foster communication across the College and will provide students, faculty, staff, and members of the community with important information regarding programs and services.

9I2 Culture and infrastructure support

In our strategic planning, we identify opportunities for improvement based on facts and data emanating from the prior performance and a variety of assessment processes. For example, we collect information from surveys, such as the Student Life Survey and the NNMCC Student, Staff and Faculty Survey, to analyze the strengths, weaknesses, and opportunities for improvement. We identify opportunities for creating new or enhancing existing collaborative partnerships in order to accomplish specific goals. All strategic planning initiatives are prioritized, utilizing an interrelationship diagram process. Any new collaborative partnerships initiatives are similarly prioritized based on their value to the institution.

We communicate the success of the relationships using primarily the following methods:

- Regular updates on each collaborative partnership to the AQIP Council and to the Board of Regents
- Human interest stories published in the local newspaper and broadcast on a weekly radio program
- Public Information Office press releases on the web site
- Broadcast emails to faculty and staff listserv or student listserv to promote cultural events and community events (such as blood drive, Earth Day Event, Scholarship Applications, etc.)